Islamic College of Melbourne

VCE HANDBOOK

SUBJECT SELECTION GUIDE

2022-2024

KNOWLEDGE FAITH SUCCESS

Islamic College of Melbourne

SENIOR SECONDARY CURRICULUM AND VCE POLICIES

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GLOSSARY OF TERMS

Assessment plan	A set of tasks relating to the assessment of units of competence/ modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.
Assessment task	A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).
Australian Tertiary Admission Rank (ATAR)	The overall ranking on a scale of zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
Authentication	The process of ensuring that the work submitted by students for assessment is their own.
Derived Examination Score (DES)	Provision available for students who are ill or affected by other personal circumstances at the time of an examination and whose result is unlikely to be a fair or accurate indication of their learning or achievement.
Examinations	External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November each year. Performance examinations and oral components of VCE Languages examinations are held in October.
General Achievement Test (GAT)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. The GAT is held in June.
Graded Assessment	All VCE studies have three Graded Assessments for each Units 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School- assessed Coursework, and some have School- assessed Tasks.
On Track	A Victorian Government initiative designed to ensure that Years 10 to 12 government and non-government school students are on a pathway to further education, training or employment after leaving school.
Outcomes	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Review Committee	The VCAA committee responsible for hearing cases of examination rule breaches and student appeals against penalties that have been imposed by schools for breaches of rules relating to School-based Assessment.
Satisfactory completion – VCE	The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N'. Students qualify for the VCE when they satisfy sufficient units which meet the program requirements.
School	Refers to both home and assessing schools, providers and any other institutions that provide training and/or education at senior secondary level.
School-Assessed Coursework	A school-based Assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.
School-Assessed Task	A school-based Assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria.
School Based Apprenticeships & Traineeships	Structured training arrangements, usually involving on and off the job training, for a student employed under an apprenticeship/ traineeship training contract while undertaking the VCE or VCAL. These may include part- time apprenticeships or traineeships.
School-based Assessment audit	As part of ongoing monitoring and quality assurance program by the VCAA, samples of teachers' School-based Assessment materials are collected from schools each semester. The work collected is used to monitor schools' administration of School-based Assessment and compliance with the accredited VCE study design or VCE VET program.
Semester	One half of the academic year. VCE and VCAL PDS and WRS units are designed to be completed in one semester.
Senior Secondary Qualification	The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.
Sequence	VCE Units 3 and 4 are designed to be taken as a sequence.
Special Examination Arrangements	Arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examinations.

Special Provision	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
Statement of Attainment	A record of recognised learning that may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course that may contribute towards a qualification through recognition processes.
Statement of Marks	For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/ criteria and the maximum mark available. A fee is charged for each statement.
Statement of Study Score	A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee is charged for each statement.
Statement of Results	The document/s issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether they have graduated. See also VCE/VCAL certificate.
Statistical moderation	The process used to ensure that schools' assessments are comparable throughout the state. It involves realigning the scale of each school's School- based Assessment scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.
Student Number	The unique number assigned to each student enrolled in the VCE, VCAL and VCE VET.
Studies	The subjects available in the VCE.
Study Design	Published by the VCAA, each study design specifies the content for that study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.
Study Score	A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in School-based Assessments and examinations.
Units (VCE)	The components of a VCE study that are a semester in duration. There are usually four units in a VCE study: Units 1, 2, 3 and 4.
Victorian Assessment Software System (VASS)	The Internet-based system used by schools to register students and enter VCE, VET and VCAL enrolments and results directly into the VCAA central database.

VASS Administrators	School-based personnel who enter all school information into VASS.
VCE provider	A school or other organisation authorised to offer the VCE.
VCE Certificate	The certificate awarded to students who meet the requirements for graduation of the VCE.
Victorian Certificate of Education (VCE)	An accredited senior secondary school qualification.
Vocational Education and Training (VET)	Nationally recognised vocational certificates, which may be integrated within a VCE or VCAL program.
Victorian Student Number (VSN)	The unique number assigned to an individual who is aged between four and 24 years and who is enrolled in an educational program.
Victorian Tertiary Admissions Centre (VTAC)	Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.

SENIOR SCHOOL VCE CURRICULUM

The VCE Handbook aims to provide students in Year 9-12 with information that will assist them to understand the VCE and choose their VCE subjects successfully.
It includes information drawn from the Victorian Curriculum and Assessment Authority's VCE and VCAL Administrative Handbook 2020, and school policies that are supported by VCAA on:

- Promotion into VCE
- Student Expectations
- Assessment Guidelines
- Attendance Policy
- Authentication Policy
- Subject Selection

For further information, refer to the following websites

1. VCAA website: www.vcaa.vic.edu.au/Pages/HomePage.aspx
2. ICOM website: www.icom.vic.edu.au

VCE OVERVIEW

The Victorian Certificate of Education (VCE) is a single certificate requiring students to satisfactorily complete at least 16 units of study. The VCE is a two year course that is normally undertaken in years 11 and 12 of secondary school.

The VCE subjects are known as Studies. They can be selected from two broad areas, these being:

- Arts/Humanities, and
- Maths/Science/Technology

Each VCE Study consists of 4 units which are completed over 2 years with each unit representing one semester's work. Each unit consists of at least 50 hours of class time. Units 1 and 2 are studied in year 11· Units 3 and 4 are studied in year 12 as a sequence (both units must be completed in the same year).

Students can effectively begin VCE at year 10. The VCE provides flexibility and allows students to choose a study program that best caters to their needs and interests. The most important requirement when planning the study program is that it meets the requirements for satisfactory completion of the VCE and importantly it meets the prerequisites for tertiary courses that students are aspiring to enter.

Students undertaking the VCE will be required to complete externally set examinations as well as being exposed to a wide range variety of assessment tasks which will need to be completed within class time and therefore within a limited time frame. A VCE student must therefore be able to cope with the pressure of completing good quality work within a limited time and completing assessment tasks for more than one subject in any given week. Good organisation, time management skills and independent study habits are the key to success in VCE.

Students need to be aware that the VCE is a two year course and that Units 1 & 2 studied in years 10 and 11 do contribute to the overall assessment and satisfactory completion of the minimum requirements of 16 units to be awarded the VCE. School Assessed Coursework and Examination grades for Units 3 & 4 are used to determine the ATAR at the end of year 12.

ENTRY REQUIREMENTS & SELECTING A VCE PROGRAM

There are school based requirements for entry into VCE Units 1 and 2 subjects as outlined in the Promotion Policy.

At the Islamic College of Melbourne students begin their VCE study program at Year 10. It is therefore envisaged that by the end of year 9 students begin planning a study program that will enable them to meet the requirements of VCE and ultimately the requirements for University/TAFE entrance.

For year 10-12 students, transition provides an avenue for finalising the choice of VCE and to review a study program before making the subject selection for your final two years at school.

From 2019 all students will begin to select a program of study from the end of Year 9, for VCE from the subjects offered by the College. Each of the subjects offered are outlined in detail in this handbook with the assessment requirements at Years 10-12 including: the specific school assessed coursework, school assessed tasks, and examinations.

Before making a final decision about their VCE program of study, students are strongly advised to:

1. Search about careers that may interest them (www.coursecamel.com.au)
2. Search specific tertiary courses and the **pre-requisite requirements** for entry intothose courses (www.vtac.vic.edu.au)
3. Read the structure of the VCE course (this booklet) or ICOM websitehttps://icom.vic.edu.au/careers-hub/
4. Read the subject descriptions outlined in the 'subject selection' section of thisbooklet.
5. Students should also speak to subject teachers, the VCE coordinator, and thecareers advisor for additional information.

The **VTAC website** - www.vtac.vic.edu.au allows students to carry out course research and to ensure that the study program they wish to select meets the required prerequisites for future tertiary study. For some courses the VTAC website also gives students an indication of the **ATARscore** requirements for entry into a tertiary course.

When deciding on subject choices, students need to keep in mind the movement to year 12 andthe prerequisites needed for tertiary study, as it may be difficult to change subjects half way through the year. ***The College reserves the right to make the final decision regarding each student's subject and course choice.***

VCE - THE VCE BACCALAUREATE

The VCE Baccalaureate is an additional form of recognition for students who choose to undertake the demands of studying both a higher-level mathematics and a language in their VCE program of study. To be eligible to receive the VCE Baccalaureate, students must satisfactorily complete the VCE and receive a study score for each prescribed study component. The VCE program of study must include:

- a Unit 3–4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3–4 sequence in EAL with a study score of 33 or above
- a Unit 3–4 sequence in either Mathematical Methods or Specialist Mathematics
- a Unit 3–4 sequence in a VCE Language
- at least two other Unit 3–4 sequences

Upon satisfactory completion of the VCE – Baccalaureate program of study, the student will receive an appellation on their VCE certificate. If a student has previously satisfied their VCE and received a VCE certificate, they will not automatically receive a subsequent VCE – Baccalaureate certificate.

COMPLETION OF VCE UNITS WITHOUT CALCULATION OF A STUDY SCORE

At ICOM we encourage and support all students to undertake scored assessment wherever possible. Scored assessment provides a more detailed record of student achievement and is the best way to maximise opportunities and pathways to further education and training.
The VCE does provide the flexibility to satisfactorily complete units without completing all or any graded assessments (two graded assessment scores are required to achieve a study score). In some **exceptional cases**, where students are at risk of not completing or have other valid reasons for not undertaking scored assessment. At ICOM after extensive consideration we may advise a student to undertake one or more VCE units without completing all the graded assessments or sitting examinations.

In this case **a study score will not be calculated for the study and the student will not receive an ATAR**. ICOM will advise parents and students in individual cases where students may benefit from this option. Cases which this may be an option are:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- specific learning disorder (previously referred to as learning disability)
- Severe language disorder.
- Special family circumstance

It is important, however, that when students, with parental support, make the decision to complete a unit without a study score, schools remind them of the possible restriction this places on future pathways and that students fully understand the greater number of pathways available when scored assessment is completed.

Please note: The Option to complete VCE without the calculation of a study score will not be available to students who have demonstrated a lack of commitment to their studies or who have an ongoing behaviour record.

VCE STUDENT PROMOTION POLICY

At the Islamic College of Melbourne, not all students in Senior School proceed automatically into the next year level. Therefore, not all:

- Year 9 students are promoted to year10.
- Year 10 students are promoted to year 11
- Year 11 students are promoted to year 12

Students wishing to enter and complete VCE or VCE/VET subjects will be measured and accepted based on their behaviour, attendance and academic records in the current year of study, according to the following criteria:

- **Behaviour record:** Students must be both mature and self-disciplined and must carry this behaviour through to VCE. Students who wish to proceed to year 10,11or 12 must show positive behavior in line with the school behavior policy. Students who do not show positive behavior are in breach of the school behavior policy will not be allowed to proceed into VCE studies at the Islamic College of Melbourne.
- **Attendance record:** Students who wish to proceed to year 10, 11 or 12 must show satisfactorily attendance rate in line with the school attendance policy (refer to Appendix 1). Students with attendance which is deemed unsatisfactorily by the school will not be allowedto proceed into VCE studies at the Islamic College of Melbourne.
- **Academic record:** To be considered for promotion at the Islamic College of Melbourne the following academic standards are used:

Year 11 students must meet the following year 12 entrance requirements

- A minimum **60%** in all year 11 examinations in semester 1.
- A minimum of a **High (61-80%)** for all school-assessed coursework.

The minimum achievement levels, must be maintained in Semester 2. Entry into Year 12 is subject to approval by the College.

Year 10 students must meet the following year 11 entrance requirements

- A minimum **60%** in all year 10 examinations in semester 1.
- A minimum **High (61-80%)** for all subject coursework.

Extra Requirements for Year 10 students:

For year 10 students wishing to enter into Year 11 Math Methods 1&2 the following conditions apply:

- A minimum of 75% in Year 10 Mathematics or Advanced Mathematics examinations.

For Year 10 SEP Students must achieve a minimum of 75% in Foundation English, Foundation Maths and Industry & Enterprise.

The minimum achievement levels, must be maintained in Semester 2. Entry into Year 11 is subject to approval by the College.

Year 9 students must meet the following year 10 entrance requirements

- ✔ A minimum 60% in all year 9 subjects at the end of semester 1&2.
- ✔ A minimum High (61-80%) for all subject coursework.

Students who do not to meet the above minimum academic requirements will have restricted subject choices in Year 10 this includes but is not limited to the following subjects:

- *Year 10 Foundation English*
- *Year 10 Foundation Maths*
- *Personal Development*
- *VCE Industry & Enterprise*
- *VET Certificate II in Business*

Extra Academic Requirements at Year 9:

The following conditions also apply for year 9 students wishing to enter into the following subjects:

Year 10 Advanced English:

- ✓ A minimum of 75% in Year 9 English Semester 1&2 examinations.

Year 10 Mathematics:

- ✓ A minimum of 70% in Year 9 Mathematics Semester 1&2 examinations.

Year 10 Advanced Maths:

- ✓ A minimum of 75% in Year 9 Mathematics Semester 1&2 examinations.

VCE-VET Certificate III in Laboratory Skills:

- ✓ A minimum of 65% in Year 9 Science & Mathematics Semester 1&2 examinations

ELIGIBILITY FOR THE AWARD OF VCE

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, including School-based Assessments (SAC & SAT) that are designated for the study.The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. School-based Assessment may be used to determine both satisfactory completion of the unit and assessment for a study score.

Unscored VCE: A student may be eligible for the award of the VCE if they have submitted School-based Assessments for satisfactory completion of units, but have not been assessed for levels of achievement in the study and have not completed examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the work provided by the student, without assessing for levels of achievement. A student must be assessed for levels of achievement in **two of the graded assessments** in order to receive a study score. If a result is not provided for the unit, the student **will not** receive a study score.

The VCE is normally completed over two years, but students may accumulate units over any number of years.

Minimum requirements to obtain the VCE:

To be awarded the VCE, the minimum requirement is satisfactory completion of 16 units which must include:

- From 2019 a student **must have S results three units** from the English group, including a Unit 3–4 sequence. The English Group includes English, English as an Additional Language, English Language and English Literature
- At least three sequences of Unit 3–4 studies, which can include further sequences from the English group.

Satisfactory Completion of Units:

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the study design. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit.

Year 12 Students must meet the following requirements in their School Assessed Coursework to be deemed satisfactory

- A minimum **60%** in all year School Assessed Coursework or School Assessed Tasks
- Achieved an S for the outcome by demonstrating some level of achievement
- A minimum of a **High (61-80%)** for all school based assessments

What the Student Must Do:

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work was clearly the students own work
- There has been no substantive breach of rules

If all outcomes are achieved, the study receives **S** for the unit.

A student may not be granted satisfactory completion if the work is not of the required standard of below the 60% achievement or:

- The student has failed to meet the school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision
- The work cannot be authenticated
- There has been a substantiate breach of rules, including school attendance rules

If any outcomes are not achieved, the student will receive an **N** for the unit.

Where a student has completed work but there has been a substantiate breach of class attendance, the student may be awarded **N**.

If a student receives an **N** result for an outcome, they may be entitled to a redemption of that outcome.

ASSESSMENT POLICIES AND PROCEDURES

OUTCOMES

Each VCE unit includes a set of two to four specific outcomes set by the Victorian Curriculum and Assessment Authority (VCAA). Each outcome is described in terms of key knowledge and skills students are required to demonstrate.
To satisfactorily complete a unit, a student has to demonstrate that they have achieved the set outcomes that are specific for the unit. In other words, students must demonstrate that they have an understanding of the knowledge and the skills that have been taught within a specific unit.
If a student fails to achieve the set outcomes for the unit, the student cannot be considered to have satisfied the requirements of the unit; therefore, the student receives `N' (not completed satisfactorily) for the unit and this unit will not be counted towards the VCE.
Only units for which an `S' (completed satisfactorily) has been awarded can count towards the 16 units required for the award of the certificate.

SCHOOL-ASSESSED COURSEWORK (SAC)

School-Assessed Coursework (SACs) are appropriate learning activities which enable students to develop the knowledge and skills described in the set of outcomes for each unit.
The activities are tasks that a student would be expected to be doing in relation to what they are studying. These activities may include: practical work, written reports, essays, oral presentations, posters and multimedia presentations, assignments, folio of exercises, modelling activities, use of computer software and/or applications, structured questions, etc.
School-Assessed Coursework tasks will be mainly undertaken during class time and within a limited time. This is necessary to enable teachers to authenticate the work undertaken by students.

ASSESSMENT OF UNITS 1&2

Assessment is based on the satisfactory completion of School-Assessed Coursework which demonstrates that students have achieved the specific outcomes for the unit.
School based assessment; whereby, teachers may select the tasks considered to be most appropriate for the School- Assessed Coursework.
Students must satisfactorily complete the tasks set by the teacher to satisfactorily complete the specified outcome. All studies in units 1&2 will have both school-based assessments (SBA) prescribed by the VCAA subject study design and school based end of unit examinations.

The College is responsible for creating, setting and marking school based assessments and examinations throughout units 1&2.

The award of satisfactory completion for a VCE unit is based on the teacher's decision that the student has demonstrated achievement of each of the outcomes for the unit as specified in the VCE Study Design.

Demonstration of achievement of outcomes will be based on the student's:

- Performance on a selection of assessment tasks, which enable students to demonstrate their understanding of key knowledge and skills.
- Ability to produce work that meets the required standards.
- Ability to submit work by the required deadline.
- Ability to submit work that is genuinely their own.
- Observation of College Policies as described in the VCE Handbook in relation to work submitted for assessment and attendance.

