### Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Process</td>
<td>01 - 03</td>
</tr>
<tr>
<td>- What is VCAL?</td>
<td></td>
</tr>
<tr>
<td>- The expectations of students</td>
<td></td>
</tr>
<tr>
<td>- Application process</td>
<td></td>
</tr>
<tr>
<td>- Interview process</td>
<td></td>
</tr>
<tr>
<td>VET/TAFE Courses Offered</td>
<td>04 - 06</td>
</tr>
<tr>
<td>- Including a brief overview of what the course is</td>
<td></td>
</tr>
<tr>
<td>VCE Classes Offered</td>
<td>07 - 12</td>
</tr>
<tr>
<td>- Including a brief overview of the course content</td>
<td></td>
</tr>
</tbody>
</table>
What does VCAL stand for?
Victorian Certificate of Applied Learning

What is Applied Learning?
Applied learning is learning that occurs via “hands on” tasks and outcomes.

Who would consider VCAL as a pathway?
VCAL provides a pathway for students who have decided to pursue a career pathway that involves moving into TAFE, a traineeship, a job or an apprenticeship.

It is a certificate for students interested in a “hands on” and more flexible approach to learning in the later years. Students will need to demonstrate what they have learnt and what skills they have developed through outcomes and assessment criteria.

How do I get my VCAL?
Students MUST complete 10 units, satisfactorily demonstrating competency of all outcomes assessed to achieve their Intermediate Certificate (Year 11).

This includes VCAL units (literacy, numeracy, personal development skills and work related skills), VET units and VCE units.

Expectations of VCAL students
The main aim of the VCAL program is to prepare students for the workforce. With this as a major focus, the expectations placed on the students in terms of deadlines, behaviour, attendance and uniform is high.

1. Deadlines
In order to achieve competency in the required outcomes, work to high standard must be met. Students will be expected to hand in all set work by due dates and to the best of their ability. Failure to do so may result in the student being asked to find another more appropriate pathway.

2. Behaviour
Unacceptable behaviour will not be tolerated in the VCAL program. The consequences for such behaviour include placement on behaviour monitoring cards, an interview to discuss why the student should continue in the program or the student ultimately being asked to find another more appropriate pathway.

3. Attendance
As with the VCE stream, there is an 85% attendance requirement for VCAL. Should a student be unable to attend for personal or medical reasons, a note or medical certificate is required to be submitted upon the student’s return to school.

4. Uniform
All VCAL students are expected to wear the appropriate school uniform. Should there be a legitimate reason for not doing this a note is required from home explaining the reason. Failure to produce a note will result in a detention.
A typical VCAL timetable may look like this:

**YEAR 11**  
**Semester 1**  

<table>
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<th>Monday</th>
<th>P 1</th>
<th>P 2</th>
<th>P 3</th>
<th>P 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Unit</td>
<td></td>
<td>PDS</td>
<td>Numeracy</td>
<td>VCE Unit</td>
</tr>
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<td>Reading and Writing</td>
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<td>Personal Development</td>
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</tbody>
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**YEAR 11**  
**Semester 2**  

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<th>P 1</th>
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<th>P 4</th>
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</thead>
<tbody>
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<td>VCE Unit</td>
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<td>Literacy</td>
<td>PDS</td>
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<td>TAFE – No Classes</td>
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<td>VCE Unit</td>
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**Senior VCAL**

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<th>Monday</th>
<th>P 1</th>
<th>P 2</th>
<th>P 3</th>
<th>P 4</th>
</tr>
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<td></td>
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<td>PDS</td>
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What areas of study would I be expected to complete?

