



# Bayside Christian College

*"Unity and Maturity in Christ"*



## **Senior Secondary Handbook 2022**

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## Term Dates 2022

|               |                    |    |                     |
|---------------|--------------------|----|---------------------|
| <b>Term 1</b> | Monday 31 January  | to | Friday 8 April      |
| <b>Term 2</b> | Wednesday 27 April | to | Friday 24 June      |
| <b>Term 3</b> | Monday 18 July     | to | Friday 16 September |
| <b>Term 4</b> | Tuesday 4 October  | to | Thursday 8 December |

## Senior Secondary Contacts

|  |                   |  |
|--|-------------------|--|
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| <b>College Office</b>                                  | 5971 6700         | <a href="mailto:info@baysidecc.vic.edu.au">info@baysidecc.vic.edu.au</a>                           |
| <b>Principal</b>                                       | Andrew Manning    | <a href="mailto:andrew.manning@baysidecc.vic.edu.au">andrew.manning@baysidecc.vic.edu.au</a>       |
| <b>Deputy Principal</b>                                | Toni Steinbergs   | <a href="mailto:toni.steinbergs@baysidecc.vic.edu.au">toni.steinbergs@baysidecc.vic.edu.au</a>     |
| <b>Head of Learning, Innovation &amp; Discipleship</b> | Shirley Patterson | <a href="mailto:shirley.patterson@baysidecc.vic.edu.au">shirley.patterson@baysidecc.vic.edu.au</a> |
| <b>Head of Senior Secondary</b>                        | Sharyn Hadlow     | <a href="mailto:sharyn.hadlow@baysidecc.vic.edu.au">sharyn.hadlow@baysidecc.vic.edu.au</a>         |
| <b>VCE Coordinator</b>                                 | Chris Alley       | <a href="mailto:chris.alley@baysidecc.vic.edu.au">chris.alley@baysidecc.vic.edu.au</a>             |
| <b>VCAL Coordinator</b>                                | Ken Berry         | <a href="mailto:k.berry@baysidecc.vic.edu.au">k.berry@baysidecc.vic.edu.au</a>                     |
| <b>Careers Coordinator</b>                             | Michelle Smith    | <a href="mailto:michelle.smith@baysidecc.vic.edu.au">michelle.smith@baysidecc.vic.edu.au</a>       |
| <b>VET &amp; Workplace Coordinator</b>                 | Michelle Smith    | <a href="mailto:michelle.smith@baysidecc.vic.edu.au">michelle.smith@baysidecc.vic.edu.au</a>       |
| <b>College Chaplain</b>                                | Kathy Scott       | <a href="mailto:k.scott@baysidecc.vic.edu.au">k.scott@baysidecc.vic.edu.au</a>                     |
| <b>eLearning Manager</b>                               | Joel Kong         | <a href="mailto:joel.kong@baysidecc.vic.edu.au">joel.kong@baysidecc.vic.edu.au</a>                 |
| <b>Secondary Learning Support</b>                      | Katie Newton      | <a href="mailto:katie.newton@baysidecc.vic.edu.au">katie.newton@baysidecc.vic.edu.au</a>           |

## Communication with the College

| Reason                      | Person to contact                               |  |
|-----------------------------|---|--|
| Bus queries, uniform        | Anita May                                       | <a href="mailto:anita.may@baysidecc.vic.edu.au">anita.may@baysidecc.vic.edu.au</a>       |
| Fees                        | Helen Spink                                     | <a href="mailto:helen.spink@baysidecc.vic.edu.au">helen.spink@baysidecc.vic.edu.au</a>   |
| First Aid & Medications     | Patricia Longhurst                              | <a href="mailto:p.longhurst@baysidecc.vic.edu.au">p.longhurst@baysidecc.vic.edu.au</a>   |
| Lost Property               | College Office                                  | <a href="mailto:info@baysidecc.vic.edu.au">info@baysidecc.vic.edu.au</a>                 |
| Working with Children Check | Ben Williams                                    | <a href="mailto:ben.williams@baysidecc.vic.edu.au">ben.williams@baysidecc.vic.edu.au</a> |
| Student Behaviour           | Home Group Teacher, Coordinator, Head of School |  |

## The College Day

| Mondays |            | Tuesdays – Fridays |            |
|---------|------------|--------------------|------------|
| 8:45am  | Home Group | 8:45am             | Home Group |
| 8:55am  | Assembly   | 8:55am             | Period 1   |
| 9:30am  | Period 1   | 9:40am             | Period 2   |
| 10:10am | Period 2   | 10:25am            | Period 3   |
| 10:50am | Recess     | 11:10am            | Recess     |
| 11:10am | Period 3   | 11:30am            | Period 4   |
| 11:50am | Period 4   | 12:15pm            | Period 5   |
| 12:30pm | Period 5   | 1:00pm             | Lunch      |
| 1:10pm  | Lunch      | 1:45pm             | Period 6   |
| 1:55pm  | Period 6   | 2:30pm             | Period 7   |
| 2:35pm  | Period 7   | 3:15pm             | Dismissal  |
| 3:15pm  | Dismissal  |                    |            |

## Senior Secondary Teachers

| <b>VCE – Units 3 &amp; 4</b> |                     |  |
|------------------------------|---------------------|--|
| Agriculture                  | David Goschnick     | <a href="mailto:david.goschnick@baysidecc.vic.edu.au">david.goschnick@baysidecc.vic.edu.au</a>         |
| Biology                      | Tanya Rogers        | <a href="mailto:tanya.rogers@baysidecc.vic.edu.au">tanya.rogers@baysidecc.vic.edu.au</a>               |
| Business Management          | Sonja Campbell      | <a href="mailto:sonja.campbell@baysidecc.vic.edu.au">sonja.campbell@baysidecc.vic.edu.au</a>           |
| Chemistry                    | Sharyn Hadlow       | <a href="mailto:sharyn.hadlow@baysidecc.vic.edu.au">sharyn.hadlow@baysidecc.vic.edu.au</a>             |
| English                      | Rupert Balint-Smith | <a href="mailto:rupert.balint-smith@baysidecc.vic.edu.au">rupert.balint-smith@baysidecc.vic.edu.au</a> |
| Further Mathematics          | Paul Mathews        | <a href="mailto:paul.mathews@baysidecc.vic.edu.au">paul.mathews@baysidecc.vic.edu.au</a>               |
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| History                      | Peter Bakker        | <a href="mailto:peter.bakker@baysidecc.vic.edu.au">peter.bakker@baysidecc.vic.edu.au</a>               |
| Literature                   | Rupert Balint-Smith | <a href="mailto:rupert.balint-smith@baysidecc.vic.edu.au">rupert.balint-smith@baysidecc.vic.edu.au</a> |
| Mathematical Methods         | Chris Alley         | <a href="mailto:chris.alley@baysidecc.vic.edu.au">chris.alley@baysidecc.vic.edu.au</a>                 |
| Media                        | Joel Kong           | <a href="mailto:joel.kong@baysidecc.vic.edu.au">joel.kong@baysidecc.vic.edu.au</a>                     |
| Physics                      | Chris Alley         | <a href="mailto:chris.alley@baysidecc.vic.edu.au">chris.alley@baysidecc.vic.edu.au</a>                 |
| Product Design Technology    | Walter Sheridan     | <a href="mailto:walter.sheridan@baysidecc.vic.edu.au">walter.sheridan@baysidecc.vic.edu.au</a>         |
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| <b>VCE – Units 1 &amp; 2</b> |                   |  |
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| Business Management          | Sonja Campbell    | <a href="mailto:sonja.campbell@baysidecc.vic.edu.au">sonja.campbell@baysidecc.vic.edu.au</a>       |
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| English                      | Rachelle Cooper   | <a href="mailto:r.cooper@baysidecc.vic.edu.au">r.cooper@baysidecc.vic.edu.au</a>                   |
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| HHD*                         | Rachelle Cooper   | <a href="mailto:r.cooper@baysidecc.vic.edu.au">r.cooper@baysidecc.vic.edu.au</a>                   |
| History                      | Peter Bakker      | <a href="mailto:peter.bakker@baysidecc.vic.edu.au">peter.bakker@baysidecc.vic.edu.au</a>           |
| Legal Studies                | Sonja Campbell    | <a href="mailto:sonja.campbell@baysidecc.vic.edu.au">sonja.campbell@baysidecc.vic.edu.au</a>       |
| Literature                   | Sam Waldron       | <a href="mailto:sam.waldron@baysidecc.vic.edu.au">sam.waldron@baysidecc.vic.edu.au</a>             |
| Mathematical Methods         | Paul Mathews      | <a href="mailto:paul.mathews@baysidecc.vic.edu.au">paul.mathews@baysidecc.vic.edu.au</a>           |
| Media                        | Joel Kong         | <a href="mailto:joel.kong@baysidecc.vic.edu.au">joel.kong@baysidecc.vic.edu.au</a>                 |
| OES*                         | Ken Berry         | <a href="mailto:k.berry@baysidecc.vic.edu.au">k.berry@baysidecc.vic.edu.au</a>                     |
| Psychology                   | Shirley Patterson | <a href="mailto:shirley.patterson@baysidecc.vic.edu.au">shirley.patterson@baysidecc.vic.edu.au</a> |
| Physics                      | Chris Alley       | <a href="mailto:chris.alley@baysidecc.vic.edu.au">chris.alley@baysidecc.vic.edu.au</a>             |
| Product Design Tech          | Walter Sheridan   | <a href="mailto:walter.sheridan@baysidecc.vic.edu.au">walter.sheridan@baysidecc.vic.edu.au</a>     |
| Studio Arts                  | Chay Williamson   | <a href="mailto:chay.williamson@baysidecc.vic.edu.au">chay.williamson@baysidecc.vic.edu.au</a>     |
| VCD*                         | Joel Kong         | <a href="mailto:joel.kong@baysidecc.vic.edu.au">joel.kong@baysidecc.vic.edu.au</a>                 |

| <b>VCAL</b>           |                 |  |
|-----------------------|-----------------|--|
| <b>Senior</b>         |                 |  |
| Food for Life         | Sonja Campbell  | <a href="mailto:sonja.campbell@baysidecc.vic.edu.au">sonja.campbell@baysidecc.vic.edu.au</a>     |
| Industry Electives    | Ulli Austermann | <a href="mailto:ulli.austermann@baysidecc.vic.edu.au">ulli.austermann@baysidecc.vic.edu.au</a>   |
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| Numeracy              | Ulli Austermann | <a href="mailto:ulli.austermann@baysidecc.vic.edu.au">ulli.austermann@baysidecc.vic.edu.au</a>   |
| PDS*                  | Ken Berry       | <a href="mailto:k.berry@baysidecc.vic.edu.au">k.berry@baysidecc.vic.edu.au</a>                   |
| Work Related Skills   | David Goschnick | <a href="mailto:david.goschnick@baysidecc.vic.edu.au">david.goschnick@baysidecc.vic.edu.au</a>   |
| <b>Intermediate</b>   |                 |  |
| Active Volunteering   | Ken Berry       | <a href="mailto:k.berry@baysidecc.vic.edu.au">k.berry@baysidecc.vic.edu.au</a>                   |
| Literacy              | Katie McCann    | <a href="mailto:katherine.mccann@baysidecc.vic.edu.au">katherine.mccann@baysidecc.vic.edu.au</a> |
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| <b>Foundation</b>     |                 |  |
| Industry & Employment | Peter Zwiersen  | <a href="mailto:peter.zwiersen@baysidecc.vic.edu.au">peter.zwiersen@baysidecc.vic.edu.au</a>     |
| PDS*                  | Ken Berry       | <a href="mailto:k.berry@baysidecc.vic.edu.au">k.berry@baysidecc.vic.edu.au</a>                   |
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|             |                 |  |
|-------------|-----------------|--|
| <b>VET</b>  |                 |  |
| Agriculture | David Goschnick | <a href="mailto:david.goschnick@baysidecc.vic.edu.au">david.goschnick@baysidecc.vic.edu.au</a> |
| Hospitality | Scott Megee     | <a href="mailto:scott.megee@baysidecc.vic.edu.au">scott.megee@baysidecc.vic.edu.au</a>         |

|                      |                     |  |
|----------------------|---------------------|--|
| <b>Year 10</b>       |                     |  |
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| Art – Pop & 3D       | Chay Williamson     | <a href="mailto:chay.williamson@baysidecc.vic.edu.au">chay.williamson@baysidecc.vic.edu.au</a>         |
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| Bible – 10A          | Sam Waldron         | <a href="mailto:sam.waldron@baysidecc.vic.edu.au">sam.waldron@baysidecc.vic.edu.au</a>                 |
| Bible – 10B          | Jay Johnstone       | <a href="mailto:jay.johnstone@baysidecc.vic.edu.au">jay.johnstone@baysidecc.vic.edu.au</a>             |
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| English – 10A        | Rupert Balint-Smith | <a href="mailto:rupert.balint-smith@baysidecc.vic.edu.au">rupert.balint-smith@baysidecc.vic.edu.au</a> |
| English – 10B & 10C  | Felicity Taylor     | <a href="mailto:felicity.taylor@baysidecc.vic.edu.au">felicity.taylor@baysidecc.vic.edu.au</a>         |
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| ICT*                 | Kerri Bernon        | <a href="mailto:kerri.bernon@baysidecc.vic.edu.au">kerri.bernon@baysidecc.vic.edu.au</a>               |
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| Mathematics          | Amy Partridge       | <a href="mailto:amy.partridge@baysidecc.vic.edu.au">amy.partridge@baysidecc.vic.edu.au</a>             |
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| Media                | Joel Kong           | <a href="mailto:joel.kong@baysidecc.vic.edu.au">joel.kong@baysidecc.vic.edu.au</a>                     |
| OES*                 | Peter Zwiersen      | <a href="mailto:peter.zwiersen@baysidecc.vic.edu.au">peter.zwiersen@baysidecc.vic.edu.au</a>           |
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| Pastoral Care – 10B  | Rachelle Cooper     | <a href="mailto:r.cooper@baysidecc.vic.edu.au">r.cooper@baysidecc.vic.edu.au</a>                       |
| Pastoral Care – 10C  | Joshua Goschnick    | <a href="mailto:joshua.goschnick@baysidecc.vic.edu.au">joshua.goschnick@baysidecc.vic.edu.au</a>       |
| Performing Arts      | Chris Elkington     | <a href="mailto:chris.elkington@baysidecc.vic.edu.au">chris.elkington@baysidecc.vic.edu.au</a>         |
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| VCD*                 | Joel Kong           | <a href="mailto:joel.kong@baysidecc.vic.edu.au">joel.kong@baysidecc.vic.edu.au</a>                     |

| *          | Subject Name                      |
|------------|-----------------------------------|
| <b>HHD</b> | Health and Human Development      |
| <b>ICT</b> | Information Computer Technology   |
| <b>OES</b> | Outdoor and Environmental Studies |
| <b>PDS</b> | Personal Development Skills       |
| <b>PE</b>  | Physical Education                |
| <b>VCD</b> | Visual Communication Design       |
| <b>WRS</b> | Work Related Skills               |



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## Welcome to Senior Secondary at Bayside Christian College

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In partnership with families, we aim to continue to support the growth and development of students' unique God-given gifts and talents in their final years of schooling and as they prepare for work or further study. Bayside Christian College values the partnership between home and school, we invite and encourage you to become involved with us in any way possible. This can include joining us in assemblies, coming on excursions and camps, and communicating frequently with staff.

All Bayside Christian College Senior Secondary School students are offered two pathways: VCE and VCAL. VCE is predominantly for students working towards a university pathway or a career that requires VCE study. VCAL is focussed on the learning outcomes needed by students who are planning:

- on entering a trade,
- pursuing TAFE qualifications after Year 12 or
- pursuing a career path which does not require VCE.

All VCE and VCAL 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.

Bayside utilises internal and external support programs for academic, emotional and spiritual development including:

- Daily Home Group program
- Community Group program
- Elevate Education with guest speakers for students, parents and teachers
- Edrolo, which is online tutoring and practice exams
- Christian guest speakers on camp and at assemblies
- External exam lecture programs
- Internal subject study days during Term 3 holidays
- Formal practice exams during Term 3 holidays
- Mentoring program between staff and Year 12 students
- Lunchtime homework club, available three times per week.

Academic ability and aptitude are not the sole keys to success in Senior Secondary studies. Success will be gained through commitment to complete all set outcomes aided by application to home study. Students are encouraged to consider their extra-curricular activities during Senior Secondary, such as work and sport, to ensure this is well balanced with study time. They are also encouraged to seek the advice of our Careers Coordinator and attend University Open Days.

## About Bayside Christian College

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### *Our Purposes*

Bayside Christian College is a welcoming and thriving Kindergarten to Year 12 Christian school community set amongst the backdrop of beautiful natural flora. Established in 1982 by the Association for Christian Education of Frankston Inc., the College exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by:

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

### **Vision**

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

### **Motto**

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

### *Bayside's Christian Distinctive*

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

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

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

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

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

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

Parents/carers wanting to learn more about Christian education are encouraged to look at [www.whatischristianeducation.cen.edu.au](http://www.whatischristianeducation.cen.edu.au), a free two-hour online course created by Christian Education National, of which Bayside Christian College is a member.

### ***Christian Education for Christian Families***

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

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

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

See [www.baysideecc.vic.edu.au/association](http://www.baysideecc.vic.edu.au/association) or contact the Bayside Community Development Officer, Ben Williams, for more information about Association membership.



## General Senior Secondary Information

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### **Anaphylaxis**

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school-aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

Parents/carers of a student at risk of anaphylaxis are responsible for informing the College of the student's allergies and of any formal diagnosis, either at enrolment or at diagnosis. A completed Emergency Procedure Plan (EPP) must be provided to the College. In the event that a student at risk of anaphylaxis has a reaction, during class or other supervised College activity (e.g. excursion or sports day), the supervising staff member will follow the student's EPP including, if relevant, administering an adrenaline auto-injector as per instructions.

In the interests of taking care of our students with anaphylaxis, the College requests ALL parents/carers not supply any food items containing nuts or nut products.

### **Asthma Management**

Students who have asthma must have appropriate medication at all times. An Asthma Action Plan must be completed and signed by both the parent/carer and the child's doctor every year. This signed plan must be supplied to the College Office.

### **Attendance/Absences**

The College is required by law to maintain accurate attendance details. The Home Group teacher will mark the roll first thing every morning and class teachers will mark the roll throughout the day.

If your child will be absent due to illness, appointments or for other reasons, please ring the College Absence Line and leave a message:

**Absence Line: 5971 6798**

An approved absence is one pertaining to health, medical, legal or family reasons. Please note that Senior Secondary students who will be absent from a VCE or VCAL assessment, a medical certificate will be required for that absence.

Senior Secondary students arriving late or leaving early must sign-in/out on North Campus.

Please note that if you choose to holiday outside of the four holiday periods over the year, staff may not be able to make alternative arrangements for assessment items. If an extended absence is required, in addition to notifying the College Office, parents need to inform the Head of Senior Secondary, and students need to communicate directly with individual teachers concerning work missed.

### **Before & After School Supervision**

Staff are rostered on morning and afternoon supervision duties. Morning supervision commences at 8:35am and afternoon supervision concludes at 3:35pm. Parents/carers are responsible for the supervision of their children outside designated duty times.