In addition to awarding satisfactory **(S)** completion for outcomes of a unit, the teacher will also determine the student's level of achievement for the selected assessment tasks by using a set of performance descriptors for each outcome. Subject performance descriptors will be adopted from the unit 3&4 'Advise for teachers' published by the VCAA for each study design.
(Please note: The unit 3&4 performance descriptors will act as a guide for the performance descriptors that teachers will use to address the outcomes at unit 1&2)

The final level of achievement for a unit will be calculated as a combined score from the number of outcomes assessed in the unit. This achievement level will be reported as an overall progress indicator based on the following rubric:

VCE SUBJECT INDICATORS					
Progress Indicators	**VERY LOW**	**LOW**	**MEDIUM**	**HIGH**	**VERY HIGH**
	0 - 20%	21 - 40%	41 - 60%	61 - 80%	81 - 100%

Student at risk of obtaining '**N**' for an outcome may be given the opportunity either

- complete further work
- The teacher may consider other work already completed that demonstrates satisfactory achievement of the outcome and therefore of the unit however, **the level of achievement score** reported will not change.

In addition to prescribed School Based Assessment all students completing unit 1&2 must sit for an end of unit (semester) examination for all subjects. These examinations form part of the College's internal assessment procedures for determining student progress and for reporting purposes. The examinations are written by the teachers and are conducted at the College Examination grades will be reported as a percentage grade.

Both examination grades and school assessment grades will be recorded and reported to parents by the College in the form of end of Semester reports.

It is important students understand that an 'S' grade is not the same as an achievement grade. A student who receives an 'S' grade is not guaranteed final success in year-twelve.

ASSESSMENT OF UNITS 3&4

Assessment is based on school assessment (School-Assessed Coursework) and or (School Assessed Tasks) and external examination in all studies. Assessment tasks for the School-Assessed Coursework and the weighting of marks for each task is prescribed by the Victorian Curriculum and Assessment Authority.

All subjects (except Studio Arts, Visual Communication and Design) will have an external examination component of at least 50%.

The award of satisfactory completion for a VCE unit is based on the teacher's decision that the student has demonstrated achievement of each of the outcomes for the unit as specified in the VCE Study Design.

Demonstration of achievement of outcomes will be based on the student's:

- Performance on a selection of assessment tasks, which enable students to demonstrate their understanding of key knowledge and skills.
- Ability to produce work that meets the required standards.
- Ability to submit work by the required deadline.
- Ability to submit work that is genuinely their own.
- Observation of College Policies as described in the VCE Handbook in relation to work submitted for assessment and attendance.

In addition to awarding satisfactory **(S)** completion for outcomes of a unit. The teacher will also determine the student's level of achievement for the selected assessment tasks by using **performance descriptors** from the Unit 3&4 'Advise for teachers' published by the VCAA for each study design.

Level of achievement for selected assessment tasks will be reported as a progress indicator based on the following assessment rubric:

VCE SUBJECT INDICATORS					
Progress Indicators	**VERY LOW**	**LOW**	**MEDIUM**	**HIGH**	**VERY HIGH**
	0 - 20%	21 - 40%	41 - 60%	61 - 80%	81 - 100%

Student at risk of obtaining 'N' for an outcome may be given the opportunity either

- To complete further work
- The teacher may consider other work already completed that demonstrates satisfactory achievement of the outcome and therefore of the unit however, **the level of achievement score reported will not change.**

The teacher will apply through the VCE Co-coordinator for a student to redeem an outcome by submitting a 'Redeeming Outcomes /Submitting Further Work Form' (see appendix 2)

A piece of work which fails to meet the minimum acceptable level will be reported as N (unsatisfactory). If an assessment task is not completed or submitted, NA (not assessed) will appear on the report.

At Unit 3& 4 all School Assessed Coursework scores or School Assessed Tasks are reportable on VASS to the VCAA. The combination of School-Assessed Coursework scores and external examination scores will determine the students study score (out of 50) for a specific subject, this is determined by the VCAA.

Feedback to students:

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Written comments on students' performance against each outcome.
- advice on particular problem areas
- advice on where and how improvements can be made for further learning
- reporting 'S' or 'N' decisions
- reporting of the students level for the outcome, based on the performance descriptors

This feedback is used as a basis for reporting to parents.

In providing this feedback, teachers may give students their performance indicator on individual School-assessed Coursework tasks. The performance indicator allocated by teachers in each subject and given to students for each school assessed coursework are 'an indicator of the student performance' and may change as a result of statistical moderation by the VCAA.

The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. VCE unit results (S or N) contribute to satisfactory completion of the certificate and not to study score calculation.

In Year 12 final School-based Assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. For example a teacher may consider work previously submitted, provided it meets the requirement
Students may not resubmit work to improve a School-based Assessment score.

LOST, STOLEN OR DAMAGED SCHOOL-ASSESSED COURSEWORK

If a teacher or student has lost a coursework assessment task, or it has been stolen or damaged, they must:

a) Complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the school.
b) The principal will determine an initial score for the assessment task, acting on advice from the teacher and on the basis of records kept.

Note: this does not apply to work lost or damaged due to computer misuse or malfunction.

LOST, STOLEN OR DAMAGED SCHOOL-ASSESSED TASKS:

If a teacher or student has lost a School-assessed Task, or the task has been stolen or damaged, they must:

a) Complete a written statement of the circumstances. The statement must be signed and dated.
b) The school must complete the Report on Lost, Stolen or Damaged School-assessed Tasks and Externally assessed Tasks form
c) Enter an estimated score on VASS and send the form to the VCAA.
d) The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment.
e) The initial assessment may be adjusted as a result of the review process.
f) If the School-assessed Task is required for audit, the Study Record form for that student must be annotated as Lost/Stolen/Damaged (LSD) by the school.

This procedure does not apply to work lost or damaged due to computer misuse or malfunction.

Computer Work:

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability.
- Hard copies of work in progress are produced regularly
- Each time changes are made; the work is saved onto back-up files. The back-up files should not be stored with the computer.
- All work due to be submitted is printed prior to the due date and handed to the teacher. Printing on the day (class) of submission is strictly prohibited.

Drafting in units 1- 4:

- The nature of School-assessed Coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion unless it is for authentication purposes.
- Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting. However, drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task contributing to the total School-assessed Coursework score. Teachers must not mark or provide comments on any draft submitted for School-assessed Coursework.

RESCHEDULING AN ASSESSMENT TASK / REQUESTING AN EXTENSION

Rescheduling assessment tasks for an individual student:

All applications for the rescheduling of an assessment should be accompanied with the appropriate documentation (for example: medical certificate). Students should be aware that the VCE coordinator and the head of secondary are responsible for deciding if the absence is approved, regardless of any documentation.

Re-scheduling assessment tasks for entire class:

If required, VCE subject teachers need to inform the Head of Secondary and the VCE coordinator of the need to reschedule school-based assessments. Then subject teachers need to provide adequate notification to all students in the class or classes at the school.

An extension of time for all students in a class should only be given on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged by the change.

Requesting an Extension of Time:

If a student has a genuine and acceptable reason for a delay in meeting a deadline, an application for extension of time may be lodged by the student through the VCE Coordinator. The VCE Coordinator may only approve an extension of time for 24 hours.

Any further delays in the submission of work/tasks shall be dealt with through the Head of Senior School or Campus Principal.

Application forms are available from the VCE Coordinator. Applications are to be lodged at least 72 hours prior to the published deadline. All applications should be accompanied by appropriate and current supporting documentation (medical certificates, etc.).

Following an interview and consideration of the supporting documentation, the student will be advised whether an extension of time has been granted or not.

Acceptable reasons for an application for extension of time may include:

- Severe illness which has adversely affected the student's ability to complete the work. (Having a mild cold or a headache would not be considered as a severe illness).
- Factors that have impacted on the student's personal environment (e.g., death of a family member, parents separating, or other traumatic events).

Reasons not acceptable for an application for extension of time may include:

- Going to the airport to farewell or welcome family members of friends.
- Medical, dental or other form of appointments.
- Part time work.
- Computer malfunctions.
- Not understanding the work or not having enough time to complete the work.

Extension of time will only be granted in genuine cases where students have been severely affected.

LACK OF ORGANISATION AND PLANNING WILL NOT WARRANT AN EXTENSION OF TIME. This will be measured by the subject teacher.

REDEEMING OUTCOMES: SUBMITTING FURTHER WORK

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher will:

1. Report this to the VCE Coordinator
2. The teacher and VCE Coordinator will discuss the individual case of the student
3. Based on the discussion the teacher may:
   a) Consider work previously submitted, provided it meets the requirements. A student may only submit further work,
   b) Or resubmit a School-assessed Coursework assessment, for reconsideration to redeem an 'S' for the outcome.
4. The teacher **may not allow a student** to resubmit work **to improve a score** of an assessment for School- assessed Coursework.
5. Students usually complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Redemptions will be held on a specified date after school, at the College under supervision, the following week afterreceiving the **N** result.

REPEATING UNITS

There are no restrictions on students repeating units, but students may only obtain credit once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition.

STUDENT FLOWCHART FOR SCHOOL BASED ASSESSMENTS

HOW TO MEET AN OUTCOME
SAC & SAT TASKS, ALTERNATIVE TASKS & RESECHDULING OF ASSESSMENTS

CASE 1

An Assessment task is scheduled

- student is present
- student completes the assessment and meets the outcome
- Student receives an S

CASE 2

An Assessment task is scheduled

- student is present
- student completes the assessment ans does not meet the outcome
- Case is considered by the teacher & VCE Coordinator.
- Student may be given oppurtunity to redeem the outcome or other work is considered that addresses the outcome.
- Student completes the work and meets the outcome.
- Student recieves an S

CASE 3

An Assessemt task is scheduled

- Student is absent and provides an approved form of documentation for absence.
- Absence is apporved by the VCE Coordinator.
- Student given a date & time to do an alternative assessment.
- Student completes the assessment, meets the outcome & recieves a S.

CASE 4

An Assessment task is scheduled.

- Student is absent and no reason or documentation for absence is provided.
- Absence is not approved by the VCE Coordinator.
- Student is not eligible for a graded result for the assessment. Student may be apporved to complete an alternative task specified by the VCE Coordinator in order to recieve an S for the outcome but no grade.

BREACHES OF SCHOOL BASED ASSESSMENT RULES AND AUTHENTICATION OF WORK

At the Islamic College of Melbourne, honesty is the cornerstone of academic integrity. It aims to promote and maintain a standard of behaviour and personal integrity in teaching, learning and assessment. Students at ICOM are encouraged to further develop the skills and personal attributes of an honest learner throughout their senior school years and ultimately take responsibility for ensuring that all work submitted is in accordance with the task requirements, is authentic and acknowledging of all work and ideas that is not one's own.

The persons responsible for receiving reports of allegations of breaches of rules in School-Assessed Coursework can be found in the information below.

A Breach of Rules:

Where a breach of student's work is suspected, teachers are to notify the VCE Coordinator immediately. Teachers may be required to write a statement that directly addresses the nature of the breach. The onus of proof will be placed on the student to provide evidence that the work submitted is authentic and completed within the VCAA guidelines.

i. Should subject teachers or coordinators be convinced that there has been a breach of rules in relation to the submitted work for school assessment, then the VCE Coordinator and Head of Senior School must be informed immediately and investigation will be initiated by the VCE Coordinator. The following processes will take place:

a) The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students.

b) Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under whichthe School- based Assessment was to be undertaken (including the VCAA examination rules)
- the student's work
- if an allegation relates to the use of unauthorised notes or cheating or copying fromother students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

ii. If this investigation suggests there is any substance to any allegation, the student will be:

a) Informed in writing of the nature of the allegation

b) Be invited to attend an interview with the VCE Coordinator and Head of Senior Secondary to respond to the allegation.

Adequate notice of the interview will be given to the student, who will be given the opportunity to bring a support person to the interview. The support person is there not to represent the student or to speak on their behalf, but to provide moral support.

If a student elects not to attend an interview, they will be given an opportunity to respond in writing to any allegation against them.

c) The student's parents or guardians may be advised of the nature of the allegations.

d) If the allegation raises the suggestion that a student has submitted work that is not their own, the student will need to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements. Students may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions todemonstrate their knowledge and understanding of the work
- provide samples of other work
- complete, under supervision, a supplementary assessment task related to theoriginal task

Should the VCE Coordinator and Head of Senior Secondary be satisfied, on the basis of all the evidence available to him/her, from the teacher, witness statementsand student statement/response that there has been a substantial breach of rules,he/she shall impose **one or more** of the following actions:

a. A verbal or written warning and Reprimand and/or suspend the student in question, or

b. Give the student the opportunity to resubmit work if this can occur within the dates designated by the relevant Organisation (VCAA), or

c. Refuse to accept that part of the work which infringes the rules and base a decision whether to award the work/outcome an N (fail) or an S (satisfactory) upon the remainder of the work, or

d. Refuse to accept that part of the work which infringes the rules and submit a score for coursework assessment based on an assessment of the remainder, or

e. Refuse to accept any part of the work if the infringement is judged by the Campus Principal to merit such a decision, in which case an N will be awarded for the work/ outcome and NA will be submitted for the SAC and/or SAT.

f. If the breach of rules is discovered after the initial assessment has been made, the Campus Principal shall determine which of the above actions are imposed. The action may result in a change of the original assessment from an S to an N. If an N is awarded for an outcome, an N will also be awarded for the unit.

g. If the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet (SAS). Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a School-based Assessment task conducted under test conditions.

If required, the Campus Principal may form a panel to interview the student in question, to demonstrate his/ her understanding of the work. During the interview, the panel should clearly explain reasons and purpose of the interview along with possible outcomes. The panel should pose questions to enable the student to demonstrate his/her understanding of the work in a comfortable and non-threatening manner. The composition of the panel shouldbe as follows:

- The College Principal or his nominee. (Chair)
- Deputy Principal (Chair)
- Head of Senior School. (Member)
- VCE Coordinator. (Member)
- Subject Coordinator or another subject teacher. (Member)

- The subject teacher in question shall attend (not as a panel member).
- The student in question and one of the following who may accompany the student for support (not as an advocate):
    * Parent
    * Another teacher
    * College Captain, Vice-Captain, or SRC Rep.
    * Welfare Coordinator.

All matters regarding the investigation are to remain confidential amongst the persons involved.

iii. The College Principal, Deputy Principal, Head of Senior Secondary or VCE Coordinator will notify the student in writing before the interview. Notification will be given to the student at least 24 hours before the interview is conducted. Notification will include:

- Purpose of the interview
- The scheduled time, place and expected duration of the interview
- The composition of the panel
- Advice on a person that may accompany the student
- The name of the person who may clarify procedures for the student (Head of Senior Secondary, or VCE Coordinator)
- Advice that the student reviews their copy of the work before the interview and instructions to bring a copy of the work to the interview.

iv. The student will be notified in writing by the College Principal of the penalty imposed within 14 days of the decision being made. The student will be notified of the following:

- The student's breach of rule/s
- The decision reached by the panel and the evidence in support of the decision
- The imposed penalty
- Advice to the student re: right to appeal to the VCAA
- Advice to the student that appeals must be lodged within 14 days of notification of a decision from the Campus Principal.

v. The College will retain all material related to any allegation, in case the student wishes to appeal a decision.

AUTHENTICATION STUDENT RESPONSIBILITY

Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided.

Victorian Curriculum Assessment Authority Rules

Rules for authentication of School-based Assessment

Students must observe and apply rules for the authentication of School-based Assessment.

- Students must sign an authentication record for work done outside class when they submit the completed task.

These are the VCAA authentication rules:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
  - Text, websites and other source material
  - The name and status of any person who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- **Acceptable levels of assistance include:**
  - The incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context – prompting and general advice from another person or source, which leads to refinements and/or self-correction.
- **Unacceptable forms of assistance include:**
  - Use of, or copying, another person's work or other resources without acknowledgement.
  - Corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules. In considering whether a student's work is genuinely their own, teachers should consider whether the work:
  - is not typical of other work produced by the student
  - is inconsistent with the teacher's knowledge of the student's ability
  - contains unacknowledged material
  - has not been sighted and monitored by the teacher during its development

Work completed outside class:

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to them gaining the key knowledge and skills outside of class time. This will require additional work and study outside class as part of the students' regular learning program.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example gathering necessary research data. The amount of work to be completed as homework is decided by the subject teacher, taking into account the nature, scope and purpose of the task.

For School-assessed Coursework undertaken outside class time, your subject teacher will monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher.

School-assessed Tasks and the Externally-assessed Task:

Teachers will monitor and record student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. If the school is being reviewed, this sheet should be included with the work.

Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore to assist in the authentication process. Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study- specific **School-assessed Task Authentication Record form**. This requires regular sightings of the work by the teacher. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

In the case where there are doubts concerning the authenticity of the submitted work, teachers should follow these procedures:

- Teachers may test students by asking them to demonstrate their understanding of the task at the time of submitting the work. They may test them on all of the task or part of it.
- Teachers may refer the particular piece of work to relevant Subject Coordinators or other subject teachers to check the work and to give a second opinion.
- In the case of a VCE student, where the submitted work cannot be authenticated, the matter must be referred to VCE Coordinator for immediate action.
- In such cases, the matter must be dealt with as a breach of Rules relating to the assessment of school-assessed work.

Student's Rights of Appeal

A student has the right to appeal against a decision made by the school and the penalty imposed because of a Breach in Rules. Students may appeal a decision to the Campus Principal. The appeal must be in writing and respond in detail to the alleged breach of rule. If the student chooses to appeal a decision made by the school, the student will be required to attend a meeting with the school's appeal panel and may be accompanied by a nominated person to provide support (but not as an advocate). In addition to appealing to the Campus Principal, students may lodge appeals to the VCAA according to the following guidelines.

1. The student shall have the right of appeal to the VCAA if the penalty has been imposed because of a breach of rules in relation to school-based assessment.
2. The student shall have the right of appeal to the VCAA against a decision not to authenticate work but only if plans or drafts of the work have been sighted during the period when the School-assessed Task was being undertaken.