1. **Literacy**
   These units cover 2 areas of study:
   - Reading and Writing
   - Oral Communication

Both areas are designed to:
   - Develop knowledge, skills and understanding relevant to reading, writing and oral communication in the contexts of family, employment, further learning and the community

2. **Numeracy**
   These units cover the development of skills, knowledge and attitudes to Numeracy within relevant and meaningful contexts. Students will use mathematical skills in order to carry out purposes and functions within the society related to designing, measuring, constructing, using graphical information, money and time and travel.
3. Work Related Skills
Students develop employability skills and key competencies applicable to employment in any industry sector. The unit includes:
• Investigation into industry and the nature of work
• Occupational health and safety
• Structured work place learning (Work Placement, every Monday 2nd Semester)

4. Personal Development
Students focus on the development of organisational and planning skills, knowledge, practical skills, problem solving skills and interpersonal skills. The aim is to develop self-confidence and increase self-esteem skills.
Examples of learning activities include:
• Community projects
• Organisation of camps and excursion
• Personal health and fitness programs
• Financing and budgeting

5. Industry Specific Skills
These are developed through VET units (Vocational Education and Training). This will be completed one day each week (every Wednesday) by an external provider -TAFE
• The aim is to develop key knowledge and competencies in a vocational context that assists students in making informed choices regarding further learning and/or employment
• Provide vocational experiences relevant to their students interests and abilities
• Provide pathways to further study through credit gained

Students should note that there is a fee to complete a VET course. Refer to the VET section of the booklet for an indication of costing and course selection.

6. VCE unit
Students will be expected to choose 1 VCE subject each semester from the list provided.

How do I enrol in VCAL?

1. Work through the Pathway Booklet in tutor group using the resources provided.
2. Complete relevant sections of the VCAL booklet including selecting a VET unit and VCE subject.
3. Collect an application from the Senior School Office.
4. Complete the application form.
5. Hand in appropriate pages of the Pathway Booklet, VCAL Booklet and application form.
6. Attend interview with your parent.
Vocational Education and Training (VET) in schools enables VCAL students to study a Vocational or TAFE course as part of their program. Students who choose to participate in VET usually attend TAFE one day per week to study in their chosen industry area. Undertaking a VET in schools program gives students the opportunity to commence their career pathway and gain a nationally recognized qualification while completing their secondary education. When their VET program is completed students may choose to enter the workforce as an apprentice, gaining credit for studies already completed, use their VET qualification to articulate into further study at TAFE or University, or start work in their chosen industry. (Please note that while a wide range of VET courses are on offer, only those with adequate enrolments will run)

Some Proposed VET Programs 2013 - TAFE

- Multimedia
- Plumbing
- Furnishing - Cabinet Making
- Engineering
- Sport and Recreation - Fitness
- Automotive Technology
- Building & Construction
- Clothing and Fashion
- Electrotechnology (Shared Technology)
- Hair and Beauty
- Horticulture
- Animal Studies (VU Werribee)

Proposed VET Programs 2013 - Moonee Valley VET Cluster

- Dance
- Hospitality - Operations
- Hospitality - Kitchen Operations
- Business Administration (Legal Practice)
- Community Services
- Music Industry/Technical Production

If there are any other VET Courses in which you are interested, please contact Mr Raiti or Ms Young to discuss the possibility of doing an alternative VET Course.
VET is not an “easy” option. A VET program is a full subject workload alongside the other VCE/VCAL subjects.

There is a major theoretical element to all VET and TAFE programs; it is not all hands on, practical work, even in certificates like Automotive, Building or Hospitality. Students are often required to work through self-paced modules.

There are extra financial costs involved to cover the cost of TAFE delivery, books, protective clothing, etc. The estimated cost of VET programs for next year will range from $500 to $1000 per year, per student, depending on fees charged by the TAFE or training institution which is delivering the course. This increase is due to the State Governments cut in funding to TAFES. E.g. Plumbing approx. $750, Building and Construction approx. $650-700, Beauty approx. $1000.

Students travel to TAFE one day per week to attend classes, usually Wednesdays. In some cases they may miss occasional classes at school, and will need to catch up on any missed work in their own time.

The student will be required to undertake a one day per week Work Placement starting Semester 2. This work placement is designed to expose students to potential apprenticeships and this possibility should be considered when arranging both work placements.