Please ensure you drop off/collect your children within the designated duty times. Students should not be dropped off at North Campus before 8:15am.

## ***Behaviour Expectations – 'The Bayside Way'***

The behaviour of Bayside students is guided by our '4 Expectations': Respect, Responsibility, Maximise Learning, and Kindness.

A high standard of personal responsibility and behaviour is expected of students at Bayside Christian College to enable effective learning to take place. The College follows a Behaviour Management Policy to help students become responsible for their actions and the consequences of them. The behaviour policy of the College is restorative. This helps children to understand how they can and should make things right.

### ***Bikes, Skateboards & Scooters***

In the interest of community safety, students are not permitted to ride bikes, scooters, skateboards, rollerblades etc. on College property unless it is part of a structured College activity.

Students must dismount at the gates when entering College property and walk their bike or carry their scooter or skateboard along a pathway to the designated storage area, where they are advised to padlock their bike or store their scooter or skateboard at their own risk.

### ***Bullying***

Bullying is considered a very serious matter at Bayside Christian College. Parents are asked to notify their child's Home Group Teacher or Coordinator if a concern over bullying arises. For cyberbullying, please refer to the College Cybersafety Policy, available from the College website.

### ***Bus Travel***

Bayside operates two morning and afternoon bus routes covering a wide geographic area around the College. The Northern bus commences at Seaford Station and services parts of Carrum Downs, Langwarrin, Botanic Ridge, Cranbourne South, Pearcedale and Baxter. The Southern bus services parts of Mount Eliza, Mornington, Mount Martha, Bittern, Hastings, Tyabb and Somerville.

Annual and morning/afternoon passes are available. Single trip tickets can also be purchased at the College office. Families intending to use the College bus service are to speak with the College Registrar, Anita May, who will be able to assist.

### ***Camps & Excursions***

Bayside students will take part in excursions to enhance their learning. Parents/carers are often invited to attend these events. Parents/carers who attend a College camp or excursion are required to hold a valid Working with Children Check.

At the beginning of each year, parents/carers will sign an approval for their child to attend excursions. They will complete an additional form if an excursion requires further approval due to its nature. Parents/carers will be informed of all excursions via email and/or letter home prior to the event.

Annual camps are held for students in each Secondary year level. As camp activities contribute to the student's overall development and are an integral part of the school curriculum, attendance is compulsory for all students.

Parents/carers are expected to provide the College with up-to-date information on their children's health and medical requirements, including allergies/medical alerts, and

particularly anaphylaxis. All reasonable steps will be taken to accommodate students with individual dietary requirements and medical conditions.

### ***Canteen and Café***

Students are able to purchase food and drinks from our Trades Skills Centre each recess and lunch. One day a week it is run by VCAL students as a learning tool, the balance of the week is run by the school canteen. EFTPOS and cash facilities are available.

### ***Car Park/Traffic Safety***

The car parking area of the College is a major risk to students, parents/carers and staff, and strict guidelines are in place to minimise risk.

Parents/carers are asked to observe the following rules when dropping off and picking up their children:

- Restrict driving speed to 5km/h through the car park
- Use the crossings at all times to cross the road
- Wait for the crossing duty staff to direct you across the road (8:35-8:55am & 3:15-3:35pm only)
- Be aware of pedestrians
- Show courtesy and consideration for other drivers; be cautious and alert
- Wait for the crossing supervisor's safety whistle before crossing the road
- Only drop off or collect students from the kerb in the designated zones, or park in a marked space
- When crossing the road between campuses, use the pedestrian crossing and pathways
- Follow painted markings and signs.

When waiting at the 'drop off zone', please adhere to the time restriction to allow all parents/carers to use this area. Drivers must remain in vehicles and continue moving forward as able.

Please remember that students follow our lead, so if parents/carers and staff are consistent in their road/car parking habits, then students also will develop good road habits.

The staff car park is for staff only. Learner drivers are asked to park in the angle parking to swap drivers rather than the drop off zone.

### ***Chaplain***

Kathy Scott is our College Chaplain. The College has a set of protocols and procedures in place for student counselling with the Chaplain. Parents/carers requiring more information about this should contact the College Office or Mrs Scott directly.

Parents/carers must provide their consent before their child can meet with the College Chaplain.

### ***Child Safety***

Bayside Christian College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Bayside Christian College has zero tolerance for child abuse.

Bayside Christian College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of

Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Bayside Christian College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

### ***Class Photographs***

Individual and class photographs are taken on a yearly basis, and sibling photographs are an additional option. Ordering information is sent home prior to photo day. For privacy reasons, class photographs **are not** to be posted to social media.

### ***Communication with Teachers***

Teachers can be contacted by either telephone or email. Teachers may not be able to speak with parents immediately due to teaching commitments and scheduled meetings, however they will respond to phone messages in a timely manner. One of the most efficient and preferred ways to contact a teacher is through email. Please contact the College Office for urgent matters.

Your child's Home Group or subject teacher should be the first point of contact for clarifying information or communicating minor concerns. Should any serious concerns arise please contact your child's Coordinator or the Head of School.

### ***Community Engagement***

All students in Senior Secondary participate in community activity as part of their learning. This encourages students to apply their learning, understanding and gifts to a practical situation, as well as learning to serve others. Students are provided with a period per week to plan and organise community groups. This will also assist students in their university and employment applications when asked to provide examples of community engagement.

### ***Curriculum***

Years 11 and 12 VCE and VCAL curricula are governed by the Victorian Curriculum and Assessment Authority (VCAA). The Year 10 core curriculum complies with the Australian Curriculum, and is designed to ensure that students are nurtured and developed academically, physically, emotionally, socially and spiritually.

The College seeks to achieve these objectives by providing curricula that:

- Stem from and uphold Biblical principles,
- Incorporate the best educational methods available, and
- Allow for individual care and attention for each student.

The College offers a wide range of subjects for students at all levels. While it matches appropriate government guidelines and requirements, the content is presented from a Biblical perspective, ensuring a distinctly Christian curriculum.

## ***Custody of Children***

The College must be made aware of any court orders that relate to the care of children. This is necessary to ensure that the child is always in the care of the parent/carer given the authority. The College treats all such cases confidentially. Please notify the College Office if court orders have expired or changed.

## ***Diary***

Senior Secondary students are to have an online diary. It is expected that students will maintain up to date records of their homework, assessments and meetings.

## ***Emergency Procedures***

The College maintains a current Emergency Management Plan (EMP) that contains the four components of preparedness, prevention, response and recovery. Emergency arrangements are tested at least twice yearly to ensure that procedures work and that everyone learns emergency protocols.

Staff receive specific training in emergency bushfire procedures, and two bushfire drills are conducted each year. Please note that in a bushfire emergency, the gates will be closed and no person will be permitted in or out of the College, unless the decision to evacuate is made. It is important for parents/carers to trust the emergency plans that the College has in place and not drive to the College, as the road outside the College must be kept clear for emergency vehicles.

## ***Expectations***

The following behaviours are expected in Senior Secondary.

In Senior Secondary, teachers want the best for each student and will:

- Help them to discover and develop their God-given abilities
- Serve, care for and nurture each student as an individual
- Challenge them to work hard to reach their full potential
- Only accept appropriate behaviour and actions
- Pray for each student.

In Senior Secondary, students are expected to:

- Respect all individuals within the College community
- Set a positive example to others
- Work hard with purpose and determination
- Work with their teachers, taking appropriate responsibility for their learning
- Learn to apply their thinking constructively and proactively
- Look after the College property and environment.

## ***Fees***

Bayside Christian College is a fee-paying school. Enrolment at the College therefore carries with it the undertaking by parents/carers to take on their share of the costs of education by paying the appropriate fees. Outstanding fees are pursued as a matter of justice to other families.

The Fee Schedule for the following year's fees is finalised by the College Board early in Term 4 each year and is emailed to families at this time.

Individual fee statements are mailed out to families in early November, along with payment options and due dates. Each family must complete and return an Annual Fee Payment Arrangement form by early December, outlining their payment plan for the

following year's fees. Fees are due a term in advance. This means all payment options start in early to mid-December to ensure families are a term in advance by the start of Term 1. Significant early bird discounts are available (up to 10%) for some payment options when fees are received by mid-December.

### ***First Aid/Illness***

Please keep your unwell students at home as they usually find it quite difficult to engage with their learning and illnesses can spread quickly within a school setting.

If your child is sick or injured at school, the College will administer First Aid and make a decision about contacting you or your nominated emergency contact if you are not available. Students who are unwell should discuss this with their teacher prior to going to the sickbay. Students who require First Aid should see College Office staff.

An ambulance will be called in cases of serious accident or illness for a student while at school or on an excursion or camp.

Any knock to the head that causes lumps, bruises, cuts or more severe injuries is classified as a head injury. The parent/carer or emergency contact person of a child with a head injury will be asked to collect their child and will be recommended to seek advice from a medical practitioner.

### ***Home Group***

The first ten minutes of the day (8:45-8:55am) will be spent in Home Groups with Home Group Teachers. The class will address any housekeeping and participate in prayer, Bible study groups and community service.

### ***Home Work***

VCE students should expect an average of two - three hours of homework or study per night, with additional study on weekends especially approaching exams and final assessments.

The VCAL program is designed so that work will be completed within the classroom. If work is not, it is expected to be completed for homework.

Teachers provide students with year planners which clearly outline the homework requirements for each week in their respective subjects. Students should check these regularly so that they can plan ahead, use study periods to manage the demands, and organise their time effectively.

Homework Sessions are run at lunch times on Monday, Wednesday and Friday of each week. These are supervised by the Senior Secondary staff. Students who have not submitted homework by the due date will be provided with a time to catch up. Other students are more than welcome to attend for some extra study time and motivation.



## *Information Communication Technology*

### **eLearning**

Online resources have become an integral element of the information base required for learning. At Bayside Christian College, we endeavour to provide the best possible information sources for our students and, as such, we have embraced the best of what the online world has to offer.

At the same time, we recognise that there are some risks for inappropriate material and actions occurring online. As part of our Christian worldview, we believe that it is important to equip our students to be discerning digital citizens. A number of digital discipleship elements are incorporated into our eLearning. These include such practices as ICT agreements, ICT orientation sessions, eSmart sessions as part of Resiliency Days or special events, and taking classroom opportunities to speak Christian values into our technology use.

### **Family Zone**

Family Zone is a cyber safety solution that protects children on the internet, on any device, wherever they are; at home, at school, and everywhere in between. Family Zone provides parents with visibility, and allows them to manage their children's online activity, with ongoing support from a team of leading 'Cyber Experts'.

Bayside Christian College wants to ensure that students are protected on the internet, no matter what device they are on or what source of internet they are using. We have therefore arranged for parents to have access to Family Zone's Mobile Zone app.

For more information, or to watch the 'Getting Started' webinar recording, head to [www.familyzone.com/baysidecc](http://www.familyzone.com/baysidecc).

For help with Family Zone please contact their Support Team, [support@familyzone.com](mailto:support@familyzone.com) or call 1300 398 326.

### **eSmart**

Bayside Christian College is an eSmart School and upholds the values of the eSmart Framework. eSmart is an initiative of the Alannah and Madeline Foundation. eSmart values assist students to act safely and responsibly online, and reduce the risk of exposure to inappropriate images and content as well as cyberbullying, identity theft and online predation. It is an expectation that all students will be familiar with the College eSmart values and uphold them. Our College eSmart values are to 'Care for and Respect Everyone' (C.A.R.E.).

### **MacBooks**

Senior Secondary are provided with a College-assigned MacBook as the designated one-to-one computing device at the beginning of Year 10. It is expected to be primarily used for educational purposes, with access to all learning tools both installed on the computer and accessible on the Internet. These devices are utilised in accessing tools such as Adobe Creative Suite (Photoshop, InDesign, Lightroom, Premier etc) and Google Suite (Docs, Sheets, Slides etc.). Access to the College's system is also available via the Learning Management System, Canvas, and the Student Management System (Sentral).

Being school-managed devices, the College also ensures coverage for warranty repairs and accidental protection for the duration of the student's stay at Bayside. The College also provides the necessary system licenses and protection software to ensure safety and wellbeing of the students. The computers are acquired by the students and their family

through the College as a leased device whose repayments are part of the College fees. Once students complete Year 12, ownership of the devices is then transferred to the student as their own property. They can then use this device for further studies as we use high-quality and high capacity computers that are expected to last even after they finish Year 12.

### **Sentral**

Sentral is the College's web-based school management database. It gives students and families access to:

- The College calendar with all relevant events including sporting events, excursions, evening events etc.
- Fee account history and balance
- Student details:
  - Class/subject teachers
  - Attendance details
  - PDF copies of semester academic reports
  - Medical details

Parent access will be available from mid-2021.

### **Insurance**

Bayside Christian College has an appropriate school student accident insurance policy. This covers students if injury occurs through an accident while at the College or on an excursion, including camps. This cover does not include sickness or disease.

The College also holds a separate school travel insurance policy. More information about either policy can be obtained from the College Office.

### **Interschool Sport**

Interschool sport is offered through Southern Independent Schools (SIS). Tournaments involve a variety of seasonal sports, as well as interschool competitions in swimming, cross country and athletics. All students have the opportunity to try out for the above teams, with the majority of students competing in interschool sport in some capacity throughout the year.

### **Mobile Phones**

Senior Secondary students may use their mobile phones only inside the Study rooms if on silent and used for quiet work-related purposes. Telephone calls should not be for social purposes. The College takes no responsibility for the loss or damage to mobile phones or any other electronic equipment. Student phones will be confiscated if they are used for any unauthorised purpose or outside of the authorised areas.

Students may make telephone calls through the College Office. Students are not permitted to make or receive social i.e. non-emergency phone calls at the College.

### **Music Tuition**

The College facilitates private music tuition for students who wish to undertake instrumental music or voice tuition. Sessions are conducted during the College day on an individual or group basis by experienced music tuition teachers. Payment is made directly to the instrumental/voice teacher. Enrolment forms are available from the College website or by contacting the College Office.

Parents are to notify their child's private music tuition teacher if their child is absent.

### ***Parent Etiquette***

Parents are required to sign themselves in at the sign in station on North campus, should they visit the College outside of the normal drop off/collection times. This ensures we know who is on site in case of an emergency or emergency drill. In such cases, parents/carers who are on site are to follow the directions of nominated safety wardens.

The College greatly values relationships with its parents and actively encourages parental involvement in College activities. The College recognises that parents have the primary responsibility, before God, for training and nurturing their children.

Parents/carers should be mindful that certain etiquette needs to be observed for classes to operate effectively. Parents are to refrain from entering classrooms without first visiting the College Office for permission.

Parents/carers are welcome to attend assemblies at the College, usually held on a Monday morning.

### ***Pets on College Property***

In the interest of the safety and welfare of the whole College community, no family pets are permitted on College property at any time, unless they are registered guide/assistance/therapy dogs under the control of their owners, or the approved and trained school therapy dog.

### ***Policies & Procedures***

The College has developed a set of policies and procedures to guide the College in its operations. Relevant policies and procedures to parents/carers can be accessed through the College website.

### ***Security of Belongings/Lost Property***

Secondary students will be issued a locker with a combination lock on the first day each year. Students are expected to keep their lockers locked when unattended. The combination is not to be shared with anyone.

Lockers are to be kept in an orderly manner. Students are not permitted at their lockers in between periods.

Only locks provided by the College are to be used on lockers. Locks remain the property of the College and must be returned at the end of the year. Students will be charged for any damage to lockers or for the loss and replacement of a lock.

### ***Snakes***

Bayside is located in a bush setting where snakes are likely to inhabit. Snakes are most prevalent in the warmer months (September to April) but could be encountered on a sunny day at any time of the year.

Unprovoked, snakes rarely attack humans and are generally shy and timid animals that will avoid conflict if given the opportunity. It is recommended that particular care be taken in warm weather, near long grass, hollow logs, water or rocks in sunny positions.

Snakes are protected under the *Wildlife Act 1975*, and should not be harmed or killed. Bites can occur if people try to kill snakes.

The College has a snake policy, which, among other things, includes teaching students to practise snake bite prevention behaviours while at the College.

## ***Student Drivers***

All students who gain a licence during Senior Secondary must follow the conditions as set out in the Bayside Christian College Student Driver Policy. The form must be fully completed before students may drive on the college grounds after gaining their licences. There is also a form for passengers of student drivers to complete.

### **Student Driver Policy**

Any student of legal driving age who intends to drive to Bayside Christian College, either on a regular basis or occasionally, must comply with the College policy and is required to complete the College Car Parking Permission Form and if necessary, ensure the Passenger Permission Form is also completed.

1. Students are required to adhere to all road rules and drive in a safe and responsible manner within the College grounds.
2. All students intending to drive to the College must complete and lodge the College's Car Parking Permission form with the VCE Coordinator.
3. Students cannot drive their car to the College until the form/s have been lodged and processed.
4. Students are only to use their car for travelling to and from the College. Students are not permitted to go to their vehicle or drive from the College grounds during school hours, except when they have study periods at the end of the day and have signed parental permission to do so.
5. Once the signed permission forms are received, the students will be given a laminated identification permit card which will need to be displayed on the dashboard of their vehicle whilst parked on the College premises.
6. Students must park only in the designated student car park areas of the College grounds.
7. Students cannot drive other students to/from the College or its off-site excursions and functions without the written permission of the passenger's parent/guardian.
8. Any passenger travelling in a student's car must have a signed permission form from his/her parents/guardian.
9. The College takes no responsibility for damage to any vehicle whilst on the College grounds.
10. If any of the above requirements are not followed, the student will have an appropriate sanction applied which may include but is not restricted to - a warning and then withdrawal of the student's permission to drive onto the College grounds.

These forms are available upon request.

## ***Textbooks & Stationery***

Parents/carers are able to purchase required Secondary textbooks through the College's supplier, Champion Education. The College distributes booklists to families in October/ November for the following year. Orders can be submitted online via the Champion website or returned to the College office by the last day of Term 4. Pre-packaged collection day is at the College G Block Gym on the date advised when ordering (usually mid-January). Orders can also be delivered to a preferred home address (additional fee applies). Champion Education can be contacted at [www.champion.com.au](http://www.champion.com.au) and 1300 433 982.

As teachers plan carefully the requirements for each class, it is expected that all students have the necessary texts to enable consistency and effective implementation of planned programs.

Families are required to supply Secondary students with a pencil case and its contents, however stationery items such as exercise books, display books and folders are included in tuition fees and therefore supplied by the College.

### **Timetable**

- A 10-day cycle is followed
- Each period is 45 minutes in duration except Monday is 40 minutes per period
- Assembly is held on Monday mornings – students must wear blazers
- Recess is 20 minutes and lunch is 45 minutes
- Students begin each day in Home Group at 8:45am
- Students are to arrive punctually to all classes and bring all necessary books, personal computing devices and equipment.

### **Uniform**

Students are required to wear College uniform. If they come to school out of uniform then they must produce a note from home as to the reason for this. The Out of Uniform Guidelines in the College Uniform Policy will apply to students who come to school out of uniform and without a note from home.