Plans and drafts shown to the teacher for the first time after the date the School-assessed Task was due shall not be considered.

3. Students may appeal against the decision of the Campus Head on one or both of two grounds:

- that the breach of rules by the student had not occurred;
- that the penalty imposed was too severe.

4. A student's intention to appeal must be received in writing at the VCAA within 14 days of the Campus Head's written notification to the student.

5. There is no appeal to the VCAA if the academy refuses to accept the late submission of School-assessed Coursework assessment tasks or School-assessed Tasks.

6. Students may not appeal against final grades awarded by the VCAA.

Process:

1. An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the school.
2. On receipt of a notice of appeal from a student, the Chief Executive Officer of the VCAA must nominate an employee of the Secretary to interview the parties to the appeal and attempt to resolve the matter.
3. Notice of school decision following interviews Not later than seven days after the interview conducted by the VCAA, the school must, by notice in writing, advise the student and the VCAA that, in relation to the student, one of the following decisions has been made by the school:
    a. It has rescinded its decision and any penalty imposed.
    b. It has rescinded the penalty imposed.
    c. It has reduced the penalty imposed.
    d. It confirms both the decision and the penalty imposed.

Student appeal:

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

On receipt of a notice from the school that contains one of the following decisions, the VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed:

a. The school has rescinded the penalty imposed.

b. The school has reduced the penalty imposed.

c. The school confirms both the decision and the penalty imposed.

Appeal hearing

If a student elects to proceed with an appeal, the Chief Executive Officer of the VCAA must refer the appeal to a Review Committee for hearing and determination. An appeal of this nature is conducted as a re-hearing (that is, hearing the evidence from both the student and the school, from the beginning, and the Review Committee makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation/s against the student). If the Review Committee is satisfied on the balance of probabilities that the student has breached the VCAA rules relating to School-based Assessment, it may do one of the following:

a. reprimand the student

b. if practicable, permit the student to resubmit the schoolwork required for either of the following:

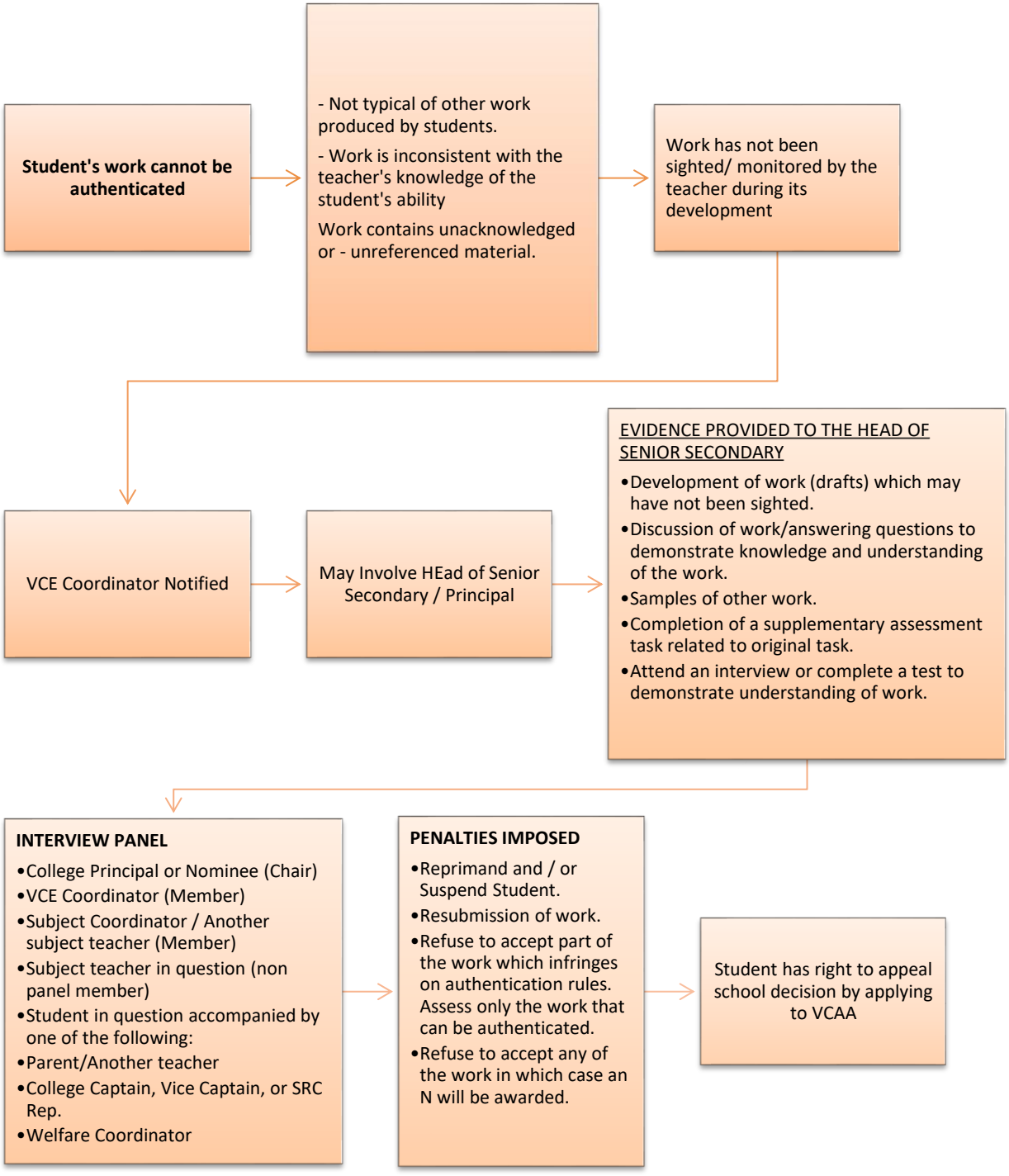
    i. assessment in the study or the course

    ii. satisfactory completion of the study or the course

c. refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted

d. amend the student's School-based Assessment results.

BREACHES OF SCHOOL BASED ASSESSMENT RULES AND AUTHENTICATION OF WORK - STUDENT SUMMARY



VCE STUDENTS CODE OF CONDUCT

At the Islamic College of Melbourne, we place a high value on honesty and this extends to work submitted for assessment. Our expectations are set out below. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter
These practices are clearly articulated for the students in this VCE handbook.

SCHOOL - ASSESSED COURSEWORK (SACS)

THE VCAA RULES

1. Students must ensure that all unacknowledged work is genuinely their own.
2. A student must acknowledge all resources used e.g.: text, websites and source material.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student should not knowingly assist other students.
6. A student must sign an authentication record for work done outside class at the time of submitting the completed task.
7. A student must sign a general declaration stating that they will obey the rules.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own.

To achieve an outcome the student must:

- Produce work that meets the required standard.
- Submit work on time.
- Submit work that is clearly their own.
- Observe VCAA and school rules relating to VCE.

The academically honest student:

Does

- ✓ Acknowledge explicitly and appropriately help provided by another person
- ✓ Ask beforehand what kind of external help is permissible
- ✓ Acknowledge, in a specific manner, information taken from books, magazines, CD-ROM's and the Internet
- ✓ Acknowledge the source of direct quotations
- ✓ Acknowledges reference materials in a bibliography
- ✓ Use direct quotations appropriately
- ✓ Understand the concept of plagiarism
- ✓ Document source material in a formal and appropriate manner
- ✓ Knows what constitutes cheating, malpractice and collusion and abides by the rules both for school- based work and external examinations and assessments
- ✓ Keep and maintain accurate, personal course notes
- ✓ Follow all exam rules.

Does Not

- ✘ Copy from another student
- ✘ Copy from the homework of another student school-based work and external assessments
- ✘ Copy the internal assessment work of other students
- ✘ Hand in work as his/her own that has been copied
- ✘ Do homework for another student
- ✘ Give another student his/her own work to copy.
- ✘ Submit work done by another student, a parent, a friend or a private tutor
- ✘ Present material written by another student as his/her own
- ✘ Purchase and submit pieces written by someone else (including electronic sources)
- ✘ Use notes during a test unless allowed to by the teacher or permitted by the examination rules.
- ✘ Write essays for other students
- ✘ Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

In a cohesive and comprehensive way, students will receive instruction in:

1. The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies).
2. Research writing techniques.
3. Data gathering techniques.
4. The planning, preparation and execution of research writing assignments.
5. Considering bias in reference material.

GENERAL ACHIEVEMENT TEST (GAT) & STATISTICAL MODERATION

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and external assessments have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES). The VCAA will use GAT scores in:

- The statistical moderation of School-based Assessments
- Checking the accuracy of student scores in external assessments
- The calculation of a DES.

All students enrolled in one or more Victorian Certificate of Education (VCE) Unit 3−4 sequences or VCE VET scored Unit 3−4 sequences, including Victorian Certificate of Applied Learning (VCAL) students, are expected to sit the General Achievement Test (GAT).

School-Based Assessment and the GAT

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment and adjusts the school scores if necessary.

In some studies, statistical moderation will also use GAT scores. This will only be done if it provides a better match with schools' School-based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.

External Assessments and the GAT

The GAT is used as part of a final check on external assessment scores. If the final score for an external assessment is significantly different from the score predicted by the GAT, school indicative grades and any other external assessment final scores for the study, the external assessment will be assessed again by the chief assessor. Scores may go up or stay the same but will not go down because of this final check.

Derived Exam Score (DES) and the GAT

The calculation for the DES uses all available scores for the student in the affected study and the indicative grade for any external assessments provided by the school and the GAT component scores. For each approved application for a specific external assessment, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:

- moderated School-based Assessments
- GAT component scores
- other external assessment scores if applicable
- Indicative grades provided by the school.

The contribution made by the graded assessments, the indicative grade and the GAT component scores is determined by analysis of the comparison data with the final score for the specific external assessments for all students who have not applied for a DES. For all external

assessments, the two graded internal assessment scores provide the greatest contribution to all the predictors.

If a student is eligible for a DES and the highest of the predictors is greater than the achieved external assessment score, the highest predictor is chosen as the final score for the student in the relevant external assessment.

Exemption from the GAT

It is important for all students with an enrolment in one or more VCE or scored VCE VET Unit 3–4 sequences to attempt the GAT. The VCAA may use a student's GAT scores to:
contribute to the statistical moderation of School-based Assessments calculate a DES check the accuracy of external assessment marking.

Statistical Moderation:

School-based assessment is an important part of the VCE. In many studies it contributes 50 per cent towards the calculation of a student's study score. To ensure fairness when study scores are calculated it is important that School-based Assessments made by all schools are comparable.

The VCE gives teachers some flexibility in deciding exactly what teaching and learning activities and what coursework assessment tasks they will use to assess the learning outcomes specified in each study design. As a result, coursework assessment from different schools will sometimes be based on different sets of assessment activities, even though they are assessing the same learning outcomes and therefore cannot be compared.

The VCAA acknowledges that teachers are best placed to measure students' academic achievement; however, measurements are only comparable when they are expressed on the same scale. For each VCE and VCE VET program, the VCAA uses statistical moderation to express students' achievement from all schools on the same scale. This provides fairness for students across the state.

Statistical moderation does not change the achievement of students. School-based assessment can only be included in the ATAR if it is moderated. Without moderation the ATAR would have to be based on examinations only. Like many other states, the VCAA uses a statistical moderation process to carry out moderation of School-based Assessment.

To ensure comparability of assessment of School-based Assessment from different schools the VCAA will apply statistical procedures to each moderation group, study by study.

The study score is not a mark but shows the student's position in relation to all other students in a particular study across the state in each subject:

- 2% of students get a study score of 45 or above
- 9% of students get a study score of 40 or above
- 26% of students get a study score of 35 or above
- 53% of students get a study score of 30 (mean score) or above
- 78% of students get a study score of 25 or above
- 93% of students get a study score of 20 or above

Why do similar grades produce quite different Study Scores?

The following information helpful in analysing Study Scores. It is often a cause for concern at the end of each year that similar grades achieved by different students result in varying Study Scores.

Consider these examples, drawn from the same subject;

Student A	A+	A+	A+	43
Student B	A+	A+	A	43
Student C	A+	A+	A	38
Student D	A+	A+	B+	42
Student E	A	A	A	34

These differing Study Scores are explained by two factors:

i. Within each grade level, there is a range of scores.
So – a student may score a high level A, for example, which is just under an A+ while another student may have a score which is just into the A category.
This applies to School Assessed Coursework, School Assessed Tasks and Examinations.

ii. Examinations, School Assessed Coursework and SATs may have a different weighting – in these examples, the examination is worth 50%, whereas the first grade is Unit 3 Coursework and the second in Unit 4 Coursework.

ATTENDANCE POLICY

Attendance expectations for Senior School students at the Islamic College of Melbourne:

All students must:

- Be at school on time and attend home room.
- Be punctual to every class
- Attend every timetabled lesson
- Exclusion from class because of lateness will be noted as an unauthorised absence and may endanger the student's ability to meet the minimum VCE attendance requirement in a subject.
- Parental notes explaining absence or late arrival to the first lesson of the day must beprovided.
- Ensure that students have all the required equipment for each session including a charged laptop.

Attendance to scheduled afterschool or holiday classes

There may be times when senior students in Year 10-12 are required to attend the College out of the normal school hours due to an extra class or a scheduled assessment task that needs to be conducted. In the event that this occurs the subject teacher will communicate with the students and notify parents. Students are required to attend any of the scheduled afterschool or holiday classes. Failure to attend scheduled afterschool or holiday classes without a valid reason will be noted as an unauthorised absence and may endanger the student's ability to meet the minimum VCE attendance requirement in a subject. ***For year 10 and 11 students this may also affect promotion into the following year.***

Leaving the College:

Students may only leave the College grounds during school hours if:

i) the College has been notified by parent/guardian
ii) Students are attending a supervised excursion

At The Islamic College of Melbourne ALL students in VCE are expected and encouraged to attend College for at least a minimum of 95% of scheduled classes. The VCAA supports school attendance policy, so a student with a poor attendance record (less than 75%) risk being penalised with an **'N'** result for a substantial breach of attendance rules. Absences covered by medical certificates or appropriate professional evidence are not normally included in the 95%.

If a student demonstrates poor attendance, the College will talk to the student and remind them of the college expectations and the possible consequences on their performance. Additionally, parents will also be informed via phone and email, and if the absence continues parents will be invited for an interview with the VCE coordinator and Head of Senior Secondary. Students may be required to make up lost hours in school holidays and /or weekend.

Lateness to class will be treated as an absence on a pro-rata basis. If students are ill and have missed the date for completion of coursework, a valid medical certificate must be provided immediately on return to school before the student will be allowed to undertake coursework that has been missed in Year 10-12, all medical certificates are to be handed to the relevant Home Room teacher. The college cannot accept medical certificates where a doctor is unable to confirm that a student was ill on a particular day.

Assessment in the VCE is continuous and is based on completion of set tasks throughout the year. Students need to attend regularly and may have their enrolment reviewed if attendance at college is poor. Where a student has completed work but there has been a substantive breach of attendance rules and the College therefore wishes to assign N to the unit, the college must assign N for one or more outcomes and thus the unit.

1. At the beginning of the year, students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes College rules related to their attendance and assessment.

2. All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The Islamic College of Melbourne sets minimum class time and attendance rules of 100%. (VCAA – VCE Policy).

3. Authorized absences are not a VCAA breach of attendance. Group excursions for class activities to support curriculum and extra-curricular activities (such as sport, SRC, etc.) are recognized as approved absences.

4. Students, whose attendance is poor, are likely to have trouble in completing all the assessment tasks satisfactorily and may result in the teacher being unable to authenticate the students' work.

5. Students who are absent from class MUST present their medical certificate or parental note explaining the absence IMMEDIATELY UPON RETURNING TO SCHOOL.

6. If for any reason, students must be absent, for example, for a medical appointment, driving test, etc., permission must be obtained from the Head of Senior Secondary via written, signed communication from the parent. Students must attempt to schedule appointments during non- scheduled class time or lunchtime.

7. When a student is absent from prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may upon application from the student grant Special Provision for school-based assessment and thus not be penalized. See section on Special Provision

Processes to manage students that breach the attendance requirements:

Any student who breaches the requirements for attendance, set by the College, will be reported to and recorded by the VCE coordinator and Head of Secondary. Any day absent after the initial breach will be dealt with as a serious breach and parents will be notified of the seriousness of this action through:

- A text message alerting the parent that their child is absent
- A phone call to the parents, requesting information about the child and providing information as to the risk of an 'N' outcome

Special provision from VCE attendance:

If a student meets the criteria for special provision or consideration, (page 35) attendance requirements will be modified to support that student. Due to the different forms of eligibility, attendance requirements will be individual to each case and student.

ABSENCE FROM A SCHOOL BASED ASSESSMENT POLICY

Absence on Day of School Based Assessment SAC or SAT.

On the day of a school based assessment task, each student is expected to attend every lesson on his/her timetable prior to the assessment task. If a student arrives significantly late to their first class or misses any class without a satisfactory reason as outlined below, the student will receive a penalty.

If a student misses a timetabled school based assessment task (SAC or SAT, the process they should follow to request that their absence be approved is one of:

- the student obtains a medical certificate prior to a school based assessment task and it explains why they were absent for only part of the day and that they are now fit to sit for the school based assessment task
- the student missed the class prior to the school based assessment task with extenuating circumstances that can be verified (e.g. Sick Bay) and that did not allow the student to gain an advantage for study purposes
- The Head of Senior Secondary is contacted prior to the school based assessment task, outlining reasons for an absence/lateness, allowing them to provide advice.

In all instances, **the onus is on the student** to contact the College prior to the school based assessment task to advise of their situation unless there are extenuating circumstances. The Head of Senior Secondary reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.