Applying for the VET Program

Students who undertake the VET Program should indicate their chosen VET Program in their VCE Course Selection Booklet. The College will collate the VET expressions of interest and then contact the student to confirm that the VET Program will proceed. The student will then pay a 50% deposit to confirm their place in the VET program. Please note - even though a student has registered an expression of interest, it is not guaranteed that all VET Programs will proceed.

Certain provisos determine whether each VET program proceeds.

- Numbers of students for each course to make delivery a viable option for the TAFE.
- Appropriate program timetabling and location of the TAFE to ensure students are not disadvantaged in other subject areas within the College.
- After a VET offer has been made to a student, the school must receive the fees by Monday 26th November 2012. The student will then be confirmed to be a participant in the VET program for 2013. The remaining VET fees are then due and payable to the College fourteen (14) days prior to the commencement of the VET program in 2013.

Note: some institutions will not allow refunds to students who withdraw from a program once they have commenced it. Please ensure your student fully understands the course they are choosing and is committed to completing it.

For further information for parents, please contact Bernadette Young or Alfio Raiti on 9337 2488.
VCAL Students at Rosehill Secondary College are expected to select one (1) VCE Subject (Unit 1 & 2) in 2013.

The value of completing a VCE subject while undertaking VCAL is:

- Adds an extra two credits to VCAL.
- Gain further knowledge and experience in their chosen field.
- Keep their options open regarding continuing with further education.
- Maintain contact with their peer group.

Vet Courses For 2013

- Business Management
- Product Design and Technology
- Food and Technology
- Media
- Physical Education
- Outdoor Education

Due to blocking constraints, students may not get into their first choice of subject.
Unit 1 - Small Business Management

This unit focuses on how small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail.

Outcomes
1. Students should be able to apply a set of generic business concepts to a range of businesses.
2. Students should be able to apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
3. Students should be able to explain and apply the day to day activities associated with the ethical and socially responsible operation of a small business.

Unit 2 - Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations.

Outcomes
1. Students should be able to explain and apply a range of effective communication methods and forms in business related situations.
2. Students should be able to apply and analyse effective marketing strategies and processes.
3. Students should be able to apply and analyse effective public relations strategies and tactics.

Assessment
Achievement of all the outcomes for both Units 1 and 2 is assessed through assessment tasks that are progressive and done mostly in class time. They will consist of some or all of the following:
- Case Study Analysis
- Interview and report of contact with business
- Essay
- Business Research (print and online)
- Business simulation exercise
- Test
- Development of a marketing plan
- Business simulation exercise
- Computer Modelling
- Development of a marketing plan
- School-based short-term business activity
- Business Survey and Analysis
- Analytical Exercises
This study is for students wishing to study design and product development, manufacturing methods and the use of processed and unprocessed materials in the design and planning process, using a variety of materials. Students will apply practical skills related to design, safe use of equipment and machinery.

Unit 1 - Design Modification and Production

This unit focuses on the tools, processes, techniques, knowledge and skills the designers use to develop a solution to a problem. Students investigate methods and processes used to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief. Using this process as a model, the student modifies the design of a similar product. Consideration is given to protection of intellectual property implications related to design.

Outcomes
1. Describe the methods used by a designer to design a product, and apply similar processes to document the re-designing of an existing product.
2. Use and evaluate materials, tools, equipment and processes to make the product designed in Outcome 1, and compare the finished product with the original design.

Unit 2 - Collaborative Design

In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product within a product range or based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes.

Outcomes
1. Individually and as a member of a team, identify a need and collaboratively develop design options and production planning in a response to a design brief for a product range based on a common theme or a group product with component parts.
2. Justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group project against the design brief.