Students will need a summer uniform, a winter uniform and a PE uniform. All uniform items can be purchased through the College uniform supplier, Dobsons, which has a uniform shop at the College (located adjacent Bayside Staff Carpark – South Campus, phone 5971 4202). The shop is open at select times during school term and extended hours during peak periods. Online ordering, home delivery and click & collect facilities are also available.

See the College website for further details: [www.baysidecc.vic.edu.au/parents/uniform](http://www.baysidecc.vic.edu.au/parents/uniform).

Where non-logoed items are purchased from other suppliers, please ensure that all colour and design requirements are met. Complete uniform details can be found in the College Uniform Policy, available from the College website.

Parents/carers of Senior Secondary students are asked to be particularly mindful of the requirements regarding socks, jackets, hair, makeup and jewellery.

On all formal occasions such as photo day, Secondary excursions and assemblies, and/or as designated by the Head of School, students are required to wear the formal College uniform consisting of compulsory uniform items, including the College blazer. The Year 12 jacket does not form part of the formal uniform and is not to be worn on such occasions.

When the formal uniform is not required, Secondary students have the option of wearing the blazer with or without the College jumper. The soft shell jacket may be worn in place of the blazer at all times other than formal occasions. The fleece hoodie is only to be worn with the PE uniform.

Students are required to wear a College hat for all outside activities during Terms 1 & 4. If appropriate hats are not worn, then students must remain inside or in a designated shaded area.

Families wishing to purchase, sell or swap items of second hand uniform are welcome to use the official College Second Hand Uniform Facebook Group:

[www.facebook.com/groups/272552643332267/](https://www.facebook.com/groups/272552643332267/).

### ***Uniform – PE***

Secondary students may wear the PE uniform all day on the day of their PE classes or on all-day sport excursions/events e.g. Cross Country.

Secondary students undertaking Outdoor & Environmental Studies and/or Agriculture wear the PE uniform for these classes only. If the class is:

- Before recess – students wear their PE uniform to school and change into the formal uniform during recess
- Between recess and lunch – students wear the formal uniform to and from school, changing into the PE uniform at recess and out of it at lunch
- After lunch – students wear the formal uniform to the College and throughout the day, changing into their PE uniform during lunch.



## Year 10 Information

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### Year 10 Program

In Year 10, students begin their Senior Secondary pathway, consequently this year offers flexibility and to explore options. All Bayside Christian College Senior Secondary students are offered two pathways: VCE and VCAL. VCE is predominantly for students planning on entering university or taking a career path which requires VCE. VCAL is for students who are planning on entering a trade, pursuing TAFE qualifications after Year 12 or taking a career path which does not require VCE.

All VCE and VCAL 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.

Year 10 is a particularly exciting time as students embark on their first VCE or VCAL subjects. All Year 10 students are expected to have a mature approach to learning and to actively participate in their core subjects together. All students will sit examinations for their mainstream Year 10 subjects.

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

Subject allocations include:

|   |   |
|---|---|
| <b>Core subjects</b>                                  | English<br>Mathematics<br>Science<br>History (VCE pathway only)<br>Physical Education / Health<br>Bible (VCE pathway only)<br>Pastoral Care (Careers)   |
| <b>VCE students</b><br>(choose one of the following): | Business Management Units 1/2<br>General Mathematics Units 1/2<br>Health and Human Development Units 1/2<br>Outdoor and Environmental Studies Units 1/2 |
| <b>Foundation VCAL students</b>                       | Industry Electives<br>Personal Development Skills<br>Work Related Skills<br>Certificate I in Employment Pathways  |
| <b>Elective subjects</b><br>(may include):            | Agriculture<br>Art<br>Design Technology<br>Food Technology (Food for Life)<br>Indonesian<br>Media<br>Music  |

|                       |   |
|-----------------------|---|
|                       | Performing Arts                             |
|                       | Robotics                                    |
|                       | Textiles                                    |
|                       | Visual Communication Design                 |
| <b>Other programs</b> | Work Experience Week (usually held in June) |
|                       | Life Skills Week                            |
|                       | Careers education & counselling             |
|                       | Individual pastoral care                    |
|                       | Camp (held at the beginning of the year)    |
|                       | Interschool sporting competitions           |

## Assessment

### VCE

Year 10 VCE students will complete a variety of assessment tasks for their VCE subject including tests and semester examinations. Other subject specific tasks may include oral or written reports, media analysis, blogs, case study analysis, journal response, data analysis, application tasks, case studies or research reports.

Students are graded on assessments and required to achieve 50% for each task. If 50% is not achieved students are required to resit the assessment in order to demonstrate the outcome. Students achieve an overall 'S' (Satisfactory) or 'N' (Unsatisfactory) for the unit of study.

### VCAL

Year 10 VCAL students do not sit examinations for their VCAL subjects, but will participate in an assessment panel at the end of each Semester. They are expected to sit exams in their mainstream Year 10 subjects. For each VCAL unit, students are required to provide evidence of their work on each learning outcome. Students are given multiple opportunities to show that they have achieved the learning outcomes.

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

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

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

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

### ***Student Expectations***

All students are expected to operate according to the Bayside Way and to exhibit the attributes of respect, responsibility, maximised learning and kindness. All students are expected to show respect for self and others in all they say and do, to take responsibility for their actions and their learning, to maximise their learning opportunities and to show kindness to all of God's creation.

As well as following College policies, students enrolling in a VCE subject are expected to:

- be well organised
- have a proactive approach to learning and study
- participate in class discussions
- collaborate with peers in group work
- punctually submit work.

VCAL students will be expected to demonstrate:

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

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

## Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a two-year qualification that is typically taken over the two final years of secondary education. However, at Bayside most students will have completed a VCE Unit 1 & 2 subject during Year 10 with the majority of VCE subjects undertaken in Years 11 & 12. Successful completion of the VCE is based on satisfactory completion of work requirements and outcomes.

To graduate VCE, students must satisfactorily complete at least sixteen (16) of the units which they have studied, including English or Literature. Up to eight (8) of the units of study may be VCE VET Units obtained across a maximum of two VET programs.

The usual program at Bayside Christian College looks like this:

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

A sample program which illustrates this could be:

| Subject                            | Year 10         | Year 11                      | Year 12                      |
|------------------------------------|-----------------|------------------------------|------------------------------|
|                                    | Semester 1 & 2  | Semester 1 & 2               | Semester 1 & 2               |
| English or Literature (compulsory) |                 | Unit 1 & Unit 2              | Unit 3 & Unit 4              |
| Health and Human Development       | Unit 1 & Unit 2 | Unit 3 & Unit 4              |                              |
| Business Management                |                 | Unit 1 & Unit 2              | Unit 3 & Unit 4              |
| Mathematics General/Further        |                 | Unit 1 & Unit 2<br>(General) | Unit 3 & Unit 4<br>(Further) |
| Legal Studies                      |                 | Unit 1 & Unit 2              | Unit 3 & Unit 4              |
| VCE VET Hospitality                |                 | Unit 1 & Unit 2              | Unit 3 & Unit 4              |

Students at Year 10 choose one VCE subject (2 Units). When choosing their commencement VCE subject it is important to be clear about the reasons. 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.

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.

Students at Year 11 undertake six VCE subjects (2 Units of each). They commence five subjects and are encouraged to complete their Year 10 Unit 1/2 subject at Unit 3/4 level.

Students at Year 12 must complete at least five consecutive Unit 3/4 subjects. Although one of these subjects can include a Unit 3/4 undertaken at Year 11, students are encouraged to complete six Year 12 subjects to increase the likelihood of a higher ATAR.

## ***Student Expectations***

As well as meeting all the normal requirements of students, VCE students at the College will be expected to give special attention to:

- Seeking to serve others for their good and for the better discovery and nurture of their own gifts.
- Being excellent role models for both younger students and peers by exhibiting respectful behaviours and maturity at all times.
- Wearing uniform when at the College or related functions and excursions.
- Being punctual at all times to Home Group and classes including study periods.
- Making wise and diligent use of their study periods.
- Showing the utmost respect and courtesy to all members of the College staff, visitors and parents.
- Taking a prominent role in combined College events where possible such as assemblies and sports.
- Respecting others' property and privacy in the study rooms at all times. Students who do not conform to this expectation will lose the privilege of using the study room.
- Committing to completing set work and participating in private study.

## ***VCE Glossary***

The following list defines the most common terminology used in the VCE:

### **Assessment**

Units 1 & 2: Students will complete school-based assessment tasks, which will be graded, made available on CANVAS and reported to parents on a school report. Satisfactory completion of outcomes will also be included.

Units 3 & 4: Students will undertake assessment tasks, which are set externally by the Victorian Curriculum and Assessment Authority (VCAA). Every student in Victoria who is studying a particular unit will do the same assessment tasks. Some of these will be assessed initially by the school and then checked by a state panel of reviewers, and will undergo Statistical Moderation. At least one of the assessment tasks will be conducted under examination conditions.

### **Australian Tertiary Admission Rank (ATAR)**

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

The ATAR is based on up to six VCE results. The results do not all have to be from the one year. The ATAR is calculated using:

- A student's best score in any one of the English studies, plus
- The scores of their next best three permissible studies (which together with the English study make the 'Primary Four'), plus
- 10% of the fifth and sixth study permissible scores which are available (or a VET increment for no more than two unscored studies, calculated as 10% of the fourth VCE study score in the primary four).

It is important to note that the statistical moderation undertaken to determine the ATAR is a complicated process. Our state's yearly cohort and individual student performances

in the end of year examinations both contribute significantly. You can read more about this here: <https://www.vtac.edu.au/atar-scaling-guide-2022.html>.

## **Outcomes**

Each VCE unit includes a set of two to four outcomes which explains what a student must know or be able to do to satisfactorily complete a unit. Achievement of outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Satisfactory completion of a unit is determined by the College in accordance with VCAA requirements.

## **Satisfactory Completion**

To gain credit for a unit, a student must satisfactorily meet all of the criteria for set outcomes. Outcomes and associated tasks are the sole basis for determining whether or not a student has satisfactorily completed a unit.

## **School Assessed Coursework (SAC)**

School Assessed Coursework is made up of a number of assessment tasks to assess the unit's learning outcomes as specified in the Study Design for the field of study.

School Assessed Coursework is completed within a limited time frame and is a part of the regular teaching and learning program. If a student is absent for a SAC for any reason (illness, holidays, or other personal business) they will be required to provide documentary evidence for their absence (e.g. medical certificate, police or pastoral statement) and complete a similar task during the designated Monday after school session.

Information on SACs including due dates, results and feedback, can be found on CANVAS. Parents and students are encouraged to make continuous use of teacher feedback to further their understanding and development.

Staff will provide feedback to students of their scores in each study. However, total scores for coursework assessment tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum and Assessment Authority (VCAA).

## **School Assessed Tasks (SAT)**

A number of Unit 3 & 4 studies use SATs to assess students. SATs are practical assignments which run over the two units.

## **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.

## **Study Designs**

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

Each Study Design is available online from the VCAA website:  
[www.vcaa.vic.edu.au/vce/studies/index.html](http://www.vcaa.vic.edu.au/vce/studies/index.html)

## **Study**

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



|                       |   |
|-----------------------|---|
| <b>Field of Study</b> | A field of study is a specific content area (e.g. English, Mathematics, Science)  |
| <b>Title of Study</b> | The name given to the particular focus within a field of study (e.g. Chemistry)   |
| <b>Area of Study</b>  | The specific topics for study within each unit (e.g. 'Periodic Table')  |
| <b>Study Score</b>    | A study score is a score from 0-50, which shows how a student has performed in a study, relative to all other students in the state doing that same study. It is based on the results for School Assessed Coursework and external examinations. |

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

| <b>Study Score Reference Table</b> |                           |
|------------------------------------|---------------------------|
| <b>Study Score</b>                 | <b>Percentage Ranking</b> |
| 25                                 | top 78%                   |
| 30                                 | top 53%                   |
| 35                                 | top 26%                   |
| 40                                 | top 9%                    |
| 45                                 | top 2%                    |

## **Unit**

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

Units 1 & 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 also enrolling in Unit 4.

## **VCAA - Victorian Curriculum and Assessment Authority**

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

## **VET - Vocational Education and Training**

A range of nationally recognised vocational certificates now integrated within the VCE/VCAL.

## **VTAC - Victorian Tertiary Admissions Centre**

VTAC is the organisation which 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 VCE Program**

Students are advised to select studies that they:

- Enjoy as these are generally the areas where the most success is met.
- Achieve well in, as success is generally a positive motivating factor.

- May need as prerequisites for entry into future study or work.
- Maintain and develop their special skills and talents.

The Careers Coordinator will meet with students individually to assist with the selection of their VCE program, as it is extremely important that wise and informed decisions are made. Many of the decisions made about subject choices at the end of the Year 10 can affect access to further study and career options in later years. Universities and TAFEs publish lists of prerequisite Units 1 to 4 studies for each of their courses so that students can choose the required studies in order to gain tertiary entrance.

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. It is advisable to keep as many options open for as long as possible. Before completing the VCE Subject Selection, the study guides included in this handbook should be consulted.

Some Units 3 & 4 studies are best attempted by first completing preparatory studies at Units 1 & 2 levels. For example, if you wish to pursue Physics Units 3 & 4, it would be sensible to complete Physics Units 1 & 2.

Students should be realistic in their choices. There is a significant jump in the quality and quantity of work associated with VCE studies.

It is important that students should 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.

### ***Study Prerequisites***

Students attempting Mathematical Methods, Physics and Chemistry should obtain a 'C' average in Mathematics and Science in Year 10, and in Units 1 & 2 in Year 11 in order to continue these subjects in Year 12. Students who fail to maintain a 'C' average in Units 1 & 2 (Year 11) may not be permitted to continue study in Units 3 & 4 (Year 12). This is to make sure students are properly matched to subjects, and that they get the best possible results for the VCE.

### ***VCE Subject Offering Process***

The College offers a good range of subjects for the VCE. As far as possible, student preferences are catered for 'in-house'; however, where that is not possible, the College endeavours to cover the subject externally.

Subjects will be offered in the following manner:

1. Year 10 students and their families attend the Pathways Night, which will provide the general information and prospective VCE subjects for the following year.
2. Students attend a careers counselling session to ensure they have a pathway plan.
3. Students choose their course and submit their subject preferences for the following year considering current blockings.
4. VCE Subject Selections are collated.
5. Teachers are allocated and the timetable is developed accordingly.

The decision to offer a subject depends upon student demand and the resources available. A subject is not generally offered 'in-house' if there are less than six students interested; however, in some circumstances, other arrangements may be made, such as Distance Education or attending another facility for that subject.

It may be possible to change subject preferences only if they exist within the same timetabled block. Again, this should be done only after careers counselling has been sought and the appropriate paperwork completed with the VCE or VCAL Coordinator.

### **Assessment & Reporting**

Each unit of VCE study has between two and four outcomes of key knowledge and skills that must be achieved in order to satisfactorily complete that unit.

- Satisfactory completion is reported as an 'S'.
- Not meeting the requirements for satisfactory completion is reported as an 'N'.

Note: an 'N' grade in any Unit 3 or 4 (Year 12) subject will mean a fail. The subject teacher and/or the VCE Coordinator will inform parents if students are in danger of failing.

There are two types of school assessment for VCE studies:

**School Assessed Coursework (SAC)** – These assess performance on the assessment tasks as specified in the study design. These tasks are mainly undertaken in class time.

**School Assessed Tasks (SAT)** – This form of assessment occurs in practical type units. These tasks are the same for each school and the VCAA specifies how marks and grades are to be awarded.

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

The form of reporting for the VCE is both detailed and informative. Students will receive school-based reports for Units 1 and 2, outlining satisfactory completion of outcomes and detailing levels of performance in the school assessment tasks. At Units 3 and 4 levels the College will issue a report at the completion of first and second semester outlining satisfactory completion of outcomes and providing comments regarding the student's overall progress.

The VCAA will provide:

1. A statement of results indicating Satisfactory completion (S) or Not Satisfactory (N) for each unit attempted.
2. A statement of results for School Assessed Coursework (SACs)
3. A statement of results for School Assessed Tasks (SATs). It is anticipated that they will be graded on a scale of A+ to E, UG (Ungraded) or NA (Not Assessed).
4. A statement of results for the General Achievement Test (GAT).
5. A statement of results for VET studies undertaken (S or N)

A study score is awarded to each student for every Unit 3 and 4 subject completed. To calculate the study score, the total for each student for all graded assessments in a study is ranked, and the rank is converted into a whole number score. 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.

### **Minimum Scores**

The College wants to ensure students are working to achieve their best possible grades.

A student who submits an assessment task and does not achieve the minimum 50% pass (D) result in any unit may result in an overall 'N' (Not Satisfactory) grade. An 'N' grade in

any Unit 3 or 4 (Year 12) subject will mean failing that subject. Teachers will work with students to improve their understanding and performance to achieve 'S'.

Students must receive a satisfactory result in a minimum of sixteen studies (four of these at Units 3 & 4 level) in order to achieve the VCE. The subject teacher and/or VCE Coordinator will inform parents if students are in danger of failing.

### **Attendance**

All students must attain a minimum 90% class attendance in each subject studied. Students should attend as many classes as possible so that important information and learning opportunities are not missed. A doctor's certificate should be obtained for absence due to illness.

When a student is absent from school for prolonged periods, or has been unable to complete all School-based Assessment tasks at school because of illness or other special circumstances, the school may, upon application from the student, grant special provision for School-based Assessments to be completed and authenticated remotely.

Students must attend Home Group each morning, which contributes to the 90% attendance requirement. Home Group keeps students 'in touch' with the daily life of the College. Students may leave the College in the afternoon for home study if they have study periods. The VCE Coordinator or Head of school should be notified that parental permission has been granted for this.

Students must obtain a doctor's certificate where they are absent on the day of a scheduled SAC.

### **General Achievement Test (GAT)**

All VCE/VCAL students undertaking Year 12 subjects will complete the General Achievement Test (GAT). This is a general test, not a test of knowledge about a particular subject area or topic. The GAT is designed to measure the level of general achievement a student has accomplished across three broad areas:

- Written communication
- Mathematics, Science and Technology
- Humanities, the Arts and the Social Sciences.

Although GAT results do not count directly towards a student's VCE results, they play an important role in:

- the statistical moderation process in some studies
- checking that school-based assessments and examinations have been accurately assessed
- calculating Derived Examination Scores.

They will not be reported to tertiary selection authorities or employer groups.

### **Extension Studies 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 41 in a 'preparatory study' of a Unit 3 & 4 sequence study have been achieved in Year 11.

### ***VCE forms***

The following VCE forms are available in the appendix:

1. Application for Extension of Time Form
2. Performance Concerns
3. Non-Submission of Coursework
4. Unsatisfactory Grade
5. VCE Appeal Form
6. Absenteeism
7. VCE Change of Subject/Withdrawal Form
8. Permission for Assessment Absence
9. Permission for Class Absence
10. Change of VCE / VCAL Certificate Form
11. Distance Education Application
12. A. Student Driver Form     B. Student Passenger Form
13. Application for Special Provision in VCE / VCAL

## VCE Subjects 2022 & Study Guides

The following subjects are on offer at the College in 2022, subject to student numbers. If you would like to take a subject that is not running, please speak with the VCE Coordinator about Distance Education.