Procedures for Completion of Work:

To enable students to be well organised and plan accordingly teachers are required to provide all students in Years 10 – 12 with detailed timelines and deadlines for the submission of School-assessed Coursework and Tasks. At the Islamic College of Melbourne these are published per Semester in the form of Subject Weekly Outlines. At the beginning of each semester these booklets are emailed to students and uploaded to the Parent Portal (online parent access to College information)

It is the responsibility of all students to observe and meet the deadlines published. School-assessed Coursework and Tasks should be submitted to the relevant subject teacher before the expiry of the deadline (time & day). Subject teachers shall not accept any school-assessed work/ tasks submitted after the published deadline.

If a student fails to submit their school-assessed coursework/tasks to the relevant subject teacher or year level coordinator (where an extension has been granted) by the specified deadline, the work will not be accepted, and the following alternatives may apply:

- Student may be awarded an N (fail) in that Unit or piece of work
- Student may be awarded NA (not assessed)

Dates of SACs will be published in:

1. **A calendar for students**
2. **On google classrooms for each subject and**
3. **In the student Semester subject weekly outline booklet**

Publications are distributed at the beginning of Term 1 and 3.

The VCE requires students to undertake a number of tasks which vary in nature (tests, essays, short answers, etc.) during the course of the semester. These tasks test a student's ability to demonstrate the stated outcomes of the course. The tasks are undertaken throughout the semester and it is vital that students attend class on a regular basis in order to familiarise themselves with the work and undertake the set tasks at a given time.

The college recognises that there are times when a student will be unavoidably absent from class.

If students are absent on the day of a set SAC or SAT task, they will be required to:

i) **Provide a written explanation (usually in the form of an approved medical certificate) for the absence upon return to the College directly to the VCE Coordinator**
ii) **Apply for approval via the VCE Coordinator to re-schedule the assessment at an alternative date (determined by the VCE Coordinator and subject teacher)**
iii) **Upon approval, sit for an alternative task within one week, (provided the absence falls into the approved absence category).**
iv) **The student will complete the SAC/SAT or Redemption Task will on a specified date after school from 3:45pm**, at the College under supervision.

Approved absences include:

- An illness which required medical treatment and for which there is a valid medical certificate *(a valid medical certificate is one which is obtained from a qualified medical practitioner on the day/s of the absence)*
- An approved College excursion or sporting event
- A serious circumstance which can be shown to have resulted in the student suffering significant hardship, (may require a Statutory Declaration).

If a student cannot provide evidence for their absence or comply with the above, an NA (Not Assessed) will be awarded for the task, meaning a zero mark for that assessment which may also result in an N for the outcome

SPECIAL PROVISION POLICY

Arrangements are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.
Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected.

Students who are eligible for Special Provision are not exempted from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning, assessment programs and ability to demonstrate their capabilities are affected by illness, impairment or personal circumstances.

Students applying for special provision in units 1 & 2 are required to submit their request in writing and follow the Special Provisions Procedure. The college has the authority to either approve or deny these requests. This is not the same in units 3 & 4. See below.

Administration of Special Provision, Units 3 & 4:

Procedures must be established to identify students who may require Special Provision to ensure consistent and fair decisions are made about appropriate assistance for students. Application procedures for Special Provision must be given in writing to all students and the school must retain the necessary documentation used to support decisions.

Students should apply to the school for Special Provision for classroom learning and School-based Assessment. Schools are responsible for making an application to the VCAA, on behalf of a student, for Special Examination Arrangements for VCE external assessments. Students should submit a Derived Examination Score application form to their school for consideration.

The school will then forward the application to the VCAA. If a student's application for Special Provision for School-based Assessment is rejected, either in full or in part, the student should be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision.

NOTE: Special Provision will not be given to a student who has been absent from school or study for prolonged periods, outside of the above circumstances

A student who misreads an examination timetable will not be eligible to apply for Special Provision. Teacher absence and other teacher-related difficulties are not acceptable grounds for consideration.

For VCE external assessments, which include all VCE examinations, the Extended Investigation Critical Thinking Test and oral presentation and the General Achievement Test (GAT), the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

Eligibility for Special Provision:

Students may be eligible for Special Provision if, at any time, 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.

Students who have been absent for a prolonged period for a list of eligible reasons will be supported by the college. Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Special Provision Approval Procedure:

If a student experiences circumstances related to special provision requirements, they may apply in writing, through completing a college special provision form, and address their concerns to the VCE coordinator and/or Head of Secondary. Both VCE coordinator and Head of Secondary will meet with the VCE subject teacher and head of department in order to discuss and decide on the outcome of the request. It should be noted that for classroom learning and School-based Assessments, the school is primarily responsible for determining eligibility and the nature of the provisions granted. The college will consult the VCAA if they are unsure about appropriate arrangements, as each circumstance and case is different and therefore must be considered individually. Student will be notified of the college's decision within 3-5 school days. If student/s do not feel comfortable approaching Head of Secondary or the VCE coordinator, a parent may do so on their behalf.

Special Provision opportunities for Classroom learning and School-based Assessment:

Decisions on whether to approve special provisions for classroom learning or School-based Assessment is a school decision, must be based on evidence and made using a range of appropriate sources including professional testing and reports, educational assessments and teacher observations.

There are a number of ways in which the college can make alternative arrangements to assist students with their learning and to enable them to be assessed against the unit outcomes, including:

- Rescheduling classroom activities and/or an assessment task
- Allowing the student *extra time to complete work or an assessment task
- Setting a substitute task of the same type
- ** Replacing a task with a different type
- Using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- Using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks.

The decision made by the College will reflect the best interest of the student and will be based on the available medical or other professional advice. Students who are granted an extension of time are required to complete the work and undertake the task in the same way as all other students.

* Allowing the student extra time to complete work or an assessment task
The conditions for which an extension of time may be approved should be consistent for all VCE units within the school, and given in writing to students. An extension of time may extend from Semester 1 to Semester 2, but not into the next academic year.

** Replacing a task with a different type

Another task can be chosen from the assessment task types specified in a study design. If alternatives are available, the assessment tasks must be of comparable scope and demand. If options are not available the task is specified, schools may devise a task that is of comparable scope and demand, for example a 1000-word essay may not be replaced with five multiple-choice questions.

Special Examination Arrangements for VCAA unit 3 and 4:

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired due to a:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- specific learning disorder (previously referred to as learning disability)
- Severe language disorder.

It must be noted that applications for **special provision for examination arrangements** must be made through the VCE Coordinator, be endorsed by the principal and be supported by recent medical or other specialist reports. The VCAA will only accept an application from the school through the current Special Examination Arrangements form and applications are encouraged to occur at the earliest date possible, as applications to VCAA close at the start of March.

Derived Examination Scores (DES)

Students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. If their application is approved, a DES will be calculated by the VCAA.

The purpose of a DES is to ensure that a student's final result for an external assessment reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

Students who experience the onset of an illness or the occurrence of an injury or personal trauma around an assessment period should discuss, with the school's VCE coordinator, a school application for Emergency Special Examination Arrangements, which may help them sit their VCE external assessments.

Timeline for access to special examination arrangements and DES.

The VCAA must receive an application no later than seven days after the student's last external assessment in the relevant assessment period. There are specific closing dates for each VCE external assessment. Students
should refer to their individual Student Assessment Timetable, which provides their final dates for lodgement of applications for each VCE external assessment.

Only in the most exceptional circumstances will late applications be considered. No applications will be considered by the VCAA after final VCE results have been released.

Confidentiality of students eligible for special provisions:

There are two key processes employed by the college to ensure student confidentiality is respected:

1) If a student feels the issue in which qualifies them for special provision is too sensitive, they may wish to communicate with VCAA directly. If this is the approach employed by the student, appropriate paper work must be submitted to the school that proves the student has been approved.

2) Information regarding successful special provision will be communicated to the VCE coordinator and head of secondary and from there, communicated to appropriate and necessary staff members only.

VCE SUBJECT SELECTION INFORMATION

In mid Term 3, in **Year 9,** students are expected to have made a preliminary choice on which unit 1&2 VCE subject they wish to study in Year 10. The same subject sequence will then be carried through to Year 11 where the student will compete the subject as Unit 3&4 and sit for the final exam. This subject will contribute to the student's Year 12 studies and ATAR.

In mid Term 3, in **Year 10**, students are expected to have made a preliminary choice on the VCE subjects they wish to study in Year 11 and 12, this may include a combination of Unit 1&2 and 3&4 subjects. The final course and subject selection decision is made by the College depending on subject availability and ability of student in that subject

The final subject selection decision is made by the College depending on subject availability and ability of student in that subject. Students will not be permitted to change subject selections after:

- **The first three weeks of the commencement of a Unit 1subjects**
- **After the first week of the commencement of Unit 2 subjects**.

Even then, both subject teachers and the VCE Coordinator must approve changes. Change of subject after the specified date is not allowed.
Subject to approval by the VCE Coordinator and based on evidence on student subject performance in Unit 1, students may change subjects before entering into Unit 2.

Students should first find out the pre-requisite requirements of the University courses of study for which they intend to seek admission before making subject selections for year 11. After satisfying **prerequisite** requirements, students should base their subject selection on two factors – ability and interest.

VOCATIONAL EDUCATION & TRAINING (VET) SUBJECTS

In addition to normal VCE subjects the College will be offering a VCE VET programs. VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification usually a Certificate II or Certificate III qualification. All VCE VET programs offered by the College provide credit towards the VCE and contribute to the ATAR at units 3&4, as they are scored VCE VET subjects.
The Certificate II or III accreditation comes from an approved training organisation.

SCHOOL-ASSESSED COURSEWORK

School-assessed coursework (SACs) are appropriate learning activities, which enable students to develop the knowledge and skills described in the set of outcomes for each unit.
The activities are tasks that a student would be expected to be doing in relation to what they are studying. These activities may include: practical work, written reports, essays, oral presentations, poster and multimedia presentations, assignments, folio of exercises, modelling activities, use of computer software and/or applications, tests, etc.

At year 10 & 11 **all** students, carry out School Assessed Coursework. At ICOM all Unit 1&2 subjects also examinable in an end of semester examination. The examinations are also used to judge the ability of students to progress into Year 11 or 12 subjects.

All SACs are graded and a piece of work that fails to meet the minimum acceptable standard will be reported as **'N'** (Not satisfactory). If the work is not completed or submitted **'NA'** (Not Assessed) will appear on the report. Students will be provided with a list of all SACs for each study and the due dates at the start of each semester.

USEFUL WEBSITES FOR STUDENTS

VTAC	The Victorian Tertiary Admissions Centre provides information related to university entrance such as ATAR scores, subject scaling report, subject prerequisites for university courses, electronic version of VTAC guide, and VICTER for Year 10 students. https://www.vtac.edu.au/
VCAA	The Victorian Curriculum Assessment Authority provides information related to the Study Designs and Assessment, along with electronic version of past VCE examinations and answers (excellent for revision). https://www.vcaa.vic.edu.au/Pages/HomePage.aspx Students will find the 'Where to now?' booklet to download. *Where to Now?* Is a guide for students about the options available for the last two years of secondary school, with information about the VCE and VCE VET studies, the VCAL and school-based apprenticeships and traineeships. There is also a **VCE Course Planning document to plan VCE studies from year 10-12.** https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx
COURSE CAMEL	This website allows you to search and find information about TAFE and University courses and careers. The search gives you information on what courses need to be studied for a desired career and the ATAR and pre-requisite subjects that the Tertiary Institution requires you to study to be admitted into the course. Students should create a free login that allows them to save their search and access a wide range of information to suit their needs. http://www.coursecamel.com/
MY FUTURE	Through this website find out how interests can lead to a job, discover what you're really good at, get help finding work experience and search careers and information about TAFE, Apprenticeships and University courses. https://myfuture.edu.au/
ICOM	College specific information related to Senior School and a career Development area where students can access the latest VCAA and VTAC publications and career information. https://icom.vic.edu.au/

VCE & VET SUBJECTS 2022

*Please note final subject offerings and availability at ICOM may vary depending upon student selections and numbers.

YEAR 10 PROGRAM

VCE UNITS 1&2 STUDIES

- ➥ Foundation English
- ➥ Bridging English
- ➥ Foundation Mathematics
- ➥ Business Management
- ➥ Industry & Enterprise
- ➥ General Mathematics
- ➥ Health and Human Development
- ➥ Text & Traditions
- ➥ Visual Communication & Design
- ✓ **Unit 3&4 Extended Investigation**

- ➥ VCE/VET Certificate II Applied Language Arabic
- ➥ VCE/VET Certificate III in Business
- ➥ VCE/VET Certificate III in Sport & Recreation
- ➥ VCE/VET Certificate III in Information Communication Technology
- ➥ VCE/VET Certificate III in Laboratory Skills

OTHER SUBJECT STUDIES

- ➥ Advanced English
- ➥ 10 Mathematics
- ➥ Advanced Mathematics

Science

- ◊ Biology
- ◊ Chemistry
- ◊ Physics
- ◊ Psychology

Humanities

- ◊ History
- ◊ Global Politics
- ◊ Legal Studies
- ◊ Economics & Business

Physical Education

LCPC

Quran & Islamic Studies

Electives

- ◊
- ◊ Personal Development

YEAR 11 & 12 PROGRAM			
VCE STUDIES 2023		VCE/VET STUDIES 2023	
UNITS 1&2	UNITS 3&4	UNITS 1&2	UNITS 3&4
• Aust. & Global Politics • Biology • Business Management • Chemistry • Economics • English • Health & Human Development • Industry & Enterprise • LOTE – Arabic • Legal Studies • General Mathematics • Mathematical Methods • Physics • Psychology • Text & Traditions • Visual Communication Design	• Biology • Business Management • Chemistry • English • Extended Investigation • Further Maths • Global Politics • Health & Human Development • Legal Studies • LOTE – Arabic • Mathematical Methods • Physics • Psychology • Visual Communication Design	• VCE/VET Certificate III in Business • VCE/VET Certificate III in Allied Health • VCE/VET Certificate III in Information and Communication Technology • VCE/VET Certificate III in Sports & Recreation • VCE/VET Certificate III in Laboratory Skills • VCE/VET Certificate II in Applied Language Arabic	• VCE/VET Certificate III in Business • VCE/VET Certificate III in Allied Health • VCE/VET Certificate III in Information and Communications Technology • VCE/VET Certificate III in Sports & Recreation

***Final subjects offered are dependent upon student demand and approval by the College**

SELECTING A VCE PROGRAM

This section should be studied carefully so that students are fully aware of the studies, **pre requisites** and options provided in terms of career or future study. Students must be very careful when making choices to ensure they are appropriate. Students and their parents/guardians should discuss possible choices **together** before making a final selection. Teachers and careers staff should also be consulted, especially when doubt exists as to the student's abilities, relevance of a course to career goals, content, assessment or any other matters. Students should carefully consider their interests, abilities and prerequisites for various courses when making choices.

YEAR 10 STUDENTS

In 2023 all Year 10 students will begin their VCE in selected Unit 1&2 studies. The following rules will apply to Year 10 students:

a. All students will study an English & Maths (**selected** students are able to study Units 1&2 General Maths (refer to promotion policy)

b. All students will have an opportunity to choose **one** other VCE subject from:

   i. Units 1&2 Health & Human Development

   ii. Units 1&2 Business Management

   iii. Units 1&2 Industry & Enterprise

   iv. Units 1&2 Text & Traditions

   v. Units 1&2 Visual Communication & Design

   vi. Units 3&4 Extended Investigation

c. All students will have an opportunity to choose **one** VET subject from:

   i. VCE/VET Certificate II in Applied Language Arabic

   ii. VCE/VET Certificate III in Business

   iii. VCE/VET Certificate III in Sport & Recreation

   iv. VCE/VET Certificate III in ICT

   v. VCE/VET Certificate III in Laboratory Skills

YEAR 11 STUDENTS

Students are required to study **Units 1& 2 English** plus

- ◊ **Option 1:** choose 5 other subjects from Unit 1&2 studies.
- ◊ **Option 2:** choose 4 other subjects from Unit 1&2 studies and 1 subject from *Unit 3&4 studies
- ◊ **Option 3:** choose 3 other subjects from Unit 1&2 studies and 2 subjects from *Unit 3&4 studies.

Subject selection will be based on the tertiary course or career choice indicated by the student, the student's progress in Year 10 and advice of the careers coordinator.

Students need to research a particular course or career by checking pre requisite subjects in VICTER in The Age Tertiary Supplement and on the VTAC website and their Careers Morrisby Report.

*(*A student may only choose a Unit 3&4 study in Year 11, if the student has successfully completed the **same subject** as a Unit 1&2 as part of their Year 10 course)*

YEAR 12 STUDENTS

Students are required to continue the study of Units 3&4 English plus 4 of their other unit 3&4 subjects.

In special circumstances students may study a minimum of 16 units which must include units 3&4 English. Subject selection will be based on the course or career choice and progress of the student in their subjects in Year 10 and 11.

A Three-Year VCE:

While most students at The Islamic College of Melbourne take their unit 3&4 studies of VCE over two years, under exceptional circumstances, students may be offered the opportunity to complete their unit 3&4 VCE subjects over a three-year period. Exceptional circumstances are defined as:

- Serious medical or environmental factors supported by statements from relevant experts.
- A proven commitment to a representative sport which requires significant training time during normal school hours.
- A physical or learning disability/impairment which is ongoing and has, or is likely to have, a significant impact on a student's studies.
- An interrupted learning program due to overseas study or parents' work commitments, or a hardship because of lack of basic English language skills.

In all of the above, applications to undertake a three year VCE must be accompanied by expert opinion and documentation.

WHAT STUDIES CAN I CHOOSE?

You have a variety of study options in VCE through which you can pursue your interests and build your skills. In 2020 there are 15 VCE studies offered at the Islamic College of Melbourne and 4 VCE VET (Vocational Education and Training) programs for you to choose from across the humanities, sciences, mathematics, technology, arts and languages, as well as vocational studies.