All of the Outcomes for both Units 1 and 2 will be assessed through tasks selected from:

- Design Folios
- Tests (short and open book)
- Production Plans
- Short Written Reports (materials testing, industry visits, product evaluation)
- Production Tasks
- Oral Reports
- Annotated Visual Displays
- Practical Demonstrations
- Website Presentations
- Data Show Presentations
Unit 1 - Food safety and Properties of Food

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

**Outcome**

On completion of this unit the student should be able to:
1. Explain and apply safe and hygienic work practices when storing, preparing and processing food.
2. Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Unit 2 - Planning and Preparation of Food

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

**Outcome**

On completion of this unit the student should be able to:
1. Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.
2. Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

**Assessment**

Assessment tasks for Units 1 and 2 are selected from the following:
- Production work and records of production
- Designing and developing a solution in response to a design brief, including production work
- Tests (short and/or extended answer)
- Practical tests
- Short written reports (for example, media analysis, report or comparative analysis on a food testing activity, industry visits, or product evaluation)
- Oral reports supported by visual presentations (for example, multimedia)
- Online publication/communication (for example, blog/wiki/website/podcast/vodcast).
- Design Folio
VCE Media provides students with the opportunity to develop and explore their creative skills and knowledge through research, planning and then production of a range of different media products. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society.

The study of media includes:
• Media forms including:
  - Audiovisual media (film, television, radio, video, photography)
  - Print based media (newspapers, magazines and related publications)
  - Digital media technologies (the Internet, computer games and interactive multimedia)
• Media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber culture and virtual worlds, information dissemination and retrieval technologies.
• The media and its relationship with society and culture.

Media studies is relevant to students who wish to pursue further study in vocational education and training settings and at a tertiary level, as well as providing valuable knowledge and skills for participation in contemporary society.

Unit 1 - Representation and Technology

1. Develop practical, research and analytical skills through the creation of media products.
2. Analyse the impact of new technologies on media production.
3. Develop an understanding of the relationship between the media, technology and the representations present in media forms.

Unit 2 - Media Production and Media Industries

1. Participate in a large scale film production.
2. Develop an understanding of the specialist production stages and roles within a media production.
3. Develop an understanding of media industry issues and developments relating to production stages.
Outdoor and Environmental Studies is about the relationship humans have with the outdoor environment. Students’ experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. This provides the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

Students who select this subject, do so on the understanding that they are required to attend all the camps. They also understand that it is a costly subject and agree to pay for the camps at the beginning of each semester. Approximate costs:
- **Unit 1 and 2** - $450 per unit (i.e. $900 per year)
- **Unit 3 and 4** - $400 per unit (i.e. $800 per year)

### Unit 1 - Understanding Outdoor Experiences

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. Its focus is on the individual and his/her personal relationship with the natural environment. Students will develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

**Outcomes**
1. Analyse ways in which individuals experience, understand and respond to natural environments, with relation to related outdoor experiences.
2. Evaluate factors which influence outdoor experiences, with reference to related outdoor experiences.

### Unit 2 - Environmental Impacts

This unit focuses on characteristics of natural environments, human impacts on natural environments and how changes to nature affect people. The focus changes from the individual’s personal relationship with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including nature’s impact on humans.

**Assessment**
All of the Outcomes of both Units 1 and 2 will be measured by student performance in a range of tasks selected from the following list. There will be at least one assessment task for each Outcome:
- Journal of Outdoor Experiences
- Case Study Analysis
- Oral Presentations
- Practical Reports in non text format such as:
  - Multimedia, annotated visual display
  - Short reports of outdoor experiences
  - Tests
  - Written responses.
Unit 1 - Bodies in Motion

This unit explores how the body systems work together to produce movement and analyses this motion using biomechanical principles.

Outcomes
1. Explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic pathways interact with the systems to enable human movement.
2. Explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
3. Observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

Unit 2 - Sports Coaching and Physically Active Lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population.

Outcomes
1. Demonstrate knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
2. Collect and analyse data related to levels of participation in physical activity and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
3. Ability to use a subjective method to assess physical activity levels, and implement and promote a settings-based program designed to increase physical activity levels.

Assessment
All of the outcomes for both Units 1 and 2 will be assessed through tasks selected from:
- Written Reports
- Structured Questions
- Laboratory Reports
- Tests
- Oral Reports
- Case Study: Video & Media Analysis