The level of 'hands on' application in each subject is indicated by a hand symbol beside the subject descriptions.

| Units 1 and 2                                  | Units 3 and 4                                  |
|--|--|
| Biology Unit 1, 2                              | Biology Unit 3, 4                              |
| Business Management Unit 1, 2                  | Business Management Unit 3, 4                  |
| Chemistry Unit 1, 2                            | Chemistry Unit 3, 4                            |
| English Unit 1, 2                              | English Unit 3, 4                              |
| Health and Human Development Unit 1, 2         | Health and Human Development Unit 3, 4         |
| History Twentieth Century Unit 1, 2            | History Revolutions Unit 3, 4                  |
| Legal Studies Unit 1, 2                        | Legal Studies Unit 3, 4                        |
| Literature Units 1, 2                          | Literature Unit 3, 4                           |
| Mathematics General Unit 1, 2                  | Mathematics Further Unit 3, 4                  |
| Mathematics Methods CAS Unit 1, 2              | Mathematics Methods CAS Unit 3, 4              |
| Media Unit 1, 2                                | Media Unit 3, 4                                |
| Outdoor and Environmental Studies Unit 1, 2    | Outdoor and Environmental Studies Unit 3, 4    |
| Physical Education Unit 1, 2                   | Physical Education Unit 3, 4                   |
| Physics Unit 1, 2                              | Physics Unit 3, 4                              |
| Product Design and Technology (Wood) Unit 1, 2 | Product Design and Technology (Wood) Unit 3, 4 |
| Psychology Unit 1, 2                           | Psychology Unit 3, 4                           |
| Studio Arts Unit 1, 2                          | Studio Arts Unit 3, 4                          |
| Visual Communication Design Unit 1, 2          | Visual Communication Design Unit 3, 4          |



## Biology Units 1 & 2

|  |   |
|--|---|
| <p><b>Rationale:</b><br/>In a Christian study of Biology we must recognise man's position under God as ruler of creation and the animals' direct relationship to God, both of which must be considered in unison, thus, biology becomes an important source of information about the natural world and the place of people within it. As Christians, we must develop increasing awareness within our community of the need to understand and sustain the complex interactions of life on earth.</p>  |   |
| <p><b>Unit 1: How do living things stay alive?</b><br/> <b>Area of Study 1: How do organisms function?</b><br/>           In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.<br/> <b>Area of Study 2: How do living systems sustain life?</b><br/>           Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. They explore the importance of organising and maintaining biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a community.<br/> <b>Area of Study 3: Practical investigation</b><br/>           Students design and conduct a practical investigation into the survival of an individual or a species.</p>   |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>Investigate and explain how cellular structures and systems function to sustain life.</li> <li>Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.</li> <li>Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.</li> </ol>   | <p><b>Assessment:</b><br/>Tasks may be selected from the following:</p> <ul style="list-style-type: none"> <li>report or fieldwork activity</li> <li>bioinformatics exercise</li> <li>problem solving</li> <li>test</li> <li>annotated folio</li> <li>media response</li> <li>data analysis</li> <li>journal</li> </ul> <p>For Outcome 3</p> <ul style="list-style-type: none"> <li>a report of a student-designed or adapted investigation related to the survival of an organism or a species.</li> </ul> |
| <p><b>Unit 2: How is continuity of life maintained?</b><br/> <b>Area of Study 1: How does reproduction maintain the continuity of life?</b><br/>           Students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells, consider the role and nature of stem cells, their differentiation and the consequences for human prenatal development and their potential use to treat injury and disease.<br/> <b>Area of Study 2: How is inheritance explained?</b><br/>           Students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. They apply their genetic knowledge to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.<br/> <b>Area of Study 3: Investigation of an issue</b><br/>           Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.</p> |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.</li> <li>Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.</li> <li>Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.</li> </ol>  | <p><b>Assessment:</b><br/>Tasks may be selected from the following:</p> <ul style="list-style-type: none"> <li>report or fieldwork activity</li> <li>bioinformatics exercise</li> <li>problem solving</li> <li>test</li> <li>annotated folio</li> <li>media response</li> <li>data analysis</li> <li>journal</li> </ul> <p>For Outcome 3</p> <ul style="list-style-type: none"> <li>a report of an investigation into genetics and/or reproductive science.</li> </ul>                                      |

## Biology Units 3 & 4

### Unit 3: How do Cells maintain life?

#### Area of Study 1: How do cellular processes work?

In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined. Students use the lac operon to explain prokaryotic gene regulation in terms of the 'switching on' and 'switching off' of genes. Students learn why the chemistry of the cell usually takes place at relatively low, and within a narrow range of, temperatures. They examine how reactions, including photosynthesis and cellular respiration, are made up of many steps that are controlled by enzymes and assisted by coenzymes. Students explain the mode of action of enzymes and the role of coenzymes in the reactions of the cell and investigate the factors that affect the rate of cellular reactions.

#### Area of Study 2: How do cells communicate?

In this area of study students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signalling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

#### Outcomes:

1. On completion of this unit the student should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. On completion of this unit the student should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

#### Assessment:

Outcome 1: School-assessed coursework  
\_ / 50 marks  
Outcome 2: School-assessed coursework  
\_ / 50 marks  
Outcome 1-2 Contributes 20% to study score

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

#### Area of Study 1: How are species related?

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material lead to new species through the process of natural selection as a mechanism for evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. The human fossil record is explored to identify the major biological and cognitive trends that have led to a complex interrelationship between biology and culture.

#### Area of Study 2: How do humans impact on biological processes?

In this area of study students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications. Scientific knowledge can both challenge and be challenged by society. Students examine biological challenges that illustrate how the reception of scientific knowledge is influenced by social, economic and cultural factors

#### Area of Study 3: Practical Investigation

A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation is to relate to knowledge and skills developed across Units 3 and 4 and may be undertaken by the student through laboratory work and/or fieldwork.

#### Outcomes:

1. On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. On the completion of this unit the student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

#### Assessment:

Outcome 1: School-assessed coursework  
\_ / 30 marks  
Outcome 2: School-assessed coursework  
\_ / 30 marks  
Outcome 3: School-assessed coursework  
\_ / 30 marks  
Outcome 1-3 Contributes 20% to study score  
End of year exam  
Contributes 60% to study score

## Business Management Units 1 & 2

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

## Business Management Units 3 & 4

### **Unit 3: Managing a business**

#### **Area of Study 1: Business foundations**

An introduction to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills and apply these to contemporary business case studies.

#### **Area of Study 2: Managing employees**

Students will investigate essential factors such as motivation and training involved in effectively managing employees to ensure the business objectives are achieved. They will gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

#### **Area of Study 3: Operations Management**

Students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

#### **Outcomes:**

1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate the strategies to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

#### **Assessment:**

Outcome 1: School-assessed coursework  
\_ / 20 marks  
Outcome 2: School-assessed coursework  
\_ / 40 marks  
Outcome 3: School-assessed schoolwork  
\_ / 40 marks  
Outcomes 1-3 Contributes 25% to study score  
Assessment tasks may include:

- a case study
- structured questions
- an essay
- a report

### **Unit 4: Transforming a business**

#### **Area of Study 1: Reviewing performance - the need for change**

The ways a business can search for new business opportunities as a source of future business growth, and current forces for change on a business.

#### **Area of Study 2: The Management of Change**

Students examine the importance of change management in large-scale organisations and evaluate various strategies to effectively manage change.

#### **Outcomes:**

1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

#### **Assessment:**

Outcome 1: School-assessed coursework  
\_ / 50 marks  
Outcome 2: School-assessed coursework  
\_ / 50 marks  
Outcome 1-2 Contributes 25% to study score  
End of year exam  
Contributes 50% to study score  
Assessment tasks may include:

- a case study
- structured questions
- a report

## Chemistry Units 1 & 2

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

#### **Area of Study 1: How can knowledge of elements explain the properties of matter?**

In this area of study students focus on the nature of chemical elements, their atomic structure and place in the periodic table, how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table, explore patterns and trends of, and relationships between, elements with reference to their chemical reactivity.

#### **Area of Study 2: How can the versatility of non-metals be explained?**

Students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.

#### **Area of Study 3: Research investigation**

Students investigate a selected question related to materials. They apply critical and creative thinking, science inquiry and communication skills to conduct and present their findings into one aspect of the discoveries and research that have underpinned the development, use and modification of the materials or chemicals.

##### **Outcomes:**

1. Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
2. Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
3. Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

##### **Assessment:**

Tasks for assessment may be selected from:

- practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem-solving
- a reflective learning journal
- data analysis

For Outcome 3

- a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2

### *Unit 2: What makes water such a unique chemical?*

#### **Area of Study 1: How do substances interact with water?**

In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule's structure, polarity and bonding. They also explore the significance of water's high specific heat capacity and latent heat of vaporisation for living systems and water supplies.

#### **Area of Study 2: How are substances in water measured and analysed?**

Students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

#### **Area of Study 3: Practical investigation**

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data (which may include collecting water samples), organise and interpret the data and reach a conclusion in response to the question.

##### **Outcomes:**

1. Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
2. Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
3. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

##### **Assessment:**

Tasks for assessment may be selected from:

- practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem-solving
- a reflective learning journal
- data analysis

For Outcome 3

- a report of a student-designed quantitative laboratory investigation.



## Chemistry Units 3 & 4

### *Unit 3: How can chemical processes be designed to optimise efficiency?*

#### **Area of Study 1: What are the options for energy production?**

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

Students conduct practical investigations involving redox reactions, including the design, construction and testing of galvanic cells, and account for differences between experimental findings and predictions made by using the electrochemical series. They compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

#### **Area of Study 2: How can the yield of a chemical product be optimised?**

In this area of study students explore the factors that increase efficiency and percentage yield of a chemical process. They investigate how the optimum rate of a reaction can be obtained and explain reactions with reference to the collision theory. The progression of exothermic and endothermic reactions is represented using energy profile diagrams. Students apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products. They investigate Le Chatelier's principle and the effect of different changes on an equilibrium system. Students represent the establishment of equilibrium and the effect of changes to an equilibrium system using concentration-time graphs. The purpose and design of a range of electrolytic cells, their operating principles and the energy transformations that occur are investigated. Students examine the discharging and recharging processes in rechargeable cells, and apply Faraday's laws to calculate quantities in electrochemistry.

#### **Area of Study 3 Practical investigation**

A student-designed or adapted practical investigation related to energy and/or food is undertaken. Students identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question that complies with safety and ethical requirements. Students undertake an experiment collecting primary qualitative and/or quantitative data. They analyse and evaluate the data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Findings are communicated in a scientific poster. A practical logbook is maintained by the student for record, authentication and assessment purposes.

#### **Outcomes:**

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

#### **Assessment:**

Outcome 1: School-assessed coursework  
Outcome 2: School-assessed coursework  
Outcome 3: School-assessed coursework  
Outcome 1-3 Contributes 24% to study score

### *Unit 4: How are organic compounds categorised, analysed and used?*

#### **Area of Study 1: How can the diversity of carbon compounds be explained and categorised?**

This area of study examines the structural features of members of homologous series of carbon compounds, including some structural isomers, and how they are represented and named. Students investigate trends in their physical and chemical properties. They study typical reactions of organic families, reaction pathways, and write balanced chemical equations for organic syntheses.

Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data obtained using a variety of analytical instruments.

#### **Area of Study 2: What is the chemistry of food?**

This area of study focuses on the major components of food with reference to their structures, properties and functions. Students examine hydrolysis reactions in which foods are broken down, condensation reactions in which new biomolecules are formed and the role of enzymes in the metabolism of food.

Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They also explore a variety of applications of food chemistry.

#### **Outcomes:**

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

#### **Assessment:**

Outcome 1: School-assessed coursework  
Outcome 2: School-assessed coursework  
Outcome 1-2 Contributes 16% to study score  
End of year exam  
Contributes 60% to study score

## English Units 1 & 2

|   |   |
|---|---|
| <p><b>Rationale:</b><br/>Competence in both written and oral language is of vital importance for all Christians. Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. It is God's will that the gospel be communicated by both these modes and this means that what is learnt in this subject is of great benefit for the furtherance of His Kingdom.</p>   |   |
| <p><b>Unit 1:</b><br/>In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.<br/>Students develop their skills in creating written, spoken and multimodal texts.</p> <p><b>Area of Study 1: Reading and creating texts</b><br/>Students read and study two set texts. At least one set text in each unit will be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.</p> <p><b>Area of Study 2: Analysing and presenting argument</b><br/>In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.</p>   |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Produce analytical and creative responses to texts.</li> <li>2. Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.</li> </ol>   | <p><b>Assessment:</b><br/>Assessment tasks for this unit may be:</p> <ul style="list-style-type: none"> <li>• Analytical response to text</li> <li>• a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text</li> <li>• an analysis of the use of argument and persuasive language in text/s</li> <li>• a text intended to position an audience.</li> </ul> |
| <p><b>Unit 2:</b><br/>In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.<br/>Students develop their skills in creating written, spoken and multimodal texts.</p> <p><b>Area of Study 1: Reading and comparing texts</b><br/>Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.</p> <p><b>Area of Study 2: Analysing and presenting argument</b><br/>In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence.</p> |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Compare the presentation of ideas, issues and themes in two texts.</li> <li>2. Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.</li> </ol>   | <p><b>Assessment:</b><br/>Assessment tasks for this unit may include:</p> <ul style="list-style-type: none"> <li>• a comparative analytical response to set texts</li> <li>• a persuasive text that presents an argument or viewpoint</li> <li>• an analysis of the use of argument and persuasive language in text/s.</li> </ul>   |



## English Units 3 & 4

### Unit 3:

#### Area of Study 1: Reading and creating texts

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. They present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning.

#### Area of Study 2: Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences.

#### Outcomes:

1. Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

#### Assessment:

Outcome 1: School-assessed coursework (2 tasks)  
 \_ / 30 marks each  
 Outcome 2: School-assessed coursework  
 \_ / 40 marks  
 Outcomes 1-2 Contributes 25% to study score

### Unit 4:

#### Area of Study 1: Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

#### Area of Study 2: Presenting argument

This area of study focuses on the construction of persuasive texts. Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue; to plan and prepare an argument and its supporting evidence; and to develop and prepare any materials to support an oral presentation.

#### Outcomes:

1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. Construct a sustained and reasoned point of view on an issue currently debated in the media.

#### Assessment:

Outcome 1: School-assessed coursework  
 \_ / 60 marks  
 Outcome 2: School-assessed coursework (2 tasks)  
 \_ / 10 marks and  
 \_ / 30 marks  
 Outcomes 1-2:  
 Contributes 25% to study score  
 End of year exam:  
 Contributes 50 % to study score

## Health and Human Development Units 1 & 2

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|---|--|
| <p><b>Rationale:</b></p> <p>In Health and Human Development, we acknowledge we are created in the image of God and have been designed to fulfil His purposes. We discuss, investigate and attempt to practise God's directions in all aspects of health: spiritual, emotional, physical, social and intellectual. In recognising that we are all part of God's creation, we study the causes of ill health on individual, community, national and global scales. In response to the love God has poured out for us and to Jesus' directive to love one another, we recognise our responsibility to facilitate a striving toward good health and wellbeing for all of mankind.</p> |  |
| <p><b>Unit 1: Understanding health and wellbeing</b></p> <p><b>Area of Study 1</b></p> <p>This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts.</p> <p><b>Area of Study 2</b></p> <p>This area of study explores food and nutrition as foundations for good health and wellbeing</p> <p><b>Area of Study 3</b></p> <p>In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest.</p>                        |  |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.</li> <li>2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.</li> <li>3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.</li> </ol>  | <p><b>Assessment:</b></p> <p>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>• a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li> <li>• oral presentation, such as a debate or a podcast</li> <li>• a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li> <li>• structured questions, including data analysis.</li> </ul> |
| <p><b>Unit 2: Individual human development and health issues</b></p> <p><b>Area of Study 1</b></p> <p>This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.</p> <p><b>Area of Study 2</b></p> <p>This area of study investigates the health system in Australia.</p>  |  |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept</li> <li>2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.</li> </ol>   | <p><b>Assessment:</b></p> <p>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>• a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li> <li>• oral presentation, such as a debate or a podcast</li> <li>• a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li> <li>• structured questions, including data analysis.</li> </ul> |

## Health and Human Development Units 3 & 4

### *Unit 3: Australia's health in a globalised world*

#### **Area of Study 1**

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. The major focus is on the health of Australians but also emphasises that Australia's health is not isolated from the rest of the world.

#### **Area of Study 2**

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health/wellbeing

#### **Outcomes:**

1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status
2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

#### **Assessment:** (25% of study score)

Outcome 1: School-assessed coursework  
\_ / 50 marks

Outcome 2: School-assessed coursework  
\_ / 50 marks

#### Types of assessment (test conditions)

- a short written report
- oral presentation
- a visual presentation
- structured questions, including data analysis.

### *Unit 4: Health and human development in a global context*

#### **Area of Study 1**

This area of study looks at similarities and differences in major burdens of disease in low, middle and high income countries, including Australia, and the contributing factors.

#### **Area of Study 2**

This area of study looks at action for promoting health globally, analysing a range of policies and strategies.

#### **Outcomes:**

1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
2. Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

#### **Assessment:** (25% of study score)

Outcome 1: School-assessed coursework  
\_ / 50 marks

Outcome 2: School-assessed coursework  
\_ / 50 marks

#### Types of assessment (test conditions)

- a short written report
- oral presentation
- a visual presentation
- structured questions, including data analysis.

**EXAM contributes 50% to study score**

## History Twentieth Century 1900-1945 Units 1 & 2

### Unit 1:

#### Area of Study 1: Ideology and conflict

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties that ended the Great War and redrew the map of Europe as they broke up the former empires of the defeated nations. Through a study of Germany, Italy and Japan, students examine how the ideologies of these respective nations lead to the global conflict of World War Two. A study of the League of Nations enables students to consider the aims, achievements and limitations of this international organization.

#### Area of Study 2: Social and cultural change

Students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression during the interwar period in Germany and the USA.

#### Outcomes:

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the interwar years.

#### Assessment:

Assessment tasks for this unit may include:

- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- Essays

### Unit 2:

#### Area of Study 1: Competing ideologies

In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945 – 1991.

#### Area of Study 2: Challenge and change

Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. Our case studies focus on the Anti-Apartheid Movement in South Africa and the Black Civil Rights Movement in the USA.

#### Outcomes:

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

#### Assessment:

Assessment tasks for this unit may include:

- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- Essays

## History Revolutions Units 3 & 4

### Area of study 1: Causes of revolutions

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.

Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

### Area of study 2: Consequences of revolution

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

In analysing the past, students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution.

### Assessment:

School-assessed coursework tasks include the following:

- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- Essays

The end of year external examination includes a combination of all four tasks.

### Unit 3: The Russian Revolution

**Area of study 1:** Russian Revolution from 1896 to October 1917.

**Area of study 2:** Russian Revolution from October 1917 to 1927.

#### Outcomes:

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

#### Assessment:

Outcome 1: School-assessed coursework  
\_ / 50 marks  
Outcome 2: School-assessed coursework  
\_ / 50 marks  
Outcomes 1-2:  
Contributes 25% to study score

### Unit 4: The Chinese Revolution

**Area of study 1:** Chinese Revolution from 1912 to 1949

**Area of study 2:** Chinese Revolution from 1949 to 1971

#### Outcomes:

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

#### Assessment:

Outcome 1: School-assessed coursework  
\_ / 50 marks  
Outcome 2: School-assessed coursework  
\_ / 50 marks  
Outcomes 1-2: Contributes 25% to study score  
End of year external exam:  
Contributes 50 % to study score

## Legal Studies Units 1 & 2

### Rationale:

Legal Studies gives students an understanding of how the law serves individuals and the community as a whole. The historical origin of the law is based on Biblical principles and students of this subject are given many opportunities to develop their understanding of truth and justice.