Things to consider:

- whether you want to complete your VCE in two years or in three years
- that you must include an approved combination for the compulsory three units from the English group
- the wide range of VCE studies and VCE VET programs available
- Use the VCAA website: https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx for some student success stories.
- Use the VTAC website at: https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm to explore subject combinations and course options that you are eligible for.

Examples of VCE Student Programs

Year 10	Year 11	Year 12
Bridging English 1&2	English 1&2	**English 3&4**
Foundation Mathematics 1&2	General Maths 1&2	**General Maths 3&4**
Health and Human Development 1&2	**Health & Human Development 3&4**	**Biology 3&4**
	Biology 1&2	**Accounting 3&4**
	Accounting 1&2	**Legal 3&4**
	Legal 1&2	

Eligible Courses: (this is a guide only not a full list)
Accounting, Business, Law, Arts, Education, Applied Science, Architecture, Health etc..

Year 10	Year 11	Year 12
Bridging English 1&2	English 1&2	**English 3&4**
General Mathematics 1&2	**General Maths 3&4**	**Biology 3&4**
VET Allied Health 1&2	**VET Allied Health 3&4**	**Chemistry 3&4**
	Biology 1&2	**Math Methods 3&4**
	Chemistry 1&2	
	Math Methods 1&2	

Eligible Courses: (this is a guide only not a full list)
Nursing, Biomedicine, Science, Engineering, Design, Applied Science, Health Science, Education, Pharmacy, Allied Health etc…

Year 10	Year 11	Year 12
Bridging English 1&2	English 1&2	**English 3&4**
General Mathematics 1&2	**General Maths 3&4**	**Business Management 3&4**
VET Business 1&2	**VET Business 3&4**	**Chemistry 3&4**
	Business Management 1&2	**Math Methods 3&4**
	Chemistry 1&2	
	Math Methods 1&2	

Eligible Courses: (this is a guide only not a full list)
Science, Biomedicine, Business, Commerce, Arts, Finance, Engineering, Accounting etc..

YEAR 10 SUBJECT DETAILS & STUDIES OFFERED

BRIDGING ENGLISH AS AN ADDITIONAL LANGUAGE (YEAR 10 ONLY)

This study enables students to:

- develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
- develop their understanding of how language, structural features, and sentence structures are used to make meaning for a range of purposes, audiences and socio-cultural contexts
- develop competence across a range of increasingly challenging English language texts to construct a variety of responses, including creative, personal, factual, persuasive and critical
- strengthen and extend their understanding and use of metalanguage to explain the structural and language choices made by authors and themselves for different contexts and audiences
- edit and reflect on their own use of language to achieve accuracy and clarity of expression
- enhance their literacy skills across a range of curriculum areas in order to interpret and compose texts across different disciplines
- develop the capacity to identify improvement areas in their language skills.

(Please note this course is only available for selection by students in Year 10)

BRIDGING ENGLISH UNITS 1&2

Unit 1:

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Area of Study 1: English for everyday purposes
Area of Study 2: English for academic purposes

Outcomes:

1. To engage with and understand everyday and accessible academic texts and produce their own everyday and academic texts making appropriate decisions in response to purpose, audience and context.
2. To understand a variety of print, spoken and multimodal academic texts, identifying key information useful for their learning purposes, and to produce written or spoken texts for specific academic purposes.

School Based Assessment:

Assessment tasks for this unit may be selected from the following:

- role-plays
- oral presentations: TED talks, YouTube clips
- interviews: television, employment
- group work and discussion
- short-answer or multiple-choice questions
- online journal entries

- blogs/videologs
- podcasts
- emails
- advertisements/brochures – text or online
- scripts
- websites
- opinion pieces
- reviews
- essays
- reports
- scripts
- biographies and/or autobiographies
- comprehension and analysis activities.

Unit 2

Unit 2: English for life

- Area of Study 1: English for self-expression
- Area of Study 2: English in the media
- Area of Study 3: English for the workplace

Outcomes:

- **Area of Study 1**

  To understand and produce texts for self-expression, making appropriate decisions in response to purpose, audience and context.

- **Area of study 2**

  To explain how a variety of media texts position audiences, and produce texts which attempt to position audiences

School Based Assessment:

Assessment tasks for this unit may be selected from the following:

- role-plays
- presentations and speeches
- interviews
- debates
- group work and discussion
- short-answer or multiple-choice questions
- contracts
- personal or business letters
- résumés
- job applications
- blogs/videologs
- emails and letters
- letters to the editor
- editorials
- opinion pieces
- reviews
- essays
- reports
- scripts
- biographies and/or autobiographies
- factual articles
- comprehension and analysis activities
- advertisements
- reflective writing
- personal writing
- creative writing
- journal entries.

BUSINESS MANAGEMENT

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community,and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

BUSINESS MANAGEMENT UNITS 1&2

Course Outline:

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and 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 an operating factor within it may affect business planning.
3. Describe the internal business environments and analyse how factors from within it may affect business planning.

School Based Assessment:

Suitable tasks for assessment may be 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.

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 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.

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.

School Based Assessment:

Suitable tasks for assessment may be 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

FOUNDATION MATHEMATICS

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

In this area of study students cover time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

This area of study includes:

- standard metric units and measures, including common derived metric measures
- reading and interpretation of scales on digital and analogue instruments
- estimation and approximation strategies
- time and duration including time and date specifications, conventions, schedules and timetables.

FOUNDATION MATHEMATICS UNITS 1&2

Course Outline:

The areas of study for Units 1&2 of Foundation Mathematics are:

- Data analysis, probability and statistics
- Algebra, number and structure
- Discrete mathematics
    - Financial and consumer mathematics
- Space and measurement

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations

Students also complete a Maths Investigation

Mathematical investigation

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

Investigation is to be incorporated in the development of concepts, skills and processes for the unit, and can be used to assess the outcomes.

There are three components to mathematical investigation:

Formulation

Overview of the context or scenario, and related background, including historical or contemporary background as applicable, and the mathematisation of questions, conjectures, hypotheses, issues or problems of interest.

Exploration

Investigation and analysis of the context or scenario with respect to the questions of interest, conjectures or hypotheses, using mathematical concepts, skills and processes, including the use of technology and application of computational thinking.

Communication

Summary, presentation and interpretation of the findings from the mathematical investigation and related applications.

(note: this subject is only available to selection by Year 10 students)

Outcomes:
For each unit the student is required to demonstrate achievement of all three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

Outcome 1
On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

School Based Assessment:

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following.

Demonstration of achievement of Outcome 1 should be based on the student's performance on a selection of the following assessment tasks:

- portfolio
- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Demonstration of achievement of Outcome 2 should be based on the student's performance on a selection of the following assessment tasks:

- portfolio
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

GENERAL MATHEMATICS UNITS 1&2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Outcomes:

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

School Based Assessment:

Demonstration of achievement of Outcome 1 should be based on the student's performance on a selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Demonstration of achievement of Outcome 2 should be based on the student's performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

HEALTH AND HUMAN DEVELOPMENT

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

HEALTH AND HUMAN DEVELOPMENT UNITS 1&2

Course Outline:

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiryinto one youth health focus area.

Outcomes:

1. On completion of this unit the student should be able to 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.
2. On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
3. On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

Unit 2: Managing health and development:

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long- term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care

Outcomes:

1. On completion of this unit the student should be able to 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
2. On completion of this unit the student should be able to 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.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis

EXTENDED INVESTIGATION UNITS 3&4

The VCE Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer the research question. In this study, students consider how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature, develop research project management knowledge and skills, and develop ways of effectively presenting and communicating research findings. Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Aims

This study enables students to:

- develop and construct a rigorous research question
- understand and apply research methods
- explore a chosen area of investigation in depth
- develop as independent, critical and reflective learners
- develop research project management knowledge and skills
- analyse and evaluate findings and results
- develop skills in written and oral presentation of research findings.

Course Outline

Unit 3: Designing an extended investigation

In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question. The research question is formally lodged with the VCAA during Term 1 on a date published annually. Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills. While the critical thinking component of this study is located in Area of Study 3, it is assumed and expected that students will develop and utilise these skills throughout Unit 3 in the context of developing their individual investigation and continue to exercise them in Unit 4.

Unit 4: Presenting an extended investigation

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience. While undertaking Unit 4, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3. The Extended Investigation Journal is used to record the progress of their investigation and the assistance they receive from supervising teachers, mentors and others.

Unit 3 Outcomes:

1. On completion of this unit the student should be able to design and justify a research question. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1
2. On completion of this unit the student should be able to write a research plan, begin research and present an oral report to an educated non-specialist audience that explains the investigation and justifies the selected research method/s.
3. On completion of this unit the student should be able to develop and apply the skills of critical thinking.

Unit 3 Contribution to final assessment

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Design and justify a research question.	20	Written rationale (800 words).
Outcome 2 Write a research plan, begin research and present an oral report to an educated non-specialist audience that explains the investigation and justifies the selected research method/s.	30 30	Written research plan (1000 words) and Oral report (12–16 minutes, 6–8 minutes for presentation, 6–8 minutes for question and answer segment).
Total marks	80	

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score

External assessment

The level of achievement for Unit 3 is also assessed by a Critical Thinking Test, which will contribute 10 per cent to the study score. The Critical Thinking Test will be an online test consisting of short-answer and extended response items.

Unit 4 Outcomes

1. On completion of this unit the student should be able to complete a written report for an educated non-specialist audience that presents and evaluates the results of the extended investigation.
2. On completion of this unit the student should be able to explain the investigation, critically evaluate their research process, and defend research findings in a presentation to an educated non-specialist audience

Unit 4 Contribution to final assessment

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Complete a written report for an educated non-specialist audience that presents and evaluates the results of the extended investigation.	60	Written report including evaluation (4000 words).
Outcome 2 Explain the investigation, critically evaluate their research process, and defend research findings in a presentation to an educated non-specialist audience.	40	Oral presentation including response to panel questions (15–20 minutes).
Total marks	100	

The Externally-assessed Task in Unit 4 will contribute 60 per cent to the study score.

External assessment

The student's level of achievement in Unit 4 will be determined by an Externally-assessed Task that consists of two parts – a final written report and an oral presentation incorporating a defence before an external panel. Assessment of levels of achievement The Externally-assessed Task in Unit 4 will contribute 60 per cent to the study score.

INDUSTRY AND ENTERPRISE

VCE Industry and Enterprise provides students the opportunity to develop both personal and work-related skills through structured workplace learning. It encourages students to develop appropriate attitudes and behaviour allowing them to recognise opportunity, manage risks and mobilise resources in relation to community and work settings. Twenty-first century career pathways are complex and ever changing. Traditional concepts of work are no longer applicable to many careers. VCE Industry and Enterprise enables students to develop personal career goals and plan career pathways. It encourages the development of enterprising behaviour through interactions in personal, work, social and community settings.

Aims
This study enables students to:

- understand, develop and demonstrate work-related skills in order to participate effectively within local and global settings
- develop personal career goals and pathways
- use experience from appropriate community and/or work settings to develop personal values in relation to work
- develop individual enterprising behaviour in personal, work, social and community settings
- consider the extent and importance of recent innovation in Australian industry
- consider the development of enterprise culture in community and/or work settings and its potential impact on Australian industry
- develop an informed view about changes occurring in Australian industry with reference to emerging issues, new perspectives and future challenges which have a direct impact on work.

INDUSTRY AND ENTERPRISE UNITS 1&2

Course Outline

Unit 1: Workplace participation

This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace. Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries. Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue. After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

Unit 1 Outcomes

1. On completion of this unit the student should be able to explain the importance to Australia of having a skilled workforce, investigate career pathways and analyse current and future work options.
2. On completion of this unit the student should be able to explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self assessment to gauge personal work performance.
3. On completion of this unit the student should be able to explain the OH&S requirements and one other workrelated issue for a selected occupation in a specific workplace, and discuss ways in which work-related skills may be used to deal with that issue.

Unit 2: Being enterprising

In this unit students explore the development of enterprising behaviour, leadership and innovation in different workplace settings and in the context of significant issues faced by industry. Students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. All work settings exist within a wider industry context and ongoing workplace enterprise and innovation are pivotal to industry success. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills. As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviour is applied in selected work settings within this industry. They also explore the role of work-related skills in supporting innovation in this industry. Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider how the industry has responded in an enterprising way. After completing the relevant OH&S induction program, students demonstrate practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning. In Unit 2 students are strongly encouraged to undertake one or more enterprise projects or activities as part of their 35 hours of structured workplace learning.

Unit 2 Outcomes

1. On completion of this unit the student should be able to identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership.
2. On completion of this unit the student should be able to explain what innovation is, describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviour is applied in selected work settings within the selected industry, and explain the role of work-related skills in supporting innovation in the selected industry.
3. On completion of this unit the student should be able to analyse the impact of two significant issues on an Australian industry within the last four years and discuss how the industry has responded to the issues in an enterprising way.

School Based Assessment

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. It is recommended that students complete a workplace journal or enterprise project and activity evaluation to demonstrate the development of work-related skills in the structured work placement. Suitable tasks for assessment in this unit may be selected from the following:

- a workplace journal or report based on participation in structured workplace learning
- an enterprise project and activity evaluation
- a career investigation and profile
- a curriculum vitae presented in a digital format
- a work-related skills portfolio including a critically reflective self-assessment
- a short written report (media analysis, research inquiry, case study analysis)
- a video or podcast
- a written blog
- an ICT-based presentation
- an essay
- structured questions.

INDUSTRY AND ENTERPRISE UNITS 3&4

Unit 3: Enterprise culture

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry depends on ongoing development of a successful enterprise culture. Ongoing industry issues act as forces for change and affect work settings within Australian industries. To succeed and remain viable, Australian industry must respond in enterprising ways. Integral to developing an understanding of enterprise culture is exploration of the importance of work-related skills in a community and/or work setting and their application through structured workplace learning. Students examine enterprise culture by undertaking an investigation of the behaviour of enterprising stakeholders, enterprising approaches to safety and the role of leadership and teamwork in relation to community and/or work settings. Students explore the role and impact of four significant issues that act as forces for change in developing an enterprise culture within an industry operating in Australia: the management of quality, workplace flexibility, technology, and training and workplace learning. After completing the relevant OH&S induction program, students demonstrate the practical application of work related skills by completing at least 35 hours of structured workplace learning.

Unit 3 Outcomes

1. On completion of this unit the student should be able to describe and discuss enterprise culture in a community and/or work setting, and explain and evaluate how the development of work-related skills by individuals contributes to an enterprise culture.
2. On completion of this unit the student should be able to discuss and evaluate the role and importance of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries.

Unit 3 Contribution to Final Assessment

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Describe and discuss enterprise culture in a community and/or work setting, and explain and evaluate how the development of work-related skills by individuals contributes to an enterprise culture.	20 40	**Task 1** • a workplace journal or report based on participation in structured workplace learning. AND **Task 2** Student performance is assessed using one or more of the following: • a case study • a report • a video or podcast • a written blog or web discussion forums • an ICT-based presentation • an essay • structured questions.
Outcome 2 Discuss and evaluate the role and importance of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries.	40	Student performance is assessed using one or more of the following: • a case study • a report • a video or podcast • a written blog or web discussion forums • an ICT-based presentation • an essay • structured questions.
Total marks	100	

Unit 4: Industry change and innovation

Industries operating in Australia are faced with an ongoing need to change as a result of pressures and opportunities from a variety of sources such as government, international competitiveness, changing societal values and attitudes, and environmental sustainability. In this unit students investigate enterprising responses by industry from the last four years to the need for change and how these are transforming the Australian workplace. Innovation is a key agent of change for Australian industries. Students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry and examine the relationships between technology, training and innovation in developing an enterprise culture.

Unit 4 Outcomes

1. On completion of this unit the student should be able to describe and analyse pressures and opportunities creating a need for change in Australian industry, evaluate recent responses to change in an Australian industry from the last four years, and discuss how development of work-related skills assists the industry in responding to change.
2. On completion of this unit the student should be able to discuss the extent to which innovation is occurring in a selected Australian industry, evaluate the extent to which innovation is occurring in one or more workplaces within that industry and discuss the relationship between innovation and an enterprise culture.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Describe and analyse pressures and opportunities creating a need for change in Australian industry, evaluate recent responses to change in an Australian industry from the last four years, and discuss how development of work-related skills assists the industry in responding to change.	50	Student performance is assessed using one or more of the following: • a case study • a report • a video or podcast • a written blog or web discussion forums • an ICT-based presentation • an essay • structured questions.
Outcome 2 Discuss the extent to which innovation is occurring in a selected Australian industry, evaluate the extent to which innovation is occurring in one or more workplaces within that industry and discuss the relationship between innovation and an enterprise culture.	50	
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment
The examination will contribute 50 per cent to the study score.

TEXT & TRADITIONS

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions. These sacred texts become a touchstone of the tradition as it develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as sacred scriptures. Through this study, students are taught to understand that these written texts have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, values and beliefs, and for the behaviours of the tradition's followers, both historically and in the world today.

Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. They develop the skills to be able to analyse these texts in the form of an exegesis.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study, and in fields that require critical thinking about, and research, analysis and interpretation of, written texts.

TEXT & TRADITIONS UNITS 1 & 2

Course Outline:

Unit 1: Texts in traditions

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. The skills of exegetical method are introduced to the students.

This unit also explores how sacred texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of sacred texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Outcomes:

1. Understand the history of the formation of the sacred text, and be able to recognise and explain the development and acceptance of the text into the religious tradition.
2. To apply basic exegetical methods to explore the texts within their sociocultural and historical contexts.
3. To analyse a range of understandings and interpretations of sacred texts as understood or expressed by the later religious tradition.

