

Rosehill Secondary College

VCAL 2020

COURSE SELECTION HANDBOOK



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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, Foundation Maths, Personal Development Skills and Work Related Skills), VET units (Industry Related Skills) and another VCE unit.

Students also MUST complete 10 units, satisfactorily demonstrating competency of all outcomes assessed to achieve their **Senior Certificate (Year 12)**. This includes VCAL units (Literacy and Personal Development Skills) and VET units (Industry Related Skills).

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 90% 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 - Intermediate VCAL

Semester 1

	P 1	P 2	P 3	P 4
Monday	VCE Unit	Personal Development Skills	Foundation Maths	VCE Unit
Tuesday	Spare	Literacy	Foundation Maths	Personal Development Skills
Wednesday	VET / TAFE - No Classes			
Thursday	Work Related Skills	Literacy	Foundation Maths	Personal Development Skills
Friday	Personal Development Skills	Work Related Skills	VCE Unit	Literacy

Semester 2

	P 1	P 2	P 3	P 4
Monday	WORK PLACEMENT			
Tuesday	Literacy	VCE Unit	Foundation Mathematics	Personal Development Skills
Wednesday	VET / TAFE - No Classes			
Thursday	VCE Unit	Literacy	Foundation Mathematics	Personal Development Skills
Friday	VCE Unit	Personal Development Skills	Foundation Mathematics	Literacy

YEAR 12 - Senior VCAL

	P 1	P 2	P 3	P 4
Monday	Personal Development Skills		Literacy	Personal Development Skills
Tuesday	WORK PLACEMENT			
Wednesday	VET / TAFE - No Classes			
Thursday	VOLUNTEER WORK			
Friday		Personal Development Skills	Literacy	Literacy

What areas of study would I be expected to complete?

1. Literacy

These units cover two 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. Foundation Maths (VCE)

These units cover the development of skills, knowledge and attitudes to Foundation Maths 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 workplace learning (Work Placement every Monday Semester 2 – Intermediate VCAL; Work Placement every Tuesday and Thursday all year – Senior VCAL)

4. Personal Development Skills

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 excursions
- 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 Institute.

- 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 one VCE study each semester from the list provided (Year 11).

How do I enrol in VCAL?

1. Work through the Pathway Booklet in interdisciplinary class using the resources provided.
2. Complete relevant sections of the VCAL booklet including selecting a VET unit and VCE study.
3. Collect an Application Form from the Careers Office.
4. Complete the Application Form.
5. Hand in appropriate pages of the Pathway Booklet, VCAL Booklet and Application Form.
6. Attend an interview.

ABOUT VET

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 a TAFE Institute 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 a TAFE Institute 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 2020 VET COURSES - TAFE INSTITUTES

See the VET Handbook for additional courses.

- | | |
|----------------------------------|------------------------------------|
| • Interactive Digital Media | • Clothing and Fashion |
| • Plumbing | • Electrotechnology |
| • Furnishing - Cabinet Making | • Hair and Beauty |
| • Engineering | • Horticulture |
| • Sport and Recreation - Fitness | • Animal Studies |
| • Automotive Technology | • Children's Services |
| • Business | • Hospitality - Operations |
| • Building & Construction | • Hospitality - Kitchen Operations |

If there are any other VET Courses in which you are interested, please contact Mr Raiti to discuss the possibility of doing an alternative VET Course.

FACTORS TO CONSIDER BEFORE CHOOSING A VET COURSE

- VET is not an “easy” option. A VET course is a full study workload alongside the other VCE / VCAL studies.
- 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 Technology, Building and Construction or Hospitality. Students are often required to work through self-paced modules.
- There are extra financial costs involved to cover the cost of TAFE Institute delivery of VET books, protective clothing, etc. The estimated cost of VET Courses for next year will range from **\$300 to \$1000 per year, per student**, depending on fees charged by the TAFE or training institution which is delivering the course.
- Students travel to a TAFE Institute 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 COURSE

Students who undertake the VET Course should indicate their chosen VET Course on their Course Selection Form. The College will collate the VET expressions of interest and then contact the student to confirm that the VET Course will proceed. Please note – even though a student has registered an expression of interest, it is not guaranteed that all VET Courses will proceed. The TAFE may withdraw courses if they don't have the numbers.

Certain provisos determine whether each VET Course proceeds.

- Numbers of students for each course to make delivery a viable option for the TAFE Institute.
- Appropriate program timetabling and location of the TAFE Institute to ensure students are not disadvantaged in other study areas within the College.
- After a VET offer has been made to a student, Rosehill Secondary College **must receive the full fees by Monday 25th November 2019**. The student will then be confirmed to be a participant in the VET Course for 2020.

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 Mr Alfio Raiti on 9337 2488.

DOING A VCE STUDY IN VCAL

Year 11 Intermediate VCAL students at Rosehill Secondary College are expected to select one (1) VCE Study (Unit 1 & 2) in 2020.

The value of completing a VCE Study 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.

PROPOSED VCE STUDIES 2020

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

Due to blocking constraints, students may not get into their first choice of study.

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. Business Management is relevant to tertiary studies in Business, Finance, Commerce, Accounting, Arts, Humanities and Social Work.

Unit 1 - Planning a business

This unit is the study of how businesses are formed and how the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Outcomes

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 in a nation..
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2 - Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Outcomes

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
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
3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Assessment tasks for these units are selected from the following:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis.
- Structured questions

Unit 1 - Food Origins

Students focus on food from historical and cultural perspectives. They investigate the origins and roles of food through time, and across the world. Students will explore how humanity has historically sourced its food, examining general progression from hunter-gatherer to rural-based agriculture, to today's urban living, and global trade in food.

Students explore Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Outcomes

On completion of this unit students should be able to:

1. Identify and explain major factors in the development of a globalized food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
2. Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2 - Food Makers

Students investigate food systems in contemporary Australia. They will focus on commercial food production industries and food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances and explore potential entrepreneurial opportunities.

Outcomes

On completion of this unit students should be able to:

1. Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
2. Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Assessment

Assessments 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

Unit 1 - Media forms, representations and Australian stories

In this unit, students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Outcomes

1. On completion of this unit, the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
2. On completion of this unit, the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. On completion of this unit, the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2 - Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Outcomes

1. On completion of this unit, the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms. Apply the media production process to create, develop and construct narratives.
2. On completion of this unit, the student should be able to apply the media production process to create, develop and construct narratives.
3. On completion of this unit, the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment

In both Units 1 & 2 the first outcome will be assessed through written, oral and short answer responses discussing the requirements of the outcomes.

The second outcome will be assessed through a set of visual solutions in a range of media and methods. The third outcome will be assessed through analysis tasks.

Unit 1 - The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Outcomes

1. Explain how the musculoskeletal system functions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Explain how the cardiovascular and respiratory systems function and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2 - Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Outcomes

1. Students 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.
2. Students 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.

Assessment

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

- Written reports
- Structured questions
- Laboratory reports
- Tests
- Oral reports
- Case study analysis

PRODUCT DESIGN AND TECHNOLOGY

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.

Students can choose from:

Product Design and Technology - Materials

OR

Product Design and Technology - Textiles

Unit 1 - Product Re-Design and Sustainability

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.

Assessment

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 product evaluation)
- Production Tasks
- Oral Reports
- Annotated Visual Displays
- Practical Demonstrations

UNIT COSTS

Subject	Units 1 & 2	Additional Costs
Business Management	\$10	
Food Studies	\$120	
Media	\$50	
Physical Education	\$20	
Product Design & Technology	\$80	