### Unit 1: *Guilt and liability*

#### Area of Study 1: Legal foundations

Students develop foundational knowledge of laws and the Australian legal system. They explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

#### Area of Study 2: The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. Students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

#### Area of Study 3: Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

#### Outcomes:

1. Describe the main sources and types of law, and assess the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

#### Assessment:

Assessment tasks are selected from the following:

- folio of exercises
- structured questions
- role-play
- classroom presentation
- debate
- report
- question-and-answer book

### Unit 2: *Sanctions, remedies and rights*

#### Area of Study 1: Sanctions

In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing. Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

#### Area of Study 2: Remedies

In this area of study students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of two civil cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

#### Area of Study 3: Rights

In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia. Students investigate an Australian case that had an impact on the protection of rights in Australia and develop their understanding of an individual in taking a case to court.

#### Outcomes:

1. Explain the key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

#### Assessment:

Assessment tasks are selected from the following:

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

## Legal Studies Units 3 & 4

### **Unit 3: Rights and justice**

#### **Area of Study 1: The Victorian criminal justice system**

In this area of study students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice, examine recent reforms from the past four years, and recommend reforms. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

#### **Area of Study 2: The Victorian civil justice system**

Students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommend reforms to enhance the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

#### **Outcomes:**

1. Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
2. Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

#### **Assessment:**

Outcome 1: School-assessed coursework  
\_ / 50 marks

Outcome 2: School-assessed coursework  
\_ / 50 marks

Outcomes 1-2:

Contributes 25% to study score

Assessment tasks may include:

- a case study
- structured questions
- an essay
- a folio of exercises

### **Unit 4: The people and the law**

#### **Area of study 1: The people and the Australian Constitution**

Students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

#### **Area of Study 2: The people, the parliament and the courts**

Students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform. In exploring the influences on law reform, students draw on examples of individuals and the media, as well as examples from the past four years of law reform bodies recommending legislative change.

#### **Outcomes:**

1. Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
2. Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

#### **Assessment:**

Outcome 1: School-assessed coursework  
\_ / 40 marks

Outcome 2: School-assessed coursework  
\_ / 60 marks

Outcomes 1-2:

Contributes 25% to study score

End of year exam:

Contributes 50 % to study score

Assessment tasks may include:

- a case study
- structured questions
- an essay
- a folio of exercises



## Literature Units 1 & 2

### Rationale:

The study of literature develops knowledge and enjoyment of a wide range of literary texts. This subject shares with English a general focus on the skilled use of the resources of language, but has a particular and distinctive focus: texts that are valued for their use of language to recreate and interpret experience imaginatively. Students are expected to develop deep understanding of the relationship between the form and content in a variety of texts and styles.

Students will consider such representation in light of the Bible, which alone provides the only accurate means of evaluating all life experiences.

### Unit 1:

#### Area of Study 1: Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text.

#### Area of Study 2: Ideas and concerns in texts

This area of study focuses on the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed.

#### Outcomes:

1. Respond to a range of texts and reflect on influences shaping these responses.
2. Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

#### Assessment:

Assessment tasks are selected from:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a reading journal
- a close analysis of selected passages
- an original piece of writing responding to a text/s studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

At least one of the assessment tasks in Unit 1 must be in oral form. Demonstration of achievement of Unit 1 Outcomes 1 and 2 must be based on at least two complete texts and at least one additional text or excerpts.

### Unit 2:

#### Area of study 1: The text, the reader and their contexts

This area of study focuses on the interrelationships between the text, readers and their social and cultural contexts. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

#### Area of Study 2: Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

#### Outcomes:

1. Analyse and respond critically and creatively to the ways a text from a past era and/or different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
2. Compare texts considering the dialogic nature of texts and how they influence each other.

#### Assessment:

Assessment tasks are selected from:

- essay (comparative, interpretive, analytical or discursive)
- debate
- close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- oral or written review
- multimedia presentation
- participation in discussion
- performance and commentary.

## Literature Units 3 & 4

### Unit 3:

#### Area of Study 1: Adaptations and transformations

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used. In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

#### Area of Study 2: Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts.

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

#### Outcomes:

1. Analyse the extent to which meaning changes when a text is adapted to a different form.
2. Respond creatively to a text and comment on the connections between the text and the response.

#### Assessment:

##### Outcome 1:

- An analysis of how the form of a text influences meaning. Students may:
- compare a dramatised version of a scene or scenes from a text with the original text
- compare a print text with the text's adaptation into another form
- compare the performance of either a substantial individual text or group of texts with the original text.

\_ / 50 marks

##### Outcome 2

A creative response to a text. Students may:

- submit an original piece of writing, presented in a manner consistent with the style and context of the original text
- re-create or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, or presenting an episode in the text from another point of view.

AND

Students must submit: A reflective commentary establishing connections with the original text  
\_ / 50 marks

Outcomes 1-2:

Contributes 25% to study score

### Unit 4:

#### Area of study 1: Literary perspectives

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding.

#### Area of Study 2: Close analysis

In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contribute to their overall interpretations.

#### Outcomes:

1. Produce an interpretation of a text using different literary perspectives to inform their view.
2. Analyse features of texts and develop and justify interpretations of texts

#### Assessment:

##### Outcome 1:

A written interpretation of a text using two different perspectives to inform their response.  
School-assessed coursework

\_ / 50 marks

##### Outcome 2:

Task 1 A written interpretation of a text, supported by close textual analysis.

\_ / 25 marks

AND

Task 2 A written interpretation of a different text from Task 1, supported by close textual analysis. Students may select and discuss:

- the role and significance of particular sections of a text in interpreting the text as a whole
- analyse how certain literary features contribute to an interpretation of a text
- analyse the linkages, parallels and contrasts between different passages from a text.

\_ / 25 marks

Outcomes 1-2: Contributes 25% to study score

End of year exam: Contributes 50% to study score

## Mathematics

### Aims of Mathematics

It is an underlying principle of the Mathematics study that all students will engage in the following mathematical activities:

1. Apply knowledge and skills: The study of aspects of the existing body of mathematical knowledge through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.
2. Model, investigate and solve problems: The application of mathematical knowledge and skills in unfamiliar situations, including situations which require investigative, modelling or problem solving approaches.
3. Use technology: The effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts.

The structure of VCE Mathematics is summarised below.

### *Units 1 & 2*

**Units 1 & 2 General Mathematics** is excellent preparation for students considering studying Further Mathematics Units 3 & 4. This subject fulfils many university and TAFE mathematics prerequisites. A pass in General Mathematics at Year 11 standard is looked at favourably by employers in general and employers looking for new apprentices in particular.

**Units 1 & 2 Mathematical Methods (CAS)** is intended as preparation for Mathematical Methods (CAS) Units 3 & 4, and allows you to choose a single or combined mathematics course in Year 12 (Mathematical Methods and/or Further Mathematics). Students planning to study Mathematics/Science courses at university should enrol in this subject.

### *Units 3 & 4*

**Units 3 & 4 Further Mathematics** prepares students in such varying studies such as Nursing, Marketing and Scientific disciplines. Geometry and Trigonometry is used in Art and Design and Building Sciences. Business Mathematics and Matrices are used in all Business Studies and Marketing Courses and for everyday living skills with money that will be required in adulthood. Where possible the Further Mathematics course is made as relevant as possible to modern day situations that students will face in your future. It will provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills are drawn from General Mathematics Units 1 & 2. Students who have done only Mathematical Methods (CAS) Units 1 & 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

**Units 3 & 4 Mathematical Methods (CAS)** may be taken alone or in conjunction with Further Mathematics Units 3 & 4. It will provide an appropriate background for further study in the engineering, science, humanities, economics or medicine areas.

## General Mathematics Units 1 & 2

### **Units 1 & 2:**

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

#### **Outcomes:**

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

#### **Assessment:**

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

## Mathematical Methods (CAS) Units 1 & 2

### **Units 1 & 2:**

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

#### **Outcomes:**

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

#### **Assessment:**

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

## Further Mathematics Units 3 & 4

### Unit 3 & 4:

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

#### Outcomes:

1. Define and explain key terms and concepts and apply related mathematical techniques and models in routine concepts.
2. Select and apply the mathematical concepts, models and techniques in a range of increasing complexity.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

#### Assessment:

##### Unit 3:

One application task is to be of 4–6 hours duration over a period of 1–2 weeks and one modelling or problem-solving task which is to be of 2–3 hours duration over a period of 1 week.

Outcome 1: \_ / 15 marks

Outcome 2: \_ / 30 marks

Outcome 3: \_ / 15 marks

Outcomes 1-3:

Contributes 20% to study score

##### Unit 4:

Two modelling or problem-solving tasks which are each to be of 2–3 hours duration over a period of 1 week.

Outcome 1: \_ / 10 marks

Outcome 2: \_ / 20 marks

Outcome 3: \_ / 10 marks

Outcomes 1-3:

Contributes 14% to study score

End of year exam 1:

Contributes 33 % to study score

End of year exam 2:

Contributes 33 % to study score

## Mathematical Methods (CAS) Units 3 & 4



### Units 3 & 4:

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Mathematical Methods Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'

#### Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

All outcomes are assessed within each assessment task. There is not a separate assessment for each outcome.

#### Assessment:

##### Unit 3:

The application task is to be of 4–6 hours duration over a period of 1–2 weeks.

Outcome 1: \_ / 15 marks

Outcome 2: \_ / 20 marks

Outcome 3: \_ / 15 marks

Outcomes 1-3:

Contributes 17% to study score

##### Unit 4:

Two modelling or problem-solving tasks which are each to be of 2–3 hours duration over a period of 1 week.

Outcome 1: \_ / 15 marks

Outcome 2: \_ / 20 marks

Outcome 3: \_ / 15 marks

Outcomes 1-3:

Contributes 17% to study score

End of year exam 1:

Contributes 22 % to study score

End of year exam 2:

Contributes 44 % to study score

## Media Units 1 & 2

### *Unit 1: Media forms, representations and Australian stories*

#### **Area of Study 1: Media representation**

Students are introduced to the concept of audience and what it entails. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation and distribution of media products.

#### **Area of Study 2: Media forms in production**

Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions.

#### **Area of Study 3: Australian stories**

Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences.

#### **Outcomes:**

1. Explain how media representations in a range of media products and forms, and from different periods, locations, contexts, are constructed, distributed.
2. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms.

#### **Assessment:**

Assessment tasks are selected from the following:

- Audio/visual or video sequences
- photographs
- written responses
- sequences or presentations using digital technologies
- tests
- print layouts
- oral reports

### *Unit 2: Narrative across media forms*

#### **Area of Study 1: Narrative, style and genre**

Students explore and examine how narratives construct realities and meaning for audiences, including how they are constructed and shaped referencing a rich production history.

#### **Area of Study 2: Narratives in production**

Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1.

#### **Area of Study 3: Media and change**

Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

#### **Outcomes:**

1. Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
2. Apply the media production process to create, develop and construct narratives.
3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions

#### **Assessment:**

Assessment tasks are selected from the following:

- audiovisual or video sequences
- photographs
- written responses
- sequences or presentations using digital technologies
- tests
- print layouts
- oral reports



## Media Units 3 & 4

### *Unit 3: Media narratives and pre-production*

#### **Area of Study 1: Narrative and ideology**

Students examine fictional and non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products.

#### **Area of Study 2: Media production skills**

Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production.

#### **Area of Study 3: Media production design**

Informed by their learning in Area of Study 2, students use industry specific design and planning, both in written and visual documentation, to complete a media production design. The design incorporates a clear fictional and/ or non-fictional narrative for a specified audience in a selected media form.

#### **Outcomes:**

1. Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
2. Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
3. Develop and document a media production design in a selected media form for a specified audience.

#### **Assessment:**

Outcome 1: School-assessed coursework  
Contributes 10% to study score.  
Outcomes 2/3: School-assessed Task  
(See Unit 4)

### *Unit 4: Media process, social values and media influence*

#### **Area of study 1: Media process**

Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design.

#### **Area of Study 2: Agency and control in and of the media**

Students explore issues and challenges for managing and regulating the use of the media by globalised media institutions, governments and the individual.

#### **Outcomes:**

1. Produce, refine and resolve a media product designed in Unit 3.
2. Discuss issues of agency and control in the relationship between the media and its audience.

#### **Assessment:**

Outcome 1 (inc. Unit 3, Outcome 2/3):  
School-assessed Task  
Contributes 40% to study score.  
Outcome 2: School-assessed coursework  
Contributes 10% to study score  
End of year exam  
Contributes 40% to study score

## Outdoor and Environmental Studies Units 1 & 2

### Rationale:

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

### *Unit 1: Exploring outdoor experiences*

#### **Area of Study 1: Motivations for outdoor experiences**

Students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature', and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to outdoor environments. They learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences. Students use these experiences as the basis for reflection.

#### **Area of Study 2: Influences on outdoor experiences**

Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Practical outdoor experiences provide them with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.

#### **Outcomes:**

1. Analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.
2. Explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

#### **Assessment:**

Assessment tasks are selected from the following:

- journal response (compulsory)
- a case study
- an oral presentation
- data analysis
- structured questions
- written responses.

### *Unit 2: Discovering outdoor environments*

#### **Area of Study 1: Investigating outdoor environments**

Introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. They investigate different types of outdoor environments from a number of perspectives. Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments.

#### **Area of Study 2: Impacts on outdoor environments**

Students focus on human activities undertaken in outdoor environments and their impacts on those environments. They investigate and model individual and group responsibilities for activities in outdoor environments, including community-based environmental action to promote positive impacts on outdoor environments. Practical outdoor experiences enable students to develop skills related to minimal impact travelling and living, and to experience the impact of technology on outdoor environments.

#### **Outcomes:**

1. Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. Evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

#### **Assessment:**

Assessment tasks are selected from the following:

- journal response (compulsory)
- a case study
- an oral presentation
- data analysis
- structured questions
- written responses.

## Outdoor and Environmental Studies Units 3 & 4

### *Unit 3: Relationships with outdoor environments*

#### **Area of Study 1: Historical relationships with outdoor environments**

Students explore how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major historical events and issues subsequent to European settlement. Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students study the foundation and role of environmental and political movements in changing relationships with outdoor environments and the subsequent effects of these on environmental politics.

#### **Area of Study 2: Relationships with Australian environments since 1990**

Students examine relationships between humans and outdoor environments since 1990. They examine a number of ways outdoor environments are depicted in different media. The dynamic nature of relationships between humans and their environment are considered, as well as the social, cultural, economic and political factors that influence these relationships.

#### **Outcomes:**

1. Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
2. Analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.

#### **Assessment:**

Outcome 1: School-assessed coursework  
 \_ / 10 marks  
 \_ / 40 marks  
 Outcome 2: School-assessed coursework  
 \_ / 10 marks  
 \_ / 40 marks  
 Contributes 25% to study score

### *Unit 4: Sustainable outdoor relationships*

#### **Area of Study 1: Healthy outdoor environments**

Students explore the contemporary state of outdoor environments in Australia and the importance of outdoor environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential damage to outdoor environments and the subsequent impacts.

#### **Area of Study 2: Sustainable outdoor environments**

Students focus on the sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflict over uses of outdoor environments and develop a clear understanding of the methods and processes commonly used to resolve these conflicts. Students develop an understanding that management strategies, together with acts and conventions, contribute to maintaining the health and sustainability of outdoor environments in contemporary Australian society.

#### **Outcomes:**

1. Evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
2. Analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

#### **Assessment:**

Outcome 1: School-assessed coursework  
 \_ / 10 marks  
 \_ / 40 marks  
 Outcome 2: School-assessed coursework  
 \_ / 10 marks  
 \_ / 40 marks  
 Contributes 25% to study score  
 End of year exam: Contributes 50 % to study score

## Physical Education Units 1 & 2

|   |  |
|---|--|
| <p><b>Rationale:</b><br/>Students will participate in a variety of challenging physical activities. Students are encouraged to understand that physical activity is enjoyable and part of the full celebration of life that God has graciously given to us. Senior P.E. students at Bayside are involved in coaching and encouraging students to become involved in physical activity thereby assisting development of the whole school community.</p>  |  |
| <p><b>Unit 1: The human body in motion</b></p> <p><b>Area of Study 1: How does the musculoskeletal system work to produce movement?</b><br/>Students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise.<br/>Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.</p> <p><b>Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?</b><br/>Students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.</p> |  |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.</li> <li>2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.</li> </ol>   | <p><b>Assessment:</b><br/>Assessment is selected from the following:</p> <ul style="list-style-type: none"> <li>• a practical laboratory report</li> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a folio/diary of participation in practical activities</li> <li>• a visual presentation</li> <li>• a physical simulation or model</li> <li>• an oral presentation such as podcast, debate</li> <li>• a written report</li> <li>• structure questions</li> </ul>             |
| <p><b>Unit 2: Physical activity, sport and society</b></p> <p><b>Area of Study 1: What are the relationships between physical activity, sport, health and society?</b><br/>Students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students investigate socio-cultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings.</p> <p><b>Area of Study 2: What are the contemporary issues associated with physical activity and sport?</b><br/>Students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Students select and explore one issue from a social-ecological perspective to evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity.</p>   |  |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.</li> <li>2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.</li> </ol>  | <p><b>Assessment:</b><br/>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>• a practical laboratory report</li> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a critically reflective folio/diary</li> <li>• a visual presentation</li> <li>• a multimedia presentation</li> <li>• a physical simulation or model</li> <li>• an oral presentation such as podcast, debate</li> <li>• a written report</li> <li>• a test</li> </ul> |

## Physical Education Units 3 & 4

### **Unit 3: Movement skills and energy for physical activity**

#### **Area of Study 1: How are movement skills improved?**

Students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

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

Students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

#### **Outcomes:**

1. Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

#### **Assessment:**

Outcome 1: School-assessed coursework  
\_ / 50 marks  
Outcome 2: School-assessed coursework  
\_ / 25 marks  
Outcomes 1-2: \_ / 25 marks  
Contributes 25% to study score

### **Unit 4: Training to improve performance**

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

Students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

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

Students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session; they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

#### **Outcomes:**

1. Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

#### **Assessment:**

Outcome 1: School-assessed coursework  
\_ / 30 marks  
Outcome 2: School-assessed coursework  
\_ / 25 marks  
Outcomes 1-2: \_ / 25 marks  
\_ / 20 marks  
Contributes 25% to study score  
End of year exam:  
Contributes 50 % to study score

## Physics Units 1 & 2

### **Unit 1: What ideas explain the physical world?**

#### **Area of Study 1: How can thermal effects be explained?**

Students investigate the thermodynamic principles related to heating processes, concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

#### **Area of Study 2: How do electric circuits work?**

Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

#### **Area of Study 3: What is matter and how is it formed?**

In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

#### **Outcomes:**

1. Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

#### **Assessment:**

A selection from the following::

- an annotated folio of practical activities
- data analysis
- media response
- modelling activity
- a summary report of selected practical investigations
- a written report
- reflective learning journal
- a test (short answer and extended response)

### **Unit 2: What do experiments reveal about the physical world?**

#### **Area of Study 1: How can motion be described and explained?**

In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion.