Unit 2: Texts in society

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Therefore, the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students compare how sacred texts from different religious traditions address these social issues.

Outcomes 1 and 2 should be based on a range of sacred texts from one or more religious traditions.

Outcome 3 should be based on a range of sacred texts from at least two religious traditions.

Outcomes:

1. To understand the origin and development of selected texts that express a religious tradition's relationship to its society.
2. To understand the type of authority that a religious tradition currently attributes to its sacred texts, how these texts affect the current religious tradition's understanding of its relationship to society, and the effects of the sacred text upon society today.
3. To compare the similarities and differences between the ways sacred texts of two or more religious traditions present a particular social issue.

Assessment

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- comparative tables
- essays
- multimedia presentations
- short-answer questions
- short reports, including reports based on interviews
- summaries
- textual commentaries.

VISUAL COMMUNICATION DESIGN (VCD)

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media

VISUAL COMMUNICATION DESIGN UNITS 1&2

Course Outline:

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and explorationof the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Outcomes:

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

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and 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
- a presentation using digital technologies.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Outcomes:

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

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and 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
- A presentation using digital technologies.

VET SUBJECTS

VCE VET programs are vocational training programs approved by VCAA. VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the Victorian Certificate of Education (VCE) and a nationally recognised Vocational Education and Training (VET) certificate.

VCE VET programs:

- are fully recognised within the Units 1 to 4 structure of the VCE and contribute towards satisfactory completion of the VCE. VCE VET units have the same status as other VCE units
- contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL).
- function within the National Skills Framework.

VET delivered to secondary students:

VET enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. A VET qualification is issued by an RTO. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the workplace. VET delivered to secondary students is the same as all other VET.

The Islamic College of Melbourne will be offering the following VCE/VET subjects:

- ✓ Certificate II in Applied Language (Arabic)
- ✓ Certificate III in Allied Health *(only available to Year 11 students)*
- ✓ Certificate III in Business
- ✓ Certificate III in Information & Communications Technology
- ✓ Certificate III in Laboratory Skills
- ✓ Certificate III in Sports and Recreation

STUDY SCORE AND ATAR CONTRIBUTION IN YEAR 12

All VCE VET programs (except for VET Applied Language Arabic) are offered as a Unit 3&4 subject in Year 12 at ICOM will contribute towards astudy score and ATAR if the following requirements are met by the student:

To be eligible for a study score students must:

Satisfactorily complete all the units of competency required in Units 3 and 4 sequence
be assessed in accordance with the tools and procedures specified in the VCE VET Assessment Guide and program specific assessment plan templates published annually on the VCAA website
undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the Units 3 and 4 sequence, and in accordance with the current examination specifications.

The study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

***In Year 10 all students are required to study one VCE VET Subject**

VET BUSINESS

The VCE VET Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the business industry. The Certificate II and III in Business provide a pathway for students who wish to continuewith their business studies into higher education. The Certificate III in Business qualificationis accredited through IVET.
This program is a scored assessment and can contribute the primary four subjects towards the calculation of an ATAR

Qualifications

The following qualifications are available in the VCE VET Business program:

BSB30120 CERTIFICATE III IN BUSINESS

This is a qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate providesan understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

ATAR Contribution

Students wishing to receive an ATAR contribution for the VCE VET Business program Units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment. Where a student elects not to receive a study score no contribution to the ATAR will be available. Where an additional Non-Scored VCE VET Units 3 and 4 sequence is undertaken students may be eligible for a fifth or sixth study increment.

Course Outline:

Students must achieve twelve units of competency to gain BSB30120 CERTIFICATE III IN BUSINESS, including:

- ✓ Five core unit of competency
- ✓ Three elective units of competency.

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Code	Units (YEAR 1)	TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWHS311	Assist with maintaining workplace safety	Core	40	**5**
BSBTWK301	Use inclusive work practices	Core	30	**4**
BSBTEC302	Design and produce spreadsheets	Elective A	35	**5**
BSBTEC303	Create electronic presentations	Elective A	20	**3**
BSBTEC202	Use digital technologies to communicate in a work environment	Elective A	20	**3**
BSBPEF201	Support personal wellbeing in the workplace	Core	50	**7**
BSBCRT311	Apply critical thinking skills in a team environment	Core	40	**5**
BSBSUS211	Participate in sustainable work practices	Core	20	**3**
		YEAR I TOTAL	**255**	**35**
UNITS (YEAR 2)				
BSBPEF301	Organise personal work priorities*	Elective B	30	**5**
BSBINS302	Organise workplace information*	Elective G	30	**5**
BSBTEC301	Design and produce business documents*	Elective A	80	**12**
BSBXCM301	Engage in workplace communication*	Core	40	**7**
BSBOPS304	Deliver and monitor a service to customers*	Elective D	35	**6**
		YEAR 2 TOTAL	**215**	**35**

VET Information & Communications Technology

The VCE VET Information and Communications Technology programs aim to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the information and communications technology or related industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path. The certificate will be credited through the IVET.

Qualifications

ICT30120 Certificate III in Information and Communications

Course Outline:

For the award of ICT30120 Certificate III in Information and Communications Technology, studentsmust achieve fourteen units of competency:

- up to six prescribed elective units
- up to six units from elsewhere in the ICT Information and Communications Technology Training Package or any other Training Package or accredited course at Certificate III level.

CODE	UNITS (YEAR 1)	TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBXTW301	Work in a team	Core	40	**5**
ICTICT213	Use computer operating systems and hardware	Elective	60	**7**
ICTICT214	Operate application software packages	Elective	60	**7**
ICTSAS308	Run standard diagnostic tests	Elective	20	**2**
BSBXCS303	Securely manage personally identifiable information and workplace information	Core	40	**5**
BSBCRT301	Develop and extend critical and creative thinking skills	Core	40	**5**
ICTPRG302	Apply introductory programming techniques	Core	40	**5**
		TOTAL	**300**	**35**
UNITS (YEAR 2)				
ICTSAS310	Install, configure and secure a small office or home office network*	Elective	50	**10**
ICTSAS305	Provide ICT advice to clients*	Core	40	**8**
ICTSAS309	Maintain and repair equipment and software*	Elective	20	**4**
ICTSAS312	Provide basic system administration*	Elective	20	**4**
ICTICT313	Identify IP, ethics and privacy policies in ICT environments*	Core	50	**10**
		TOTAL	**180**	**70**

VET SPORTS & RECREATION

SIS30115 Certificate III in Sport and Recreation: provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices. The certificate will be credited through the IVET.

Qualifications

SIS30115 Certificate III in Sport and Recreation

This program option comprises a minimum of 15 units of competency:

- nine compulsory units
- a minimum of two elective units at VCE Units 1 and 2 level
- six compulsory units at VCE Units 3 and 4 level.

CODE	UNITS 1 & 2 (YEAR 1)	PE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR301	Organise personal work priorities and development	Core	30	**4**
HLTWHS001	Participate in workplace health and safety	Core	20	**3**
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions	Core	20	**3**
HLTAID011	Provide first aid	Core	18	**3**
SISXEMR001	Respond to emergency situations	Core	18	**3**
ICTWEB201	Use social media tools for collaboration and engagement	Core	20	**3**
SISSPAR009	Participate in conditioning for sport	Import	30	**4**
SISXCCS001	Provide quality service	Core	25	**3**
SISXCAI001	Provide equipment for activities	Import	10	1
SISXIND006	Conduct sport, fitness or recreation events	Elective	55	**8**
		YEAR 1 TOTAL	**246**	**35**
	UNITS 3 & 4 (YEAR 2)			
BSBWHS303	Participate in WHS hazard identification, risk assessment & risk control*	Core	50	**9**
SISXRES002	Educate user groups*	Elective	25	**5**
SISSSCO001	Conduct sport coaching sessions with foundation level participants*	Import	50	**9**
SISXCAI004	Plan and conduct programs*	Core	35	**7**
SISXCAI006	Facilitate groups*	Elective	25	**5**
		YEAR 2 TOTAL	**185**	**35**

A study score is available for the VCE VET Sport and Recreation program. To be eligible for astudy score students must:

- satisfactorily complete all the units of competency required in Units 3 and 4 sequence
- be assessed in accordance with the tools and procedures specified in the VCE VET Assessment Guide and program specific assessment plan templates published annually on the VCAA website
- undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the Units 3 and 4 sequence, and in accordance with the current examination specifications.

Units 3 and 4 of the Certificate III in Sport and Recreation qualification must be delivered and assessed in a single enrolment year.

The study score for the VCE VET Sport and Recreation program is based on evidence from two sources: coursework tasks and an examination. The assessment of three VCE VET coursework tasks does not replace the qualification assessments, but both tend to be complementary and may be integrated. Tasks may be designed with both assessment purposes in mind.

This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

VET LABORATORY SKILLS

MSL30118 Certificate III in Laboratory Skills: Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

Qualification

MSL30118 Certificate III in Laboratory Skills

This program provides:

- ✓ three VCE units at 1 and 2 level
- ✓ a Units 3 and 4 sequence and a study score
- ✓ completion over two years of MSL30118 Certificate III in Laboratory Skills.

Scored assessment is available for MSL30118 Certificate III in Laboratory Skills.

Students wishing to receive an ATAR contribution for VCE VET Laboratory Skills must undertake scored assessment. This consists of three coursework tasks, worth 66 per cent of the overall study score, and an end-of-year examination which is worth 34 per cent of the overall study score.

VCE VET LABORATORY SKILLS PROGRAM STRUCTURE

MSL30118 Certificate III in Laboratory Skills

Unit code	Title	Release	Nominal hours
	Units 1 and 2		
Compulsory:			
MSMENV272	Participate in environmentally sustainable work practices		30
MSL913003	Communicate with other people		40
MSL913004	Plan and conduct laboratory/field work		40
MSL922001	Record and present data		40
MSL943004	Participate in laboratory or field workplace safety		40
Electives: select thee electives			
MSL953003	Receive and prepare samples for testing		30
MSL954004	Obtain representative samples in accordance with sampling plan		40
MSL973013	Perform basic tests		60
MSL973017	Assist with fieldwork		40
MSL933005	Maintain the laboratory/field workplace fit for purpose		30
MSL974020	Perform food tests		100
MSL904002	Perform standard calibrations		50
MSL952001	Collect routine site samples		30
		Total for Units 1 and 2:	**280–400**

VCE VET LABORATORY SKILLS PROGRAM STRUCTURE

MSL30118 Certificate III in Laboratory Skills

Units 3 and 4

Compulsory:

MSL933006	Contribute to the achievement of quality objectives	1	30
MSL973014	Prepare working solutions	1	50
MSL973016	Perform aseptic techniques	1	40
MSL973019	Perform microscopic examination	1	40

Electives: select one elective

MSL914002	Prepare practical science classes and demonstrations	60
MSL973015	Prepare culture media	30
MSL974023	Capture and manage scientific images	40
MSL973018	Prepare trial batches for evaluation	40
MSL974019	Perform chemical tests and procedures	100

Total for Units 3 and 4:	**190–260**
Total for VCE VET program:	**470–660**

VET APPLIED LANGUAGE ARABIC

10297NAT Certificate II in Applied Language: a nationally accredited curriculum that offers students the opportunity to develop basic oral and written communication in the language in a range of standard social and workplace situations.

Qualification

10297NAT Certificate II in Applied Language

The VCE VET Applied Language in Arabic program aims to:

- ✓provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English (LOTE)
- ✓enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

VCE VET Applied Language program structure

10297NAT Certificate II in Applied Language

Code	Unit Title	Nominal Hours
Units 1 and 2		
Compulsory units:		
VCE VET Language	The language being studied must be selected on VASS (e.g. LO15 - Japanese First Language)	0
CALOCS201	Conduct basic oral communication for social purposes in a language other than English	70
CALOCW202	Conduct basic workplace oral communication in a language other than English	70
CALRWS203	Read and write basic documents for social purposes in a language other than English	70
CALRWW204	Read and write basic workplace documents in a language other than English	70
	Subtotal:	**280**
	Minimum for three VCE VET Units at Units 1 and 2 level	**270**

OTHER YEAR 10 CURRICULUM SUBJECTS

SCIENCE

The Year 10 Science course is designed to give students an insight into the VCE Science courses. Each course prepares students for the VCE sciences: Biology, Chemistry, Physics and Psychology. The sciences are introduced with introductory topics from Unit 1 or Unit 2. The emphasis is the development of the skills and background knowledge needed for successful entry into the VCE studies.

HUMANITIES

The Year 10 Humanities course is designed to give students an insight into the VCE Humanities courses. Each course prepares students for the VCE: History, Global Politics, Legal Studies, Business and Economics. The topics are introduced from Unit 1 or Unit 2. The emphasis is the development of the skills and background knowledge needed for successful entry into the VCE studies.

PERSONAL DEVELOPMENT

Students may submit an expression of interest to do this subject however, entrance into the personal development subject requires approval by the Head of Senior Secondary. This subject will be offered to students who have chosen to take on a vocational or TAFE pathway after Year 10 and would like to work towards improving their personal skills.This subject will focus on the development of appropriate knowledge, skills and attributes in relation 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.

YEAR 11&12 STUDIES OFFERED & SUBJECT DETAILS

ACCOUNTING

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

ACCOUNTING UNITS 1&2

Course Outline:

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning

Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Outcomes:

1. On completion of this unit the student should be able to describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business.
2. On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises (manual methods and ICT)
- structured questions (manual methods and ICT)
- an assignment including use of ICT
- a case study including use of ICT
- a classroom presentation including use of ICT
- a feasibility investigation of a business venture including use of ICT.

Unit 2: Accounting and decision-making for a trading business.

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Outcomes:

1. The student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
2. The student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
3. The student should be able to record and report for non-current assets and depreciation.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises utilising manual methods and ICT
- structured questions utilising manual methods and ICT
- an assignment including use of ICT
- a case study including use of ICT
- a classroom presentation, role-play or debate
- a report utilising ICT.

ACCOUNTING UNITS 3&4

Course Outline

Unit 3: Financial accounting for a trading business.

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Outcomes:

1. to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
2. to record transactions and prepare, interpret and analyse accounting reports for a trading business.

School Based Assessment:

The student's performance in each outcome will be assessed using one or more of the following:

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- a report (written, oral or ICT-based)

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: Recording, reporting, budgeting and decision-making.

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and
alternative depreciation methods. They investigate both the role and importance of budgeting in decision- making for a business. They analyse and interpret accounting reports and graphical

representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Outcomes:

1. To record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
2. To prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

School Based Assessment:

The student's performance in each outcome will be assessed using one or more of the following:

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- a report (written, oral or ICT-based).

Contribution to final assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

BIOLOGY

Course Outline:

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

BIOLOGY UNITS 1&2

Course Outline:

Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Outcomes:

1. Students should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
2. Students should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
3. Students should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

For each outcome, at least one task selected from:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to a bioethical issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster.

For Outcome 3

- a report of a student-adapted or student-designed scientific investigation using a selected format such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation.

Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Outcomes:

1. Students should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
2. Students should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Students should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

For each outcome, at least one task selected from:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to an issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster

For Outcome 3

- a response to an investigation into a bioethical issue relating to genetics or reproductive science or adaptations beneficial to survival.

BIOLOGY UNITS 3&4

Course Outline:

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Outcomes:
What is the role of nucleic acids and proteins in maintaining life?

1. Students should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

How are biochemical pathways regulated?

2. Student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

School Based Assessment

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.**	40	*For Outcomes 1 and 2* For each outcome, one task selected from: • analysis and evaluation of a selected biological case study • analysis and evaluation of generated primary and/or collated secondary data • comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities • analysis and evaluation of a contemporary bioethical issue. Each task type can only be selected once across Units 3 and 4. For each task the time allocated should be approximately 50–70 minutes for a written response and 10 minutes for a multimodal or oral presentation.
Outcome 2 **Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.**	40	
Total marks	**80**	

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Outcomes:

How do organisms respond to pathogens?

1. Students should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

How are species related over time?

2. Student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

How is scientific inquiry used to investigate cellular processes and/or biological change?

3. Students should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

School Based Assessment

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.**	40	*For Outcomes 1 and 2* For each outcome, one task selected from: • analysis and evaluation of a selected biological case study • analysis and evaluation of generated primary and/or collated secondary data • comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities • analysis and evaluation of a contemporary bioethical issue. Each task type can only be selected once across Units 3 and 4. For each task the time allocated should be approximately 50–70 minutes for a written response and 10 minutes for a multimodal or oral presentation.
Outcome 2 **Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.**	40	
Outcome 3 **Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.**	40	*For Outcome 3* Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words.
Total marks	**120**	

Contribution to final assessment:

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score

BUSINESS MANAGEMENT

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

BUSINESS MANAGEMENT UNITS 3&4

Course Outline:

Unit 3: Managing a Business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Outcomes:

1. To analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related 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.

School Based Assessment:

The student's performance on each outcome is assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.**	**20**	The student's performance will be assessed using two or more of the following: • a case study • structured questions • an essay • a report • a media analysis.
Outcome 2 **Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.**	**40**	
Outcome 3 **Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.**	**40**	
Total marks	**100**	

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

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.

School Based Assessment:

The student's performance on each outcome is assessed using one or more of the following:

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

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.**	**50**	The student's performance will be assessed using two or more of the following: • a case study • structured questions • an essay • a report • a media analysis.
Outcome 2 **Discuss the importance of effective management strategies and leadership in relation to change, 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.**	**50**	
Total marks	**100**	

CHEMISTRY

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

CHEMISTRY UNITS 1&2

Course Outline:

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

Focuses on the development and use of materials for specific purposes is an important human endeavour. Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

Outcomes:

1. Able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
2. To calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
3. To investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem-solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3

- a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

Outcomes:

1. To explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.
2. Able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
3. To draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcomes 3

- a report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.

CHEMISTRY UNITS 3&4

Course Outline:

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Outcomes:

1. To compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.
2. To experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.**	**40**	*For Outcomes 1 and 2* For each outcome, one task selected from: comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication. Each task type can be selected only once across Units 3 and 4. At least one of the four tasks should include reference to sustainability. For each task the time allocated should be approximately 50–70 minutes for a written response and 10 minutes for a multimodal or oral presentation.
Outcome 2 **Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.**	**40**	
Total marks	**80**	

Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Outcomes:

1. To analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.
2. To apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.
3. To design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.**	**40**	*For Outcomes 1 and 2* For each outcome, one task selected from: comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication. Each task type can be selected only once across Units 3 and 4. At least one of the four tasks should include reference to sustainability. For each task the time allocated should be approximately 50–70 minutes for a written response and 10 minutes for a multimodal or oral presentation.
Outcome 2 **Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.**	**40**	
Outcome 3 **Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.**	**40**	*For Outcome 3* Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words.
Total marks	**120**	

ECONOMICS

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Through studying economics, students develop a range of skills, including an ability to gather, organise, analyse and synthesise a wide selection of economics information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They consider the way in which economic agents respond to incentives, disincentives, make trade-offs, weigh up costs and benefits and make judgments about what is efficient and what is fair. They utilise economic models and the tools of economists effectively to analyse and evaluate the decisions made by key economic agents. In the process students appreciate the different viewpoints about issues that may affect the modern economy and broader society.

ECONOMICS UNITS 1&2

Unit 1: Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Outcomes:

1. To describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making.

2. to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.

3. to explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

Assessment:

It is recommended that a range of task types (two or more) are used to assess this unit. Suitable tasks for assessment in this unit may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay
- a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a webpage
- a media analysis
- a case study
- fieldwork
- investigate and/or conduct and report on a behavioural economics experiment
- economics simulation activities.

Unit 2: Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Outcomes:

1. to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.
2. to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

Assessment:

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

It is recommended that a range of task types (two or more) are used to assess this unit. Suitable tasks for assessment in this unit may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay
- a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a web page
- a media analysis
- a case study
- economics simulation activities.

ECONOMICS UNITS 3&4

Unit 3: Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

Outcomes:

1. to analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.
2. to analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.
3. to analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

Assessment:

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

It is required that a minimum of two different assessment task types will be used to assess School-assessed Coursework in Unit 3

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.**	**35**	The student's performance will be assessed using two or more of the following: a folio of applied economics exercises an extended response an essay a report a data analysis a media analysis a case study structured questions.
Outcome 2 **Analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.**	**40**	
Outcome 3 **Analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.**	**25**	
Total marks	**100**	

Unit 4: Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

Outcomes:

1. to discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.
2. to discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

Assessment:

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

It is required that a minimum of two different assessment task types will be used to assess School-assessed Coursework in Unit 4.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.**	**60**	The student's performance will be assessed using two or more of the following: a folio of applied economics exercises an extended response an essay a report a data analysis a media analysis a case study structured questions.
Outcome 2 **Discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.**	**40**	
Total marks	**100**	

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ENGLISH

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

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

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

ENGLISH UNITS 1&2

Course Outline:

Area of Study 1

Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience, and draw parallels with their own observations of the world.

Through participation in discussions about their own experiences and the ways they make connections with a text, students develop their own thinking and engage with the ideas of others to extend their understanding of a text. They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

For this outcome, students will read and explore one set text, or extracts from the set text (EAL). This text must be of a different text type from that selected for study in Unit 2. The text selected should reflect the interests of the students and be worthy of close study.

Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

Area of Study 2

Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Both individual and shared reading of mentor texts provides students with opportunities for rich discussion about what constitutes effective writing. Students collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

The mentor texts can include short stories, speeches or monologues (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog or social media postings) and memoirs and biography and can be entire texts or extracts. Students explore and revisit the mentor texts as inspiration for developing their own writing processes, for generation of ideas, and as models for effective writing. They demonstrate their understanding of ideas and application of effective writing strategies in their crafted texts, and can articulate their writing processes in their commentaries.

Outcomes:

1. On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.
2. On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

Suitable tasks for assessment in this unit may be selected from the following:

- a personal response to a set text
- two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- a description of writing processes.

Unit 2

Area of Study 1

Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.

Students read and explore one set text, or extracts from a set text (EAL). The set text for this area of study must be of a different text type from that studied in Unit 1. Students' understandings and experiences of the world, as well as supplementary texts, can enrich discussions about key ideas presented in the text. For this reason, the text selected should reflect the interest of the students and be worthy of close study.

Outcomes

1. On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.
2. On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

- an analytical response to a set text
- a set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text.

Course outline:

Unit 3

Area of Study 1

Reading and responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Sustained analytical writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points, and to improve their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

All students are provided with opportunities to practise and extend their writing about texts, and EAL students are provided with a contextual framing of the text through a listening task that explores historical, cultural and/or social values relevant to the text (such as an interview, episode of a podcast, lecture or presentation). Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Area of Study 2

Creating texts

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

Students participate in collaborative class work and discuss the ways that vocabulary, text structures and language features can enliven ideas. They read, explore and revisit examples of text, including extracts, to stimulate structural innovation and to inspire ideas when developing individual writing. They also make connections with experiences and events in their own lives, observing and recording to enrich their writing, and to extend their ideas.

Students use and experiment with vocabulary, text structures, language features, and standard and non-standard conventions of language, including the use of colloquial and idiomatic language such as slang or dialect where appropriate. Through this engagement they deepen their understanding of how writing can move, provoke and/or inspire when constructed in consideration of a specific and situated

audience, purpose and context (including mode). They play with language as they explore ideas and aim for aesthetic appeal, to expand their writing into the possibilities of emotion, imagination, explanation and perspective.

Outcomes:

1. On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
2. On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.**	**30** **20**	An analytical response to text in written form. Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text, through: short-answer responses note form summaries.
Outcome 2 • **Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and** • **Comment on the decisions made through writing processes.**	**20** **20** **10**	A written text constructed in consideration of audience, purpose and context. A written text constructed in consideration of audience, purpose and context A set of annotations reflecting on writing processes.
Total marks	**100**	

Unit 4

Area of Study 1

Reading and responding to texts

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can effect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, to confidently apply appropriate metalanguage, to deftly integrate evidence from a text to support key points, and to enhance their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that are clearly developed in their writing.

Students are provided with opportunities to practise and extend their writing about texts. Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Area of Study 2
Analysing argument

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience. Consideration and time should be given to explicit teaching of the contextual and cultural background of the selected issue and the texts explored.

Students must explore and analyse the structures and features of argument presented in audio and/or audio visual texts, and consider the unique structures and features that enhance argument in these contexts. They plan and develop written analyses in response to their explorations. Students practise the skills of revision and editing for clarity and coherence.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.

Outcomes:

1. On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
2. On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.**	**40**	An analytical response to text in written form.
Outcome 2 **Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and** **Develop and present a point of view text.** ***Students must analyse one written text (print or digital) and one other form of text (audio or audio visual) that have appeared in the media since 1 September of the previous year.**	**40** **20**	An analytical response to argument in written form. A point of view oral presentation.
Total marks	**100**	

HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

HEALTH & HUMAN DEVELOPMENT UNITS 1&2

Course Outline:

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Outcomes:

1. On completion of this unit the student should be able to 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.
2. On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
3. On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- a short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

Unit 2: Managing health and development:

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long- term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care

Outcomes:

3. On completion of this unit the student should be able to 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
4. On completion of this unit the student should be able to 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.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- a short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis

HEALTH & HUMAN DEVELOPMENT UNITS 3&4

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Outcomes:

1. To 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. To explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

School Based Assessment:

The student's performance on each outcome is assessed using one or more of the following:

- a short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO). Students

also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Outcomes:

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

School Based Assessment:

The student's performance on each outcome is assessed using one or more of the following:

- a short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- an oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

Contribution to final assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

HISTORY

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

HISTORY TWENTIETH CENTURY UNITS 1&2

Course Outline:

Unit 1: Ancient Mesopotamia

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

Area of Study 1: Discovering civilisation

Area of Study 2: Ancient empires

Outcomes:

1. explain the features of civilisations and the development of civilisation in Mesopotamia.
2. explain continuity and change in Ancient Mesopotamia.

Unit 2: Ancient Egypt

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

Area of Study 1: Egypt: The double crown

Area of Study 2: Middle Kingdom Egypt: Power and propaganda

Outcomes:

1. Explain the features of the Old Kingdom Egypt and the First Intermediate Period and analyse the distribution and expression of power.
2. Explain the changes in Ancient Egypt and analyse the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

HISTORY REVOLUTIONS UNITS 3&4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political orderresulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units' students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Course Outline:

Unit 3 – French Revolution

Students will explore the events and other conditions that contributed to the outbreak of revolution, including involvement in the American War of Independence, friction between monarchy and Parliaments, noble privileges, peasant grievances, economic change, the calling of the Estates-General and their regulation, the 'Cahiers de Doléances', decisions made by Louis XVI, political pamphlets, the harvest crisis and food shortage and the dismissal of Necker. Students will also explore the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the use of capital punishment and the policy of 'terror until peace' in 1793–94. Unit 3 is based on analysis of the causes of the Revolution and the consequences of the Revolution.

Unit 4 – Russian Revolution

Students will explore the events and other conditions that contributed to the outbreak of revolution, including tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Government, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair and the events of October 1917. Students will also explore the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including creation of the Sovnarkom, creation of the CHEKA, issuing of new decrees, State Capitalism, War Communism, the Treaty of Riga, the Tenth Party Congress (introduction of the NEP and Lenin's 'On Party Unity') and the effects of the NEP. Unit 4 is based on analysis of the causes of the Revolution and the consequences of the Revolution.

Outcomes Unit 3&4:

1. On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

School Based Assessment:

Each of the following four assessment tasks must be completed over Units 3 and 4:

- a historical inquiry
- an analysis of primary sources
- an evaluation of historical interpretations
- an essay.

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score

LOTE - ARABIC

VCE Arabic focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Arabic on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Arabic in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

ARABIC UNITS 1&2

In unit 1 students develop an understanding of the language and culture/s of Arabic-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Arabic and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Arabic culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

In unit 2 students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Arabic and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect onthe interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 1 Outcomes:

1. To exchange meaning in a spoken interaction in Arabic.
2. To interpret information from two texts on the same subtopic presented in Arabic and respond in writing in Arabic and in English.
3. To present information, concepts and ideas in writing in Arabic on the selected subtopic and for a specific audience and purpose.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

- Participate in a conversation, interview or role-play

- Give a talk to the class about the selected subtopic, asking and answering questions.

Outcome 2

- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.

Outcome 3

- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children's story.

Unit 2 Outcomes:

1. To respond in writing in Arabic to spoken, written or visual texts presented in Arabic. Listen to, read and extract and use information and ideas from spoken and written texts.
2. To analyse and use information from written, spoken or visual texts to produce an extended written response in Arabic.
3. To explain information, ideas and concepts orally in Arabic to a specific audience about an aspect of culture within communities where Arabic is spoken.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.

Outcome 2

- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Arabic-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

Outcome 3

- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

ARABIC UNITS 3&4

In unit 3 students investigate the way Arabic speakers interpret and express ideas and negotiate and persuade in Arabic through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Arabic and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Arabic-speaking communities. They reflect on how knowledge of Arabic and Arabic-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

In unit 4 students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Arabic-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Arabic. Students identify and reflect on cultural products or practices that provide insights into Arabic-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Unit 3 Outcomes:

1. to participate in a spoken exchange in Arabic to resolve a personal issue.
2. to interpret information from texts and write responses in Arabic.
3. to express ideas in a personal, informative or imaginative piece of writing in Arabic.

School Based Assessment:

Outcome 1

- A three-to four-minute role-play, focusing on negotiating a solution to a personal issue.

Outcome 2

- Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.

Outcome 3

- An approximately 250-word personal, informative or imaginative piece of writing

Unit 4 Outcomes:

1. To share information, ideas and opinions in a spoken exchange in Arabic.
2. to analyse information from written, spoken and viewed texts for use in a written response in Arabic
3. to present information, concepts and ideas in evaluative or persuasive writing on an issue in Arabic.

School Based Assessment:

Outcome 1

- A three-to four-minute interview providing information and responding to questions about a cultural product or practice.

Outcome 2

- An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.

Outcome 3

- An approximately 300-word evaluative or persuasive piece of writing.

Contribution to final assessment

School-assessed Coursework for Unit 3& 4 will contribute 50 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, which together will contribute 50 per cent to the study score.

LEGAL STUDIES

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers. The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

LEGAL STUDIES UNITS 1&2

Course Outline:

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Outcomes:

1. To describe the main sources and types of law and assess the effectiveness of laws.
2. To 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. To 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.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

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

Tasks can be presented orally, in writing or using presentation technology.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Outcomes:

1. To explain 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. To 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. To 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.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following:

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

Tasks can be presented orally, in writing or using presentation technology

LEGAL STUDIES UNITS 3&4

Course Outline:

Unit 3: Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information 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 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.

School Based Assessment:

The student's performance on each outcome will be assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises.

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the

significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

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

School Based Assessment:

The student's performance on each outcome will be assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

MATHEMATICS

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts

MATHEMATICS: GENERAL MATHEMATICS UNITS 1&2

Course Outline:

Unit 1 and Unit 2:

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Outcomes:

1. Define and explain key concepts as specified in the selected 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.

School Based Assessment:

Demonstration of achievement of **Outcome 1** should be based on the student's performance on a selection of the following assessment tasks:

- assignments
- tests
- summary or review notes.

Demonstration of achievement of **Outcome 2** should be based on the student's performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of **Outcome 3** should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology

MATHEMATICS: FURTHER MATHEMATICS UNITS 3&4

Course Outline:

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'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by- hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable

Unit 3 Outcomes:

1. Students should be able to define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1 in routine contexts.
2. Students should be able to select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity.
3. Students should be able to 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.

School Based Assessment:

The Application task is a guided investigation of a given data set with several variables. The task has three components of increasing complexity:

- the construction, description and interpretation of data plots, including smoothed plots where time series data is used
- the calculation and interpretation of summary statistics, including seasonal indices and their application where time series data is used

- the modelling of linear associations, or trends where time series data is used, including the use of data transformation as appropriate.

The application task is to be of 4–6 hours duration over a period of 1–2 weeks. Modelling or problem-solving task 1 is to relate to Recursion and financial modelling. This task is to be of 2-3 hours duration over a period of 1 week.

Unit 4:

Students must complete two modules selected from the following four modules

- ◊ **Matrices**
- ◊ **Networks and decision mathematics**
- ◊ **Geometry and measurement**
- ◊ **Graphs and relations**

Outcomes:

1. Student should be able to define and explain key concepts as specified in the content from the two selected modules and apply related mathematical techniques and models in routine contexts.
2. Students should be able to select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.
3. Students should be able to 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.

School Based Assessment:

- Modelling or problem-solving task 2 is related to the first selected module;
- Modelling or problem-solving task 3 is related to the second selected module.

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

Contribution to final assessment:

School-assessed Coursework for Unit 3 and Unit 4 will contribute 20 and 14 per cent respectively to the study score.

MATHEMATICS: MATHEMATICAL METHODS

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

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

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MATHEMATICS: MATHEMATICAL METHODS UNITS 1&2

Course Outline:

Unit 1 & 2:

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable

Areas of Study:

- ✓ Functions, relations and graphs
- ✓ Algebra, number and structure
- ✓ Calculus
- ✓ Data analysis, probability and statistics
- ✓ **Mathematical investigation**

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.
Investigation is to be incorporated in the development of concepts, skills and processes for the unit, and can be used to assess the outcomes.

Outcomes:

1. To 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. To apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. To apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

School Based Assessment:

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following.

Demonstration of achievement of Outcome 1 should be based on the student's performance on a selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Demonstration of achievement of Outcome 2 should be based on the student's performance on mathematical investigations and a selection of modelling or problem-solving tasks. Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

MATHEMATICS: MATHEMATICAL METHODS UNITS 3&4

Mathematical Methods Units 3 and 4 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. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

Course Outline:

Unit 3 & 4:

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study:

- ✓ Functions, relations and graphs
- ✓ Algebra, number and structure
- ✓ Calculus
- ✓ Data analysis, probability and statistics

Outcomes:

1. To 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. To apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. To apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques
or approaches.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

Unit 3

Outcomes	Marks allocated	Assessment task
Outcome 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.**	**15**	**Application task** A function and calculus-based mathematical investigation of a practical or theoretical context involving content from two or more areas of study, with the following three components of increasing complexity: introduction of the context through specific cases or examples consideration of general features of the context variation or further specification of assumption or conditions involved in the context to focus on a particular feature or aspect related to the context.
Outcome 2 **Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.**	**20**	
Outcome 3 **Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.**	**15**	
Total marks	**50**	The application task is to be of 4–6 hours' duration over a period of 1–2 weeks.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

Unit 4

Outcomes	Marks allocated	Assessment tasks
Outcome 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.**	**15**	8 Modelling or problem-solving task 1 7 Modelling or problem-solving task 2
Outcome 2 **Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.**	**20**	10 Modelling or problem-solving task 1 10 Modelling or problem-solving task 2
Outcome 3 **Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.**	**15**	7 Modelling or problem-solving task 1 8 Modelling or problem-solving task 2
Total marks	**50**	One of the modelling or problem-solving tasks is to address the **Data analysis, probability and statistics** area of study. Each modelling or problem-solving task is to be of 2–3 hours' duration over a period of 1 week.

MATHEMATICS: SPECIALIST MATHS UNITS 1&2

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

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

Course Outline:

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study:

- ✓ Algebra, number and structure
- ✓ Proof and number
- ✓ Graph theory
- ✓ Logic and algorithms
- ✓ Discrete mathematics
- ✓ Sequences and series
- ✓ Combinatorics
- ✓ Matrices

Mathematical investigation

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

Investigation is to be incorporated in the development of concepts, skills and processes for the unit, and can be used to assess the outcomes.