#### **Area of Study 2: Options**

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world.

#### **Area of Study 3: Practical investigation**

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

#### **Outcomes:**

1. Investigate, analyse and mathematically model motion of particles and bodies.
2. (Dependent on option.)
3. Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

#### **Assessment:**

A selection from the following::

- an annotated folio of practical activities
  - data analysis
  - media response
  - modelling activity
  - a summary report of selected practical investigations
  - a written report
  - reflective learning journal
  - a test (short answer and extended response)
- For Outcome 3
- a report of a practical investigation (student-designed or adapted)



## Physics Units 3 & 4

### **Unit 3: How do fields explain motion and electricity?**

#### **Area of Study 1: How do things move without contact?**

Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact.

#### **Area of Study 2: How fast can things go?**

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion.

#### **Area of Study 3: How are fields used to move electrical energy?**

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

#### **Outcomes:**

1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

#### **Assessment:**

Outcome 1: School-assessed coursework  
\_ / 30 marks  
Outcome 2: School-assessed coursework  
\_ / 30 marks  
Outcome 3: School-assessed coursework  
\_ / 30 marks  
Outcomes 1-3: Contributes 19% to study score

### **Unit 4: How can two contradictory models explain both light and matter?**

#### **Area of Study 1: How can waves explain the behaviour of light?**

Students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation.

#### **Area of Study 2: How are light and matter similar?**

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

#### **Area of Study 3: Practical investigation**

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4.

#### **Outcomes:**

1. Apply wave concepts to analyse, interpret and explain the behaviour of light.
2. Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

#### **Assessment:**

Outcome 1: School-assessed coursework  
\_ / 30 marks  
Outcome 2: School-assessed coursework  
\_ / 30 marks  
Outcome 3: School-assessed coursework  
\_ / 35 marks  
Outcomes 1-3: Contributes 21% to study score  
End of year exam: Contributes 60 % to study score



## Product Design and Technology Units 1 & 2

|   |   |
|---|---|
| <p><b>Rationale:</b><br/>Students are given the opportunity to develop skills in identifying and utilizing those areas of technological advancements that will help them to research and produce items that relate to set design briefs.<br/>Each student will undertake meaningful practical tasks that have a direct bearing on developing their God given gifts that relate to chosen career paths.<br/>Throughout the four units of study, students' learning experiences will have a Christian focus on the ethical responsibilities of producing items that incorporate primary resources from God's creation.</p>  |   |
| <p><b>Unit 1: Sustainable Product Redevelopment</b><br/><b>Area of Study 1: Sustainable redevelopment of a product</b><br/>This area of study focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students investigate and consider how a product could be sustainably redeveloped. Students write a design folio for the redevelopment of a product, improving the purpose and/or function and sustainability of the original product.<br/><b>Area of Study 2: Producing and evaluating a redeveloped product</b><br/>Focuses on the implementation of the design and planning completed in Outcome 1. Referring to their working drawings and production plans, students safely apply a range of techniques and processes to make the re-designed product or prototype.</p> |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.</li> <li>2. Select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.</li> </ol>   | <p><b>Assessment:</b><br/>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>• design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report</li> <li>• prototype or product and records of production and modifications</li> <li>• multimedia presentation supported by speaker's notes</li> <li>• short written report that includes materials testing or trialling activities, industry visits, technical reports</li> <li>• case study analysis</li> <li>• oral report supported by notes or visual materials.</li> </ul> |
| <p><b>Unit 2: Collaborative design</b><br/><b>Area of Study 1: Designing within a team</b><br/>Students work both individually and as members of a small design team to address a problem, need or opportunity and consider the associated user-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement.<br/><b>Area of Study 2: Producing and evaluating within a team</b><br/>Students apply knowledge, skills, techniques and processes (including risk management) to make, record production processes and evaluate their designed product/s, in accordance with the team requirements.</p>   |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Design and plan a product, a product range or a group product with component parts in response to a design brief.</li> <li>2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used.</li> </ol>  | <p><b>Assessment:</b><br/>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>• design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report</li> <li>• product and records of production and modifications</li> <li>• multimedia presentation supported by speaker's notes</li> <li>• short written report that includes materials testing or trialling activities, industry visits, technical reports</li> <li>• oral report supported by notes and/or visual materials.</li> </ul>   |

## Product Design and Technology Units 3 & 4

### Unit 3: Applying the Product design process

#### Area of Study 1: Designing for end-user/s

Students examine the product design process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on identifying and designing for a potential end-user/s of an intended product. They consider methods used to establish an end-user/s' needs for the development of a solution to a design problem.

#### Area of Study 2: Product development in industry

Students focus on the factors, processes and systems that influence the design and development of products within industrial settings and explore reasons why design and innovation are integral to value-adding to products. They also examine how companies react to market demands and technological developments. Students look at the role of market research in determining end-user/s' needs in relation to sustainability. In the context of industrial manufacturing, they develop an understanding of a range of issues relating to innovation, designing, research and development, obsolescence, new and emerging technologies and materials used in industry and sustainability.

#### Area of Study 2: Designing for others

Students focus on working as a designer and applying the Product design process to meet the needs and requirements of an end-user.

#### Outcomes:

1. Investigate and define a design problem, and discuss how the design process leads to product design development.
2. Explain and analyse influences on the design, development and manufacture of products within industrial settings.
3. Document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

#### Assessment:

Outcome 1: School-assessed coursework  
\_ / 25 marks  
Outcome 2: School-assessed coursework  
\_ / 35 marks  
Outcomes 1-2:  
Contributes 12% to study score  
Outcome 3: School-assessed task combined with O2,3 Unit 4  
See Unit 4

### Unit 4: Product development and evaluation

#### Area of Study 1: Product analysis and comparison

Products are analysed and evaluated in terms of the product design factors. Students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods, and consider the impacts and consequences of product design success and failure.

#### Area of Study 2: Product manufacture

Students focus on the skills, production techniques and processes employed to make a product to suit the needs of an end-user.

#### Area of Study 3: Product evaluation

This area of study focuses on the student's application of evaluation criteria, the performance of checks and tests, and gaining end-user/s' feedback to determine how well a product meets the needs and requirements outlined in the design brief developed in Unit 3. Students produce relevant end-user/s' instructions or care labels that highlight features of the product they have designed and made.

#### Outcomes:

1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

#### Assessment:

Outcome 1: School-assessed coursework  
Contributes 12% to study score  
\_ / 25 marks  
Outcome 1:  
Outcome 2: School-assessed task  
\_ / 35 marks  
Outcome 3: School-assessed task  
Contributes 8% to study score  
\_ / 40 marks  
Outcomes 2-3:  
Contributes 50% to study score  
End of year exam: Contributes 30% to study score

## Psychology Units 1 & 2

### *Unit 1: How are behaviour and mental processes shaped?*

#### **Area of Study 1: How does the brain function?**

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

#### **Area of Study 2: What influences psychological development?**

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

#### **Area of Study 3: Student-directed research investigation**

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

##### **Outcomes:**

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

##### **Assessment:**

Assessment tasks are selected from the following:

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

For Outcome 3

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

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

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

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

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

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

#### **Area of Study 3: Student-directed practical investigation**

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

##### **Outcomes:**

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

##### **Assessment:**

Assessment tasks are selected from the following:

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

For Outcome 3

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

## Psychology Units 3 & 4

|  |   |
|--|---|
| <p><b>Unit 3: The conscious self</b></p> <p><b>Area of Study 1: How does the nervous system enable psychological functioning?</b></p> <p>In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.</p> <p><b>Area of Study 2: How do people learn and remember?</b></p> <p>Memory and learning are core components of human identity: they connect past experiences to the present and shape our futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.</p>   |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.</li> <li>2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.</li> </ol>  | <p><b>Assessment:</b></p> <p>Outcome 1: School-assessed coursework<br/>_ / 50 marks</p> <p>Outcome 2: School-assessed coursework<br/>_ / 50 marks</p> <p>Outcomes 1-2:<br/>Unit 3 coursework: Contributes 16% to study score</p>  |
| <p><b>Unit 4: How is wellbeing developed and maintained?</b></p> <p><b>Area of Study 1: How do levels of consciousness affect mental processes and behaviour?</b></p> <p>Differences in levels of awareness of sensations, thoughts and surroundings influence individuals' interactions with their environment and with other people. In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.</p> <p><b>Area of Study 2: What influences mental wellbeing</b></p> <p>In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.</p> <p><b>Area of Study 3: Practical investigation</b></p> <p>The investigation requires the student to identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Results are communicated in a scientific poster format.</p> |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.</li> <li>2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.</li> <li>3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.</li> </ol>   | <p><b>Assessment:</b></p> <p>Outcome 1: School-assessed coursework<br/>_ / 30 marks</p> <p>Outcome 2: School-assessed coursework<br/>_ / 30 marks</p> <p>Outcome 3: School-assessed coursework<br/>_ / 30 marks</p> <p>Outcomes 1-3:<br/>Unit 4 coursework: Contributes 24% to study score</p> <p>End of year exam:<br/>Contributes 60 % to study score</p> |

## Studio Arts Units 1 & 2

|  |   |
|--|---|
| <p><b>Rationale:</b><br/>VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. It offers the opportunity for personal growth, the expression of ideas and a process for examining and making statements about identity and God's world. Engagement with artworks facilitates creative thinking and the development of new ideas, whilst encouraging and supporting students to recognise their individual potential as artists and develop their understanding and development of art making.</p>   |   |
| <p><b>Unit 1:</b><br/><b>Area of Study 1: Researching and recording ideas</b><br/>In this area of study, students focus on researching and recording art ideas and develop an understanding of studio practice. They explore inspiration from a wide range of sources and document their ideas and inspiration in their visual diary.<br/><b>Area of Study 2: Studio practice</b><br/>In this area of study students learn about the use of materials and techniques in the production of at least one artwork. Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials.<br/><b>Area of Study 3: Interpreting art ideas and use of materials and techniques</b><br/>In this area of study students focus on the way artists from different times and cultures have interpreted ideas and used materials and techniques in the production of artworks. Through the analysis of art elements and art principles, students become familiar with the terminology used to interpret artworks.</p> |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. On completion of this unit the student should be able to identify sources of inspiration and artistic influences</li> <li>2. On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.</li> <li>3. On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.</li> </ol>   | <p><b>Assessment:</b><br/>Outcome 1 and 2<br/>An outline of a proposed investigation of studio practice, a selection of exploratory work, a visual diary showing a range of ideas and a presentation of at least one finished artwork.<br/>Outcome 3<br/>An analytical comparison of two artists work, discussing techniques, processes, visual style and the historical and cultural factors that impact your interpretation of the artwork.</p> |
| <p><b>Unit 2:</b><br/><b>Area of Study 1: Exploration of studio practice and development of artworks</b><br/>In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry. Students learn to generate a range of potential directions and analyse these in a visual diary before the production of the artwork.<br/><b>Area of Study 2: Ideas and styles in artworks</b><br/>In this area of study students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists' ideas, and to create aesthetic qualities and identifiable styles.</p>  |   |
| <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process and document a variety of potential directions in a visual diary for at least one artwork.</li> <li>2. On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.</li> </ol>   | <p><b>Assessment:</b><br/>Outcome 1<br/>An outline of a proposed investigation of studio practice, a selection of exploratory work, a visual diary showing a range of ideas and a presentation of at least one finished artwork.<br/>Outcome 2<br/>An analytical comparison of two artists work, discussing techniques, processes, visual style and the historical and cultural factors that impact your interpretation of the artwork.</p>       |

## Studio Arts Units 3 & 4

### *Unit 3: Studio Practices and Processes*

#### **Area of Study 1: Exploration Proposal**

Students will focus on the development of an exploration proposal for an individual studio process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored and the art forms through which the studio process will be developed. It also includes the sources of inspiration, conceptual possibilities, use of art elements and art principles and aesthetic qualities to be investigated.

#### **Area of Study 2: Studio Process**

In this area of study students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Students progressively present a range of potential directions and select at least two potential directions that will be used to generate artworks in Unit 4.

#### **Area of Study 3: Studio Process**

In this area of study students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks. Students are required to study at least two artists and two artworks by each artist.

#### **Outcomes:**

1. Prepare an exploration proposal that formulates the content and parameters of an individual studio process.
2. On completion of this unit the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions.
3. On completion of this unit the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

#### **Assessment:**

Outcome 1 and 2:  
see unit 4  
Outcome 3:  
School-assessed  
coursework  
\_\_\_/30 marks  
(Contribute 5% to  
study score)

### *Unit 4: Studio practice and art industry contexts*

#### **Area of Study 1: Production and presentation of artworks**

In this area of study students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3. Materials and techniques are refined and applied; ideas and aesthetic qualities are resolved. The student's presentation of artworks is realised through the ideas communicated in the exploration proposal. Students present no fewer than two artworks.

#### **Area of Study 2: Evaluation**

In this area of study students reflect on the selection of potential directions that form the basis, development and presentation of artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1. The documentation identifies any development, refinement and production of artworks. When the artworks have been completed, students examine and reflect on the communication of ideas, the use of materials and techniques, the demonstration of aesthetic qualities and the relationships that have been formed through the presentation of artworks.

#### **Area of Study 3: Art industry context**

In this area of study students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed. Students examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different art exhibitions in their current year of study. Students analyse how specific artworks are presented and demonstrate their understanding of the artists' and curators' consideration of how artworks are displayed within the art exhibitions.

#### **Outcomes:**

1. Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process
2. Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions.
3. On completion of this unit the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

#### **Assessment:**

Outcome 1 and 2: School-  
assessed-task  
Contributes 60% to study score  
Outcome 3: School-assessed  
coursework  
\_\_\_/30 marks (Contribute 5% to  
study score)  
End of year exam  
Contributes 30% to study score



## Visual Communication Design Units 1 & 2

### *Unit 1: Introduction to visual communication design*

#### **Area of Study 1: Drawing as a means of communication**

Students use observational drawings as a starting point for visualising new design possibilities. They creatively use a range of media to generate drawings that represent alternative visualisations. Freehand visualisation drawing methods are used to make thinking visible and to communicate ideas.

#### **Area of Study 2: Design elements and design principles**

Students investigate the purposes behind creating particular visual communications, and consider how the relationship between design elements and design principles contributes to achieving these stated purposes.

#### **Area of Study 3: Visual communication design in context**

Students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design.

#### **Outcomes:**

1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

#### **Assessment:**

Assessment tasks are selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and/or digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials.

### *Unit 2: Applications of visual communication design*

#### **Area of Study 1: Technical drawing in context**

Students acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field.

#### **Area of Study 2: Type and imagery in context**

Students develop knowledge and skills in manipulating type and images when communicating ideas and concepts, considering historical and contemporary factors that have influenced the style.

#### **Area of Study 3: Applying the design process**

Students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development.

#### **Outcomes:**

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Engage in stages of the design process to create a visual communication appropriate to a given brief.

#### **Assessment:**

Assessment tasks are selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and/or digital methods
- final presentations created using manual and/or digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials.



## Visual Communication Design Units 3 & 4

### **Unit 3: Design thinking and practice**

#### **Area of Study 1: Analysis and practice in context**

Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences. Students draw on their findings from the analysis to inform the creation of their own visual communications and articulate these connections.

#### **Area of Study 2: Design industry practice**

Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. They select contemporary designers from the communication, environmental and industrial design fields for their study.

#### **Area of Study 3: Developing a brief and generating ideas**

Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs.

#### **Outcomes:**

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

#### **Assessment:**

Outcome 1: School-assessed Coursework  
Outcome 2: School-assessed Coursework  
Outcomes 1/2:  
Contributes 25% to study score  
Outcome 3: School-assessed Task  
(See Unit 4)

### **Unit 4: Visual communication design development, evaluation and presentation**

#### **Area of Study 1: Development, refinement and evaluation**

Students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3.

#### **Area of Study 2: Final presentations**

Students produce two final visual communication presentations, which are the refinements of the concepts developed in Unit 4, Outcome 1. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

#### **Outcomes:**

1. Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
2. Produce final visual communication presentations that satisfy the requirements of the brief.

#### **Assessment:**

Outcome 1: School-assessed Task  
Outcome 2: School-assessed task  
Outcomes 1/2 (inc. Unit 3 Outcome 3):  
Contributes 40% to study score  
End of year exam:  
Contributes 35 % to study score

## Victorian Certificate of Applied Learning (VCAL)

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

VCAL is offered at three levels:

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

\*Note: Only students who complete ten units of VCAL will be eligible for a full Foundation level certificate. Other students will gain units to contribute to VCAL the following year.

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

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills (VET modules, Certificate II Business)
- Personal Development Skills.

### Year 10 VCAL Units

Year 10 VCAL students participate in a program that incorporates units towards a VCAL certificate, as well as subjects with Year 10 students working towards VCE. Upon completion of Year 10, these students will have the option to enter either VCE or VCAL in Year 11.

Year 10 VCAL students will engage in the following subjects:

- Units 1 & 2 of Foundation Personal Development Skills (community projects, event planning etc.)
- Units 1 & 2 of Foundation Work Related Skills
- Certificate I in Employment Pathways
- Science
- English
- Mathematics
- Electives program
- Physical Education / Health
- Industry Electives.

### Industry Specific Skills Strand

The purpose of this strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. The requirements of this strand are met through a VET Certificate or a combination of eligible VET modules to a minimum of 90 hours.

### Work Related Skills Strand (WRS)

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

**Unit 1:** This unit provides a focus for the development of work related and pre-vocational skills in the context of practical work-related experiences. Students will learn about their

chosen industry settings, understand features of OHS, plan, organise and deliver work related activities, identify OHS problems and work in teams to ensure a safe workplace.

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

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

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

### **Personal Development Skills Strand (PDS)**

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

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

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

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

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

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

### **Year 10 VCAL Employment Pathways**

This fantastic course is designed especially for students preparing to enter the workplace, either part or full time. It gives students the opportunity to learn additional skills and recognise their current skills, whilst volunteering at the school each Thursday through the fabulous Industry Elective program. Employment Pathways is delivered during class time as an important component of the Year 10 VCAL course and all assessment is completed via the IVET online student portal.

**Course:** Certificate I in Employment Pathways (22280VIC)

**Units:**

- Communicate in the workplace (BSBCMM201)
- Contribute to health and safety of self and others (BSBWHS201)
- Organise and complete daily work activities (BSBWOR202)
- Write routine workplace texts (FSKWTG09)
- Develop personal effectiveness (VU22786)
- Prepare for employment (VU22787)
- Develop an action plan for career planning (VU22788)

This course is being completed through IVET (RTO 40548).

**Industry Electives**

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

- Early Learning Centre
- Landscaping and maintenance tasks
- Assisting in PE classes
- Teacher's aides and Promotional material

***Years 11 & 12 VCAL***

Students participate in four compulsory learning strands plus a Certificate II in Community Services:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.

The VCAL week (for Year 11/12 students):

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

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

Students are required to attend all devotions, assemblies and excursions, and to be punctual at all times.

***Requirements of VCAL***

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

- One Numeracy unit
- One Literacy unit
- One Work Related Skills unit

- One Personal Development Skills unit
- Two VCAL specific units
- One Industry Specific Skills unit
- One VET unit.

At Intermediate level at Bayside, students will complete:

- Two Numeracy units
- Two Literacy units
- Two Work Related Skills units
- Two Personal Development Skills units
- Two Industry Specific Skills units (VET)
- Either two Units carried from Year 10 VCE, or four Units carried from Year 10 VCAL
- Certificate II in Community Services
- First Aid and Food Handler Certificate (Year 10).

At Senior level, students will complete:

- Two Numeracy units
- Two Literacy units
- Two Work Related Skills units
- Two Personal Development Skills units
- Two Industry Specific Skills units (VET)
- A Barista course
- Units from the previous year will also carry over.

### **Assessment**

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

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

Students are assessed as they progress through the course. Demonstration of their achievement of an outcome can be shown through:

- 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.

Students will meet individually on a regular basis with their teachers for a progress review and will keep an up-to-date folio and journal. Students will be given feedback about what they have achieved and what they need to demonstrate.

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

### ***Student Expectations***

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

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

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

### ***Sample Timetable***

| <b>Period</b> | <b>Monday</b> | <b>Tuesday</b>                       | <b>Wednesday</b> | <b>Thursday</b>                      | <b>Friday</b> |
|---------------|---------------|--------------------------------------|------------------|--------------------------------------|---------------|
| <b>1</b>      | Numeracy      | Industry Elective                    | VET              | PDS/WRS                              | Work          |
| <b>2</b>      | Numeracy      | Industry Elective                    | VET              | PDS/WRS                              | Work          |
| <b>3</b>      | PDS/WRS       | Industry Elective                    | VET              | Numeracy                             | Work          |
| <b>4</b>      | PDS/WRS       | Certificate II in Community Services | VET              | Numeracy                             | Work          |
| <b>5</b>      | PDS/WRS       | Certificate II in Community Services | VET              | Literacy                             | Work          |
| <b>6</b>      | Literacy      | PDS/WRS                              | VET              | Certificate II in Community Services | Work          |
| <b>7</b>      | Literacy      | Literacy                             | VET              | Certificate II in Community Services | Work          |

The timetable above is an indication of how time may be allocated for each unit. As all learning is integrated, actual times for units will vary week by week.

### ***Literacy & Numeracy Strands***

For these strands, students will study VCAL Literacy (Intermediate) and VCAL Literacy (Senior) in Year 12.

VCAL Literacy is designed for students who require a vocationally oriented approach to English and are aiming to enter the workforce after Year 12. Students study a range of written and oral communication strategies, engaging in presentations, debates, workshops and written pieces.

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical

information, money, time, travel, and the underpinning skills and knowledge for further study.

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

### ***Industry Specific Skills Strand***

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

### ***Work Related Skills Strand (WRS)***

The purpose of this strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. This subject is integrated with Personal Development Skills. Students plan, organise and deliver a range of projects, ensuring that they consider safe working practices and communicating in all they do.

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

### ***Personal Development Skills Strand (PDS)***

The purpose of this strand is to develop skills, knowledge and attitudes that lead toward:

- Community Engagement
- Social and environmental awareness
- Participation in a democratic society
- Social connectedness
- Critical and creative thinking
- Planning and organisational skills
- Problem-solving and interpersonal skills.

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

Students will undertake community projects that enable them to demonstrate the ability to plan, organise and carry out a project. These may include activities such as camps, fundraising for charities, developing community programs, sustainability programs etc. Students are given a key role in deciding on the nature of these projects and are responsible for directing them.

Wherever possible, students will be given the opportunity to participate in formally recognised programs in order to enable them to gain formal certificates. This may incur extra costs. Students will apply to work in an Industry Elective of their choice to demonstrate 'on the job' skills. Students will also continue their businesses from Year 11 into Year 12 (see Certificate II in Community Services, below) and deliver regular community markets.

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



### ***Certificate II in Community Services***

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

- The course develops the following skills:
- Communicate and work in health or community services.
- Participate in workplace health and safety.
- Work with diverse people.
- Organise and complete daily work activities.
- Provide first point of contact.
- Using digital technology for routine workplace tasks.
- Reading and responding to routine workplace information.
- Writing routine workplace texts.
- Providing basic emergency life support.

At Bayside, students demonstrate competency by developing their own businesses, which they operate throughout Years 11-12.

### ***Industry Electives in Year 12***

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

- Landscaping and maintenance tasks
- IT Department
- Assisting in PE classes
- College Café
- Multimedia presentations
- Early Learning Centre support.

### ***School Based Apprenticeships & Work Experience***

VCAL has a strong focus on preparing students for the workforce. Students are encouraged to enter into a part-time apprenticeship or traineeship wherever possible. Students can be linked to a Group Training Organisation that will manage the apprenticeship/ traineeship. However, it may not always be possible for placements to be found. Students are encouraged to utilise their contacts to find a placement. Group Training Organisations can then look after the arrangements.

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

The benefit of a work placement is:

- Employers receive monetary incentives for taking on school-based apprentices, making them more open to 'trying someone out'.
- Students are able to work toward Year 12 completion while beginning on their long-term career path. Statistics show that students who stay longer in school have lower long-term unemployment rates.
- Students who do not want to or are not able to do a part-time apprenticeship are able to enter into part-time work, complete work experience or work placement. Students who take this option are required to complete log books about the activities they complete so that an assessment can be made about their learning outcomes.

### ***VCAL Application Process***

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

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

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

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

## Personal Development Skills - Units 1 & 2 - Intermediate

### Unit 1 - Intermediate

The purpose of this unit is to focus on the development of self, through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

The focus of the learning program for this unit includes subject-specific knowledge applicable to resilience self-esteem and efficacy; health and wellbeing; family and social connectedness; environmental awareness; critical and creative thinking; planning and organisational skills; problem-solving and interpersonal skills; collaborative skills and leadership and decision-making skills for group work or team work.

#### Learning Outcomes:

1. Plan, organise and carry out a complex activity or project.
2. Demonstrate knowledge and skills in the context of a complex activity or project.
3. Demonstrate self-management skills for goal achievement in the context of a complex activity or project.
4. Demonstrate interpersonal skills to communicate ideas and information.
5. Demonstrate leadership skills and responsibilities.

### Unit 2 - Intermediate

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community.

The focus of the learning program for this unit includes subject-specific knowledge applicable to one or more of the following:

- community engagement,
- social and environmental awareness,
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

Students develop skills applicable to a relevant community, social or civic project or activity, problem solving and comprehension skills, presentation and research skills, communication skills, planning and organisation skills, team work and group cohesion.

#### Learning Outcomes:

1. Research and analyse an environmental, cultural or social issue affecting members of a community.
2. Plan and organise a complex activity or project concerning an environmental, cultural or social issue within a community.
3. Use a range of communication strategies to raise awareness of an environmental, cultural or social issue within a community.
4. Analyse and apply problem solving skills related to an environmental, cultural or social issue within a community.
5. Actively contribute to group cohesion to manage a complex activity or project concerning and environmental, cultural or social issue within a community.

## Personal Development Skills - Units 1 & 2 – Senior

### Unit 1 - Senior

The purpose of these units is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to a relevant personal, social and educational goal
- skills applicable to a relevant personal, social and educational goal
- understanding of cultural values and cultural awareness
- organisational skills
- leadership skills and decision-making skills for group or team work.

### Learning Outcomes:

1. Plan, organise and carry out a complex, self-directed project.
2. Evaluate the impact of environmental, cultural or social issues in a complex, self-directed project.
3. Implement decision-making skills in a complex, self-directed project
4. Apply strategies to improve communication in a complex, self-directed project.
5. Demonstrate leadership skills for group work and teamwork in a complex, self-directed project.

### Unit 2 - Senior

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community.

The focus of the learning program for this unit includes subject-specific knowledge applicable to one or more of the following:

- community engagement,
- social awareness,
- civic and civil responsibility

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

### Learning Outcomes:

1. Research, analyse and evaluate an environmental, cultural or social issue that affects members of a community.
2. Establish or build on an external partnership to address or promote awareness of an environmental, cultural or social issue in a community.
3. Plan, organise and carry out a complex, self-directed project related to an environmental, cultural or social issue in a community.
4. Present and communicate ideas and information in a complex, self-directed project related to an environmental, cultural or social issue in a community.
5. Demonstrate effective teamwork skills in a complex, self-directed project related to an environmental, cultural or social issue in a community.

## Work Related Skills - Intermediate

### Unit 1 - Intermediate

The purpose of this unit is to provide a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

#### Learning Outcomes:

1. Research and describe OHS roles and responsibilities of the relevant personnel in a selected work environment.
2. Identify and apply complex OHS procedures in a selected workplace.
3. Work in a team to plan and undertake a complex OHS activity.
4. Research and present findings on employment opportunities and conditions in a selected workplace.
5. Prepare an application for an employment opportunity.

### Unit 2

This unit provides a focus for the development of work-related and vocational skills in a context appropriate to the task through:

- integrating more complex learning about work-related skills with prior knowledge and experiences
- enhancing the development of employability skills at a more complex level in relevant work-related contexts
- developing more complex critical thinking skills that can be applied to work-related problem-solving situations
- developing more complex work-related planning and organisational skills that incorporate evaluation and review
- developing more complex work-related skills, which can be transferred to other work contexts.

#### Learning Outcomes:

1. Work in a team to research and plan a complex work-related activity or project.
2. Describe, analyse and demonstrate employability skills valued in a complex work-related activity or project.
3. Identify and solve issues relevant to a complex work-related activity or project.
4. Work cohesively in a team to complete a complex work-related activity or project.
5. Review and evaluate the process and outcome of a complex work-related activity or project.
6. Develop and deliver a presentation on a complex work-related activity or project, using appropriate technology.

## Work Related Skills - Senior

### Unit 1 - Senior

The purpose of this unit is to provide a focus for complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

#### Learning Outcomes:

1. Communicate ideas and information about a range of complex OHS requirements in a selected work environment.
2. Conduct a risk assessment of potential hazards within a selected workplace.
3. Undertake a self-directed, complex OHS project.
4. Research, analyse and present findings on employment opportunities and conditions in a selected industry.
5. Prepare and critically analyse an application for an employment opportunity.

### Unit 2

This unit provides a focus for more complex development of work-related and vocational skills in a workplace context or appropriate simulation. The overall aims of the unit include:

- integrating learning of increasing complexity of work-related skills with prior knowledge and experiences about work
- further enhancing the development of employability skills through increasingly complex work-related activity
- developing increasingly complex critical-thinking skills that apply to problem-solving situations in the work context
- developing planning and organisational skills that incorporate evaluation and review
- applying increasingly complex transferable skills to work-related contexts.

#### Learning Outcomes:

1. Demonstrate initiative / enterprise in the planning of a complex, self-directed work-related project.
2. Investigate, analyse and demonstrate employability skills valued in a complex, self-directed work-related project.
3. Identify, analyse and solve issues related to a complex, self-directed work-related project.
4. Work cohesively with others to support the completion of a complex, self-directed work-related project.
5. Analyse and evaluate the process and outcomes of a complex, self-directed work-related project.
6. Deliver a sustained presentation of a complex, self-directed work-related project using technology in an innovative manner.

## Literacy Intermediate

### Unit 1 - Reading and Writing

The purpose of this unit is to enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness. At the end of the unit students will be able to read, comprehend and write a range of texts within a variety of contexts.

#### Learning Outcomes:

Students must show competence in all eight learning outcomes:

1. Writing for Self-Expression: Write a recount, narrative or expressive text.
2. Writing for Practical Purposes: Write an instructional or transactional text.
3. Writing for Knowledge: Write a report, explanatory or expository text.
4. Writing for Public Debate: Write a persuasive, argumentative or discursive text.
5. Reading for Self-Expression: Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.
6. Reading for Practical Purposes: Demonstrate that meaning has been gained from reading an instructional or transactional text.
7. Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.
8. Reading for Public Debate: Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

### Unit 2 - Oral Communication

At the end of this unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

#### Learning Outcomes:

Students must show competence in all four learning outcomes:

1. Oracy for Self-Expression: Use and respond to spoken language to communicate to others story and life experience.
2. Oracy for Knowledge: Use and respond to spoken language in informative talks.
3. Oracy for Practical Purposes: Use and respond to spoken language in instructions and transactions.
4. Oracy for Exploring Issues and Problem Solving: Use and respond to spoken language in discussions to explore issues or solve problems.



## Literacy Senior

### Unit 1 - Reading and Writing

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

#### Learning Outcomes:

To allow for specialisation, students must show competence in seven of the eight learning outcomes although they should cover all learning outcomes in the teaching/learning context:

1. Writing for Self-Expression: Write a complex recount, narrative or expressive text.
2. Writing for Practical Purposes: Write a complex instructional or transactional text.
3. Writing for Knowledge: Write a complex report, explanatory or expository text.
4. Writing for Public Debate: Write a complex persuasive, argumentative or discursive text.
5. Reading for Self-Expression: Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.
6. Reading for Practical Purposes: Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
7. Reading for Knowledge: Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.
8. Reading for Public Debate: Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

### Unit 2 - Senior Literacy Oral Communication

At the end of this unit students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

#### Learning Outcomes:

Students must show competence in all four learning outcomes:

1. Oracy for Self-Expression: Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.
2. Oracy for Knowledge: Use and respond to spoken language in sustained informative presentations in different contexts.
3. Oracy for Practical Purposes: Use and respond to spoken language in sustained and complex transactions in different contexts.
4. Oracy for Exploring Issues and Problem Solving: Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

## Numeracy Skills

### Intermediate Numeracy

The purpose of this unit is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. The mathematics involved includes measurement, shape, numbers, and graphs applied to tasks which are part of the students' normal routine but also extending to applications outside their immediate personal environment such as the workplace and the community, whether first hand or portrayed by the media.

#### Learning Outcomes - Unit 1

1. Perform routine multi-step computations with and without software tools and devices.
2. Make decisions and perform routine monetary calculations involving money, manage personal finances and understand risk in familiar situations.
3. Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data, resources and solve routine multi-step problems.
4. Use units of measurement to measure, represent and interpret objects, plans and diagrams.

#### Learning Outcomes - Unit 2

1. Design a Numeracy-based Project Plan in a Familiar Industry Area
2. Apply Numerical Skills in an Industry Context
3. Use Appropriate Software Tools and Devices to Represent Data
4. Communicate the Results of the Project

### Senior Numeracy

The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

#### Learning Outcomes - Unit 1

1. Fluently perform complex multi-step computations with and without software tools and devices.
2. Make decisions and perform monetary calculations involving money in unfamiliar contexts, manage personal and business finances, and understand risk in a range of situations.
3. Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data and resources, and solve complex problems in unfamiliar situations.
4. Measure, draw, represent and interpret complex two- and three-dimensional objects in diagrammatic form, apply transformations to designs, and demonstrate a fluent use of software tools and devices.

#### Learning Outcomes - Unit 2

1. Design a Numeracy-based Project Plan in a Unfamiliar Industry Area
2. Apply Numerical Skills in an Industry Context
3. Use Appropriate Software Tools and Devices to Represent Data
4. Communicate the Results of the Project

## Vocational Education & Training (VET)

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Vocational Education and Training (VET) programs come from the VET sector where they are taught by TAFE institutes and Registered Training Organisations (RTOs). It allows students to mix general and vocational education, and to make a start on training for a career while still at school. VET programs prepare students for the workforce, and can lead to further study in either the VET sector (where students can gain credit for their VET certificate) or university, since results from some VET programs can be included in the calculation of an ATAR score. All nationally recognised VET training counts towards a VET qualification in addition to the VCE or VCAL.

Structured Workplace Learning (SWL) can be required as part of VET. Students undertake work with an employer, usually in the school holidays, giving opportunity for the student to demonstrate their newly acquired skills and knowledge in an industry setting. During SWL, a student will have specific tasks to undertake in order to demonstrate competence. The Federal Government has a website dedicated to matching VET students with SWL opportunities to assist students in securing relevant on-the-job training: [www.workplacements.education.vic.gov.au](http://www.workplacements.education.vic.gov.au).

Students selecting a VET subject will attend a training organisation (usually TAFE) once a week (this may be during the day or in the evening). Time is allocated in the timetable to compensate for this. Transport to and from the course is the parents' responsibility. Availability of VET courses is dependent on being able to coordinate College timetables with the RTO and the availability of courses.

Enrolling in a VET subject incurs an extra cost of approximately \$1,650 to parents, along with a separate charge for required clothing or materials (approximately \$350). College VCAL fees are lower to reflect this cost, and a generous VET subsidy of \$1500 per year is provided to Years 11 and 12 VCE students who satisfactorily complete all of their required VET Units within the year of enrolment.

Students selecting a VET program will need to speak with the VET Coordinator during Term 3 as enrolment cut-off dates are usually in late October. While some places may still be available after this date, they are not guaranteed, and some courses (such as VCE VET Equine) often have a waiting list for places.

Successful completion of a full VCAA recognised VET program (known as VCE VET, but is applicable to both VCE and VCAL) will result in a separate certificate from the RTO, in addition to the certificate provided by VCAA. Study scores in a VCE VET program will be included on the Statement of Results along with other studies. Non-VCE VET studies may contribute toward an ATAR increment as a 5th or 6th subject, but only where five or fewer VCE studies are undertaken.

**Bayside Christian College offers Cert II in Agriculture and a Cert II in Kitchen Operations in our Trades Skills Centre.** The costs for enrolment are significantly lower than enrolments through Chisholm or other schools in the PVET cluster.

VCAL students complete a VET certificate II at Intermediate level, and certificate II and/or III at Senior level. Generally, VCAL students attend TAFE or an RTO one day per week, and gain this qualification as part of their VCAL. This may vary in some cases.

Note: The College makes every effort to provide a Wednesday afternoon block for its first year VET subjects, subject to student numbers and timetabling availability.

At this time, we expect that the following VET programs may be available in 2022 in the Frankston/Peninsula region:

|                                    |                                   |
|------------------------------------|-----------------------------------|
| Acting (Screen)                    | Health Support Services           |
| Agriculture*                       | Horticulture                      |
| Animal Studies                     | Hospitality                       |
| Applied Fashion & Technology       | Hospitality (Front of House)      |
| Automotive Studies                 | Information, Digital Media & Tech |
| Beauty Services                    | Interior Decoration (Retail)      |
| Building and Construction          | Kitchen Operations*               |
| Business                           | Kitchen Operations - Patisserie   |
| Business Admin (Legal)             | Make-Up                           |
| Christian Ministry                 | Music – Performance               |
| CISCO Networking                   | Music – Sound Production          |
| Community Services                 | Nail Technology                   |
| Computer Assembly & Repair         | Outdoor Recreation                |
| Construction Pathways              | Plumbing                          |
| Dance                              | Public Safety (Fire Fighting)     |
| Design Fundamentals                | Remote Pilot (Drone)              |
| Early Childhood Development & Care | Salon Assistant                   |
| Electrotechnology (Electrical)     | Screen & Media (Game Design)      |
| Engineering Studies                | Sport and Recreation              |
| Equine Studies                     | Tourism                           |
| Furniture Making                   | Visual Arts                       |
| Health Services Assistance         |                                   |

\*Available at Bayside Christian College, delivered at the Trades Skills Centre

For more information about VET courses, please see the VET Coordinator.

### AHC20116 Certificate II in Agriculture

|                                      |  |
|--------------------------------------|--|
| <b>Training Provider:</b>            | Access Skills Training (RTO: 4603)   |
| <b>Course Code:</b>                  | AHC20116   |
| <b>Location:</b>                     | Bayside Christian College  |
| <b>Duration:</b>                     | Two year program   |
| <b>Time:</b>                         | Wednesdays – time TBC  |
| <b>Cost:</b>                         | Tuition and materials - please see the VET Coordinator for cost details<br>Uniform - \$150 approximately   |
| <b>Description:</b>                  | Certificate II in Agriculture is an introductory course that prepares students for work in the Agriculture industry. The course aims to provide students with knowledge and skills in a range of basic agricultural practices, including aspects of plant production.  |
| <b>Contribution to the VCE/VCAL:</b> | On completion of the program, students are eligible for four credits towards their VCE/VCAL, two at Units 1-2 level and a Unit 3-4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment of their 4 <sup>th</sup> study score (including their English study) towards their ATAR.<br>Contribution to the ATAR is based on the student's individual program and should be discussed with the VET Coordinator  |
| <b>Sample Units of Study:</b>        | <p><i>Core units:</i></p> <p>AHCWHS201 Participate in work health and safety processes</p> <p>AHCWRK204 Work effectively in the industry</p> <p>AHCWRK209 Participate in environmentally sustainable work practices</p> <p>+ <i>Electives</i></p> <p>HLTAID002 Provide basic emergency life support</p> <p>AHCMOM203 Operate basic machinery and equipment</p> <p>AHCPM201 Recognise plants</p> <p>AHCSOL202 Assist with soil or growing media sampling and testing</p> <p>AHCPMG201 Treat weeds</p> <p>TLID1001 Shift materials safely using manual handling methods</p> <p>AHCIRG217 Assist with pressurised irrigation operations</p> <p>AHCWRK205 Participate in workplace communications</p> <p>AHCNSY203 Undertake propagation activities</p> <p>AHCPGD201 Plant trees and shrubs</p> <p>AHCWRK201 Observe and report on weather</p> <p>AHCPMG202 Treat plant, pests, diseases and disorders</p> <p>AHCINF202 Install, maintain and repair fencing</p> <p>AHCPLY202 Maintain health and welfare of poultry</p> <p>AHCINF203 Maintain properties and structures</p> |
| <b>SWL:</b>                          | Students are required to undertake 80 hours of Structured Workplace Learning over the duration of this course. This provides the opportunity for students to demonstrate competencies acquired on-the-job.   |
| <b>Required Equipment:</b>           | Students are required to wear appropriate clothes and footwear for working in a rural environment. The uniform will be sized up from our provider at the beginning of the course.  |
| <b>Further Study:</b>                | Certificate III in Agriculture, Diploma in Agriculture, Bachelor of Agricultural Science, Bachelor of Science (Major in Ag Science)  |

### SIT20416 Certificate II in Kitchen Operations

|                                      |  |
|--------------------------------------|--|
| <b>Training Provider:</b>            | Access Skills Training (RTO: 4603)   |
| <b>Course Code:</b>                  | SIT20416   |
| <b>Location:</b>                     | Bayside Christian College  |
| <b>Duration:</b>                     | Two year program   |
| <b>Time:</b>                         | Wednesdays – time TBC  |
| <b>Cost:</b>                         | Tuition & materials TBA; uniform approximately \$120   |
| <b>Description:</b>                  | Certificate II in Kitchen Operations is an introductory course that prepares students with a limited range of food preparation and cookery skills to prepare food and menu items.  |
| <b>Contribution to the VCE/VCAL:</b> | On completion of the program, students are eligible for four credits towards their VCE, three at Unit 1-2 level and a Unit 3-4 sequence. Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.<br><b>Note:</b> Where a student elects not to receive a study score for VCE/VET Hospitality, no contribution to the ATAR will be available.  |
| <b>Sample Units of Study:</b>        | <p><b>Year 1</b></p> <p>BSBWOR203 Work effectively with others</p> <p>SITHCCC001 Use food preparation equipment</p> <p>SITHCCC005 Prepare dishes using basic methods of cookery</p> <p>SITHKOP001 Clean kitchen premises and equipment</p> <p>SITXFSA001 Use hygienic practices for food safety</p> <p>SITXINV002 Maintain the quality of perishable items</p> <p>SITXWHS001 Participate in safe work practices</p> <p><i>Electives: Units 1 &amp; 2</i></p> <p>BSBSUS201 Participate in environmentally sustainable work practices</p> <p>SITXFSA002 Participate in safe food handling practices</p> <p><b>Year 2</b></p> <p><i>Compulsory Units 3 &amp; 4</i></p> <p>SITHCCC006 Prepare appetisers and salads</p> <p>SITHCCC007 Prepare stocks, sauces and soups</p> <p>SITHCCC008 Prepare vegetable, fruit, eggs and farinaceous dishes</p> <p>SITHCCC011 Use cookery skills effectively</p> <p>SITHCCC012 Prepare poultry dishes</p> |
| <b>SWL:</b>                          | SWL is not mandated in this program, though the VCAA strongly recommend 20 days SWL. For the second year unit <i>SITHCCC011 Use cookery skills effectively</i> , students are required to complete 12 service functions for various service styles and complete a log book.  |
| <b>Required Equipment:</b>           | Non-slip covered shoes. Chef's uniform – ordered to size at the beginning of the course.   |
| <b>Further Study:</b>                | Certificate III in Hospitality, Certificate IV in Hospitality, Diploma of Hospitality Management   |





(To be completed by the student)

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Student's Name: \_\_\_\_\_

Unit of Study: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Details of Course Work or Task:**

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**Original due date for the completion of the task:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Reasons for application for extension of time:

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This section to be completed by the teacher of the Unit of Study:

Extension of Time: ☐ Not Granted ☐ Granted

New Due date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Reason (if not granted):

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Signed: \_\_\_\_\_  
(Class Teacher)

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Dear Parents,

I am concerned that your son/daughter \_\_\_\_\_  
is not making satisfactory progress in their Year 11/12 Studies for the reason(s) indicated below:

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The teacher issuing this letter will include TWO copies. Could you please discuss these issues with your son/daughter and sign and return one of the forms to acknowledge that you have received this letter.

Yours sincerely,

Signed:

\_\_\_\_\_  
Teacher

Signed:

\_\_\_\_\_  
VCE Coordinator

Signed:

\_\_\_\_\_  
Student

Signed:

\_\_\_\_\_  
Parent

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Student's Name: \_\_\_\_\_

Unit of Study: \_\_\_\_\_

Coursework: \_\_\_\_\_

Teacher: \_\_\_\_\_

Dear \_\_\_\_\_

Your child has not met the submission date for the course work noted above. As the work has not been submitted it cannot be assessed by the class teacher.

Currently this outcome is assessed as 'N' – Not Satisfactory, and as a result the whole unit of the study must be assessed as 'N' – Not Satisfactory.

Bayside Christian College endeavours to give each student every opportunity to succeed. Depending on the circumstances which have led to the non-submission of work, there may be ways of reviewing the current assessment. Please contact the College to discuss the reasons for this worrying situation, and any possible way of your child gaining an 'S' (Satisfactory) for this outcome.

Yours sincerely,

Signed: \_\_\_\_\_  
TeacherSigned: \_\_\_\_\_  
Student

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Student's Name: \_\_\_\_\_

Unit of Study: \_\_\_\_\_

Outcome/Task: \_\_\_\_\_

Teacher: \_\_\_\_\_

Dear \_\_\_\_\_

This letter is to inform you that your son/daughter has received an unsatisfactory grade according to our Assessment policy:

To receive an "S" for a Unit, students must satisfactorily demonstrate achievement of *each of the outcomes* for that unit as specified in the study design. Achievement of an outcome means that outcomes must receive a minimum of D (50%).

Your son/daughter will be required to re-submit or re-sit the task, after working with the teacher to address any difficulties. SAC re-sits take place on Mondays after school.

Date for re-submission or re-sit: \_\_\_\_\_

If you have any questions about the assessment policy, or would like information of how to further support your son/daughter, please do not hesitate to contact us.

Yours sincerely,

\_\_\_\_\_

VCE Coordinator

We have provided TWO COPIES, one for your reference, and one to sign and return to the College.

Signed: \_\_\_\_\_  
ParentSigned: \_\_\_\_\_  
Student

Student's Name: \_\_\_\_\_

You may add further information on any item on the back of this form.  
Hand the completed form to the VCE Coordinator.

1. Details of the decision for which reconsideration by the Appeals Committee is requested.

Nature of the original request: \_\_\_\_\_

Decision which was made: \_\_\_\_\_

Decision made by: \_\_\_\_\_

Decision made on: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

2. Reasons for Appeal: (Why do you think the decision made was wrong?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you wish to talk to the Appeals Committee personally about this Appeal? Yes No

Is there further information on the back of this form? Yes No

Signed: \_\_\_\_\_  
(Student)

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Received on: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Signed: \_\_\_\_\_  
(VCE Coordinator)

Result of Appeal:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Student's Name: \_\_\_\_\_

Unit of Study: \_\_\_\_\_

Dear \_\_\_\_\_

College policy states that Year 11 & 12 students must attend for at least 90% of classes to satisfactorily pass their courses.

This term your son/daughter has been absent from this subject for a number of lessons, equating to an absence of \_\_\_\_\_.

As a result your son/daughter is in danger of failing this subject due to this poor attendance record.

Please ensure your son/daughter is present at all classes and that a medical certificate is supplied for any absences.

Please sign and return this form to the subject teacher to acknowledge receipt. Feel free to contact the teacher or coordinator to discuss further.

Yours sincerely,

Signed: \_\_\_\_\_  
Subject teacher

Signed: \_\_\_\_\_  
VCE COORDINATOR

|                      |                    |                    |  |
|----------------------|--------------------|--------------------|--|
| <b>Student Name:</b> |                    |                    |  |
| <b>Date:</b>         | ____ / ____ / ____ | <b>Year level:</b> |  |

|  |  |
|--|--|
| Subject changing <b>FROM</b> :                     | Subject changing <b>TO</b> :                       |
|  |  |
| Is this an Edrolo subject? (circle)<br>Yes      No | Is this an Edrolo subject? (circle)<br>Yes      No |

|  |
|--|
| <b>Reason for Change</b><br><br><br><br><br><br><br><br><br><br>   |
| <b>Work and Resources required:</b> New Subject teacher to indicate any work needing to be undertaken and resources needed in order to prepare for entry into the class.<br><br><br><br><br><br><br><br><br><br> |

|                                  |                   |
|----------------------------------|-------------------|
|                                  | <b>Signatures</b> |
| Careers Advisor                  |                   |
| Parent                           |                   |
| Moving <b>FROM</b> class teacher |                   |
| Moving <b>TO</b> class teacher   |                   |
| VCE Coordinator                  |                   |

|                          |           |                          |                          |                               |
|--------------------------|-----------|--------------------------|--------------------------|-------------------------------|
| <b>Office Use only:</b>  | Timetable |                          |                          |                               |
|                          | Edumate   | <input type="checkbox"/> | <input type="checkbox"/> | VASS <input type="checkbox"/> |
| Date: ____ / ____ / ____ | Finance   | <input type="checkbox"/> | Edrolo                   | <input type="checkbox"/>      |

WHEN FINALISED, THE VCE COORDINATOR WILL RETURN THIS FORM TO THE TIMETABLER/VASS COORDINATOR



Students must request permission if they are to miss an assessment for any reason other than illness. Requests must be made via this form no less than 2 days before the assessment.

Student's Name: \_\_\_\_\_

Unit of Study: \_\_\_\_\_

Title of Assessment: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Reason for request: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPROVED:

Teacher's Signature: \_\_\_\_\_

Agreed Assessment date/time: \_\_\_\_\_

OR

DENIED:

Teacher's Signature: \_\_\_\_\_

Reason/s: \_\_\_\_\_

\_\_\_\_\_

VCE Coordinator's signature: \_\_\_\_\_

## PERMISSION FOR CLASS ABSENCE

Students must request permission if they are to miss a class for any reason other than illness. Requests must be made via this form **no less than 2 days** before the class. This particularly applies to Rally Days and volunteer work/fundraising activities in the school. It does not apply to College excursions/camps. **Teachers have the right of refusal** if a student is behind in their studies and/or is in danger of failing and should note this clearly for the VCE Coordinator's attention.

### DETAILS

Student's Name: \_\_\_\_\_

Reason for Absence: \_\_\_\_\_

Date of Absence: \_\_\_\_\_

### CLASSES AFFECTED

Subject: \_\_\_\_\_

Teacher's Name and signature: \_\_\_\_\_

Catch up Work: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher's Name and signature: \_\_\_\_\_

Catch up Work: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher's Name and signature: \_\_\_\_\_

Catch up Work: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher's Name and signature: \_\_\_\_\_

Catch up Work: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher's Name and signature: \_\_\_\_\_

Catch up Work: \_\_\_\_\_

VCE Coordinator's signature: \_\_\_\_\_

THE VCE COORDINATOR WILL RETAIN THE ORIGINAL FORM.  
THE STUDENT MUST RETAIN A COPY OF THIS FORM FOR THEIR REFERENCE.

|                      |                    |                    |  |
|----------------------|--------------------|--------------------|--|
| <b>Student Name:</b> |                    |                    |  |
| <b>Date:</b>         | ____ / ____ / ____ | <b>Year level:</b> |  |

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| Certificate changing <b>FROM:</b>    |                                      |
| <input type="checkbox"/> VCE to VCAL | <input type="checkbox"/> VCAL to VCE |

|                            |
|----------------------------|
| <b>Reasons for change:</b> |
| <br><br><br><br><br>       |

|                                      |                              |                             |
|--------------------------------------|------------------------------|-----------------------------|
| <b>Eligible for new certificate:</b> | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|--------------------------------------|------------------------------|-----------------------------|

|                     |                   |
|---------------------|-------------------|
|                     | <b>Signatures</b> |
| Parent              |                   |
| VCE Coordinator     |                   |
| Careers Coordinator |                   |

|                         |   |                                  |                                  |
|-------------------------|---|----------------------------------|----------------------------------|
| <b>Office Use only</b>  | <input type="checkbox"/> Timetable        | <input type="checkbox"/> Edumate |                                  |
| Date ____ / ____ / ____ | <input type="checkbox"/> Teachers emailed | <input type="checkbox"/> VASS    | <input type="checkbox"/> Finance |

|                      |                    |                    |  |
|----------------------|--------------------|--------------------|--|
| <b>Student Name:</b> |                    |                    |  |
| <b>Date:</b>         | ____ / ____ / ____ | <b>Year level:</b> |  |

|                                     |
|-------------------------------------|
| <b>Subject wishing to undertake</b> |
|                                     |

|                  |
|------------------|
| <b>Reasoning</b> |
|                  |

|                                       |                   |
|---------------------------------------|-------------------|
|                                       | <b>Signatures</b> |
| Careers Advisor                       |                   |
| Parent                                |                   |
| Potential Bayside Supervising teacher |                   |
| VCE Coordinator                       |                   |
| Distance Education Coordinator        |                   |
| Principal                             |                   |

|                          |           |                          |                          |                               |
|--------------------------|-----------|--------------------------|--------------------------|-------------------------------|
| <b>Office Use only:</b>  | Timetable |                          |                          |                               |
|                          | Edumate   | <input type="checkbox"/> | <input type="checkbox"/> | VASS <input type="checkbox"/> |
| Date: ____ / ____ / ____ | Finance   | <input type="checkbox"/> | Edrolo                   | <input type="checkbox"/>      |



## Appendix 12A STUDENT DRIVER FORM

### **STUDENT DRIVER FORM**

***This form must be completed and lodged with the VCE Coordinator prior to a College Parking Permit being issued.***

#### **Student**

Student Name \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Note:*** A photocopy of the student's licence must be attached to this form.

#### **Parent**

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**In signing this, we accept all conditions outlined in the College's Student Driver Policy**

#### **Description of Vehicle**

Car Registration Number: \_\_\_\_\_ Car colour \_\_\_\_\_

Make of Car: \_\_\_\_\_

***Note:*** If the student intends to drive any car other than the one registered on this form, it must also be registered with the College.

#### **College Approval**

Approved By: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Guidelines for Student Drivers**

##### **To protect the safety and welfare of all students:**

1. You will need to adhere to road rules and drive in a safe and responsible manner.
2. You are only to use your car for travelling to and from the College unless permission has been granted to leave the College during study periods at the end of the day. Your car make and registration details must be recorded with the school.
3. You are not permitted to drive other students to and from the College without the parent/guardian of those students completing the permission form.
4. You must not accept an offer of a ride to or from the College from another student unless the permission form has been completed.
5. If you are driving to and from the College:
  - i. You must complete the College Car Parking Permission Form.
  - ii. You are only permitted to park in the assigned parking for students
  - iii. Cars are parked at the owner's own risk.



## Appendix 12B STUDENT PASSENGER FORM

*This form must be completed by a parent/guardian of any student intending to travel to the College as a passenger of a student of this College who drives a car to and from the College or its programs and functions.*

**I give approval for**

Student Passenger's Name: \_\_\_\_\_

**to travel with**

Student Driver/s' Name/s: \_\_\_\_\_

**We accept all conditions detailed in the College's Student Driver Policy.**

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Passenger Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**College Approval**

Approved By: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPLICATION FOR SPECIAL PROVISION IN VCE/VCAL**

**To be used for: Year 10 application for entry into Year 11 (ongoing need)  
Year 11/12 application (new situation)**

***This form is to be used for any special provision request.***

***A separate application for VCE external assessments will also need to be completed and submitted by the College to VCAA to obtain special provision for Unit 3/4 Exams.***

**1. Overview**

The VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances.

Special provision is available to students completing the VCE or VCAL for classroom learning, school based assessment and VCE external assessments.

**2. Eligibility Criteria:**

Students may be eligible for Special Provisions if they are adversely affected **in a significant way** by:

- An acute or chronic illness (physical or psychological)
- Factors relating to personal circumstance
- An impairment or disability, including learning disorders

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events.

**3. Evidence required (from parent/carer):**

Please attach all relevant documentation. If the College has already been provided with this, please note:

- Professional testing: educational, psychological assessments
- Medical reports
- Any other relevant information

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**School use only:****4. Type of provision being requested**

(To be completed by staff)

- ☐ Extra time for tasks
- ☐ Modified tasks in class
- ☐ Technology - specify \_\_\_\_\_
- ☐ Aides for scribing/reading/clarifying - please specify \_\_\_\_\_
- ☐ Special arrangements for sitting SACs
- ☐ Rest breaks
- ☐ Other - please specify \_\_\_\_\_

**Attach:**

- Teacher observations of student in class
- Reports from Learning needs coordinator
- Copies of medical reports
- Copies of Assessments (medical, educational, psychological)

**Outcome:**

- ☐ Approved
- ☐ Not approved
- ☐ More information required
- ☐ VCAA application to be made