Outcomes

1. To 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. To apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. To apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques
or approaches.

School Based Assessment:

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following.

Demonstration of achievement of Outcome 1 should be based on the student's performance on a selection of the following assessment tasks:

- ✓ assignments
- ✓ tests
- ✓ solutions to sets of worked questions
- ✓ summary notes or review notes.

Demonstration of achievement of Outcome 2 should be based on the student's performance on mathematical investigations and a selection of modelling or problem-solving tasks.

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

MATHEMATICS: SPECIALIST MATHS UNITS 3&4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Course Outline:

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

- ✓ Discrete mathematics
  - Logic and proof
- ✓ Functions, relations and graphs
- ✓ Algebra, number and structure
- ✓ Complex numbers
- ✓ Calculus
- ✓ Space and measurement
- ✓ Data analysis, probability and statistics

Outcomes:

1. to 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. to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

Unit 3

Outcomes	Marks allocated	Assessment task
Outcome 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.**	**15**	**Application task** A mathematical investigation of a practical or theoretical context involving content from two or more areas of study, with the following three components of increasing complexity: introduction of the context through specific cases or examples consideration of general features of the context variation or further specification of assumption or conditions involved in the context to focus on a particular feature or aspect related to the context.
Outcome 2 **Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.**	**20**	
Outcome 3 **Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.**	**15**	
Total marks	**50**	The application task is to be of 4–6 hours' duration over a period of 1–2 weeks.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

Unit 4

Outcomes	Marks allocated	Assessment tasks
Outcome 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.**	**15**	8 Modelling or problem-solving task 1 7 Modelling or problem-solving task 2
Outcome 2 **Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.**	**20**	10 Modelling or problem-solving task 1 10 Modelling or problem-solving task 2
Outcome 3 **Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.**	**15**	7 Modelling or problem-solving task 1 8 Modelling or problem-solving task 2
Total marks	**50**	One of the modelling or problem-solving tasks is to address the **Data analysis, probability and statistics** area of study. Each modelling or problem-solving task is to be of 2–3 hours' duration over a period of 1 week.

TEXT & TRADITIONS UNITS 3 & 4

Course Outline:

Unit 3: Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

Sociocultural and literary criticisms are two exegetical methods introduced in Unit 3 and developed further in Unit 4. Sociocultural criticism is based on an understanding of the original social, cultural, religious, political and historical experience or situation at the time of the formation of the text. Literary criticism is an exegetical method used to analyse texts according to their structure, literary forms and techniques, and the development of themes. These methods rely on an understanding of the specific formation of the text and its intended audience. This can lead to a more accurate and detailed understanding of the original intention of the sacred text.

Outcomes:

1. to identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.
2. to discuss the major purposes of the set text, and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the original audience.
3. to understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study.

Unit 4: Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the religious tradition. In this unit students study a significant theme contained in the set text and consider the interpretation of the text in light of the theme.

Outcomes:

1. to apply exegetical methods to develop an interpretation of all the passages for special study.
2. to discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.
3. to analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and understand how the text is used to justify the interpretation.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.**	**30**	The student's performance will be assessed using one of the following: extended responses a report short-answer questions.
Outcome 2 **Discuss the major purposes of the set text and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the original audience.**	**30**	The student's performance will be assessed using one of the following: an essay extended responses a report short-answer questions a textual commentary.
Outcome 3 **Understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study.**	**40**	The student's performance will be assessed using one or more of the following: textual notes annotated passages an exegetical framework report.
Total marks	**100**	

PHYSICS

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

PHYSICS UNITS 1&2

Course Outline:

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs

Outcomes:

1. To model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
2. To explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
3. able to 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

School Based Assessment:

Suitable tasks for assessment of Outcomes 1, 2 and 3 may be selected from the following:

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity

- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster

Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Outcomes:

1. To investigate, analyse, mathematically model and apply force, energy and motion.
2. To investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
3. to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

School Based Assessment:
Suitable tasks for assessment may be selected from the following:
For *Outcomes 1 and 2*

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster..

For Outcome 3

- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Course Outline:

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Outcomes:

1. To investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
2. To analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
3. To analyse and evaluate an electricity generation and distribution system.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.**	**40**	**For Outcomes 1, 2 and 3** For each outcome, one task selected from: application of physics concepts to explain a model, theory, device, design or innovation analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions problem-solving, applying physics concepts and skills to real-world contexts comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities. Each task can only be selected once across Units 3 and 4. For each task the time allocated should be approximately 50 minutes for a written response and 5 minutes for a multimodal or oral presentation.
Outcome 2 **Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.**	**40**	
Outcome 3 **Analyse and evaluate an electricity generation and distribution system.**	**40**	
Total marks	**120**	

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference.

Outcomes:

1. To analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
2. Able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.**	**40**	**For Outcome 1** One task selected from: application of physics concepts to explain a model, theory, device, design or innovation analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions problem-solving, applying physics concepts and skills to real-world contexts comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities. Each task can only be selected once across Units 3 and 4. For each task the time allocated should be approximately 50 minutes for a written response and 5 minutes for a multimodal or oral presentation.
Outcome 2 **Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.**	**40**	**For Outcome 2** Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words.
Total marks	**80**	

PSYCHOLOGY

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

PSYCHOLOGY UNITS 1&2

Course Outline:

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Outcomes:

1. to discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
2. to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
3. to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the list below.

Outcome 1 and Outcome 2

For each outcome, at least one task selected from:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues

Outcome 3

- a response to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Outcomes

1. To analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
2. To explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
3. To adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the list below.

Outcome 1 and Outcome 2

For each outcome, at least one task selected from:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues

For Outcome 3

- a report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation.

PSYCHOLOGY

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

PSYCHOLOGY UNITS 1&2

Course Outline:

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Outcomes:

1. to discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
2. to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
3. to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Assessment:

Suitable tasks for assessment in this unit may be selected from the list below.

Outcome 1 and Outcome 2

For each outcome, at least one task selected from:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity

- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Outcomes:

1. To analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
2. To explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
3. to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Assessments:

Suitable tasks for assessment in this unit may be selected from the list below.

Outcome 1 and Outcome 2

For each outcome, at least one task selected from:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues

Outcome 3

- a report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

Course Outline:

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Outcomes

1. To analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.
2. to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

School Based Assessment:
Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.**	**40**	*For Outcomes 1 and 2* For each outcome, one task selected from: • analysis and evaluation of at least one psychological case study, experiment, model or simulation • analysis and evaluation of generated primary and/or collated secondary data • comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities • analysis and comparison of two or more contemporary media texts. Each task type can be selected only once across Units 3 and 4. For each task the time allocated should be approximately 50–70 minutes for a written response and 10 minutes for a multimodal or oral presentation.
Outcome 2 **Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.**	**40**	
Total marks	**80**	

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Outcomes

1. To analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
2. To discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
3. To design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

School Based Assessment:

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.**	**40**	*For Outcomes 1 and 2* For each outcome, one task selected from: • analysis and evaluation of at least one psychological case study, experiment, model or simulation • analysis and evaluation of generated primary and/or collated secondary data • comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities • analysis and comparison of two or more contemporary media texts. Each task type can be selected only once across Units 3 and 4. For each task the time allocated should be approximately 50–70 minutes for a written response and 10 minutes for a multimodal or oral presentation.
Outcome 2 **Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.**	**40**	
Outcome 3 **Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.**	**40**	*For Outcome 3* Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words.
Total marks	**120**	

School Based Assessment:

Outcome 1:

Analysis and evaluation of stimulus material using at least one task selected from:

- annotations of at least two practical activities from a practical work folio
- comparison of different states of consciousness
- a report of a student investigation
- analysis of data including generalisations and conclusions
- media analysis/response
- a response to a set of structured questions
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test (approximately 50 minutes or not exceeding 1000 words for each task)

Outcome 2

Application of a biopsychosocial approach using at least one task (which is different from the type of task/s for Outcome 1) selected from:

- annotations of at least two practical activities from a practical work folio
- analysis of the development of specific phobia or the maintenance of mental health
- a report of a student investigation
- analysis of data including generalisations and conclusions
- media analysis/response
- a response to a set of structured questions
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test (approximately 50 minutes or not exceeding 1000 words for each task)

Outcome 3

Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

- A structured scientific poster according to the VCAA template (not exceeding 1000 words)

Contribution to final assessment:

School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.

VISUAL COMMUNICATION DESIGN (VCD)

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

VISUAL COMMUNICATION DESIGN UNITS 3&4

Course Outline:

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply designthinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Outcomes:

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
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 in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief. (School Assessed Task)

School Based Assessment:

Outcome 1:

In response to given stimulus material, create three visual communications designs for different contexts, purposes and audiences. These visual communications will include evidence of:

- two-or three-dimensional presentation drawing
- use of manual and digital methods. AND

An analysis of the connections between the three visual communications and the stimulus materialusing one of the following forms:

- annotated visual communications
- written or oral report supported by visual evidence.

Outcome 2:

Any one or a combination of the following tasks:

- a written report
- short and extended responses
- structured questions
- an annotated visual report.

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: Visual communication design development, evaluation and presentation.

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Outcomes:

1. To 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. To produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

School Assessed Tasks:

School-assessed Task Assessment for Visual Communication Design includes a School-assessed Task. For this assessment teachers will provide to the VCAA a score representing an assessment of the student's level of performance in achieving Outcome 3 in Unit 3, and Outcomes 1 and 2 in Unit 4, according to criteria published annually online by the VCAA.

Unit 3 School Assessed Task Outcome 3:

Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

- A brief that identifies the contexts, constraints, client's needs and target audience, and a folio generating ideas relevant to the brief.

The development folio for each need will include evidence of:

◊ use of design process and design thinking strategies
◊ annotated research for information and inspiration
◊ observational and visualisation drawings
◊ generation of a wide range of design ideas.

Unit 4 Outcome 1

A folio of conceptual developments for each need. The conceptual development folio for each need will include evidence of:

- use of design process and design thinking strategies
- application of manual and digital methods, media, materials, design elements, design principles, presentation formats
- development and refinement of concepts
- construction and presentation of a pitch to an audience
- reasons for selection of preferred concepts for each need.

Unit 4 Outcome 2

Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3. Evaluate how each presentation satisfies the requirements of the brief and evaluate the design process used to produce final visual communications.

Contribution to final assessment:

The School-assessed Task for Units 3 and 4 will contribute 40 per cent to the study score.

VCE VET SUBJECTS

VCE VET programs are vocational training programs approved by VCAA. VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the Victorian Certificate of Education (VCE) and a nationally recognised Vocational Education and Training (VET) certificate.

VCE VET programs:

- ◊ are fully recognised within the Units 1 to 4 structure of the VCE and contribute towards satisfactory completion of the VCE. VCE VET units have the same status as other VCE units
- ◊ contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL).
- ◊ function within the National Skills Framework.

VET delivered to secondary students:

VET enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. A VET qualification is issued by an RTO. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the workplace. VET delivered to secondary students is the same as all other VET.

The Islamic College of Melbourne will be offering the following VCE/VET subjects:

- ◊ Certificate II in Applied Language Arabic
- ◊ Certificate II and III in Business
- ◊ Certificate III in Allied Health
- ◊ Certificate III in Sports and Recreation
- ◊ Certificate III in Laboratory Skills

STUDY SCORE AND ATAR CONTRIBUTION IN YEAR 12

All VCE VET programs offered as a Unit 3&4 subject in Year 12 at ICOM will contribute towards a study score and ATAR if the following requirements are met by the student:

To be eligible for a study score students must:

- ✓ **satisfactorily complete all the units of competency required in Units 3 and 4 sequence**
- ✓ **be assessed in accordance with the tools and procedures specified in the VCE VET Assessment Guide and program specific assessment plan templates published annually on the VCAA website**
- ✓ **undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the Units 3 and 4 sequence, and in accordance with the current examination specifications.**
- ✓ **The study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.**

VCE VET ALLIED HEALTH ASSISTANCE YEAR 1

The Certificate III in Allied Health Assistance (**incorporating HLT33115 Certificate III in Health Services Assistance)** provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients. The VET Allied Health Certificate III qualification is granted through the Australian Catholic University's program.

Qualifications

HLT33015 Certificate III in Allied Health Assistance

VCE VET HEALTH PROGRAM STRUCTURE *HLT33015 Certificate III in Allied Health Assistance* *(incorporating the HLT33115 Certificate III in Health Services Assistance)*			
Code	**Unit of Competency**	**Release**	**Nominal Hours**
	Compulsory Units		
Year 1, Unit 1			
CHCCOM005	Communicate and work in health or community services		30
HLTINF001#	Comply with infection prevention and control policies and procedures		25
HLTWHS001	Participate in workplace health and safety		20
Year 1, Unit 3			
BSBWOR301	Organise personal work priorities and development		30
CHCCCS002	Assist with movement		25
CHCCCS010	Maintain high standard of service		30

VCE VET HEALTH PROGRAM STRUCTURE

HLT33015 Certificate III in Allied Health Assistance

(incorporating the HLT33115 Certificate III in Health Services Assistance)

Code	Unit of Competency	Release	Nominal Hours
CHCCCS020	Respond effectively to behaviours of concern		20
		Subtotal	**180**
	Additional electives may be selected from the Elective Bank A and B, where required for specific outcomes.		
	Minimum nominal hours for Year 1 (Unit 1&3)		**180**
Electives Bank A: electives from this group are suitable for the first or second year of the program. Placements are not required for competency.			
BSBFLM312	Contribute to team effectiveness		40
BSBINN301	Promote innovation in a team environment		40
BSBMED302	Prepare and process medical accounts		30
BSBMED303	Maintain patient records		20
BSBWOR204	Use business technology		20
CHCCCS006	Facilitate individual service planning and delivery		120
CHCDIV001	Work with diverse people		40
CHCDIV002†	Promote Aboriginal and/or Torres Strait Islander cultural safety		25
CHCMHS001	Work with people with mental health issues		80

VCE VET HEALTH PROGRAM STRUCTURE

HLT33015 Certificate III in Allied Health Assistance

(incorporating the HLT33115 Certificate III in Health Services Assistance)

Code	Unit of Competency	Release	Nominal Hours
HLTAID003	Provide first aid		18
HLTAIN002	Provide non-client contact support in an acute care environment		40
HLTFSE005	Apply and monitor food safety requirements		60
HLTFSE006	Prepare foods suitable for a range of client groups		40
HLTFSE007	Oversee the day-to-day implementation of food safety in the workplace		45
HLTFSE008	Conduct internal food safety audits		60
HLTHSS003	Perform general cleaning tasks in a clinical setting		20
HLTINF002	Process reusable medical devices and equipment		30
HLTOHC005	Use basic oral health screening tools		30
HLTSTE001	Clean and disinfect reusable medical devices		35
HLTTHE001	Handle and care for operating theatre equipment		120
HLTTHE002	Assist with preparation of clients for operative procedures		150
HLTTHE003	Provide intra-operative equipment and technical support		120

VCE VET HEALTH PROGRAM STRUCTURE

HLT33015 Certificate III in Allied Health Assistance

(incorporating the HLT33115 Certificate III in Health Services Assistance)

Code	Unit of Competency	Release	Nominal Hours
SITXFSA401	Develop and implement a food safety program		50
Elective Bank B: placements requirements are mandated for competency of these units. While they can be selected for the first or second year of the program, care must be taken to ensure placement can be guaranteed for assessment purposes.			
CHCAGE001	Facilitate the empowerment of older people		50
CHCAGE005	Provide support to people living with dementia		65
CHCDIS007	Facilitate the empowerment of people with disability		100
HLTAHA001	Assist with an allied health program		65
HLTAHA025	Contribute to client flow and client information management in medical imaging		35
HLTAHA026	Support the medical imaging professional		30
HLTAIN001§	Assist with nursing care in an acute care environment		120
HLTOHC004	Provide or assist with oral hygiene		40
Year 2, Units 3&4			
	Compulsory Units		
BSBMED301	Interpret and apply medical terminology appropriately	1	60
HLTAAP001	Recognise healthy body systems	1	70
		Subtotal	**130**

VCE VET HEALTH PROGRAM STRUCTURE

HLT33015 Certificate III in Allied Health Assistance

(incorporating the HLT33115 Certificate III in Health Services Assistance)

Code	Unit of Competency	Release	Nominal Hours
Electives: select a **minimum** of one elective with a **minimum** of 50 nominal hours from Elective Bank A or B.			
	Minimal nominal hours for Year 2 (Units 3&4		**180**
	Minimal nominal hours for Program 2		**360**
Electives Bank:			
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment		20
CHCCCS009	Facilitate responsible behaviour		40
CHCCCS015	Provide individualised support		30
CHCCCS026	Transport individuals		20
CHCPRP005	Engage with health professionals and the health system		40
HLTHPS001	Take clinical measurements		50

This program is a scored assessment and can contribute the primary four subjects towards the calculation of an ATAR.

VCE VET ALLIED HEALTH ASSISTANCE YEAR 2

The Certificate III in Allied Health Assistance **(incorporating HLT33115 Certificate III in Health Services Assistance)** provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients. The VET Allied Health Certificate III qualification is granted through the Australian Catholic University's program.

Qualifications

HLT33015 Certificate III in Allied Health Assistance

VCE VET HEALTH PROGRAM STRUCTURE

HLT33015 Certificate III in Allied Health Assistance

(incorporating the HLT33115 Certificate III in Health Services Assistance)

Code	Unit of Competency	Release	Nominal Hours
	Compulsory Units		
Year 2, Units 3&4			
BSBMED301	Interpret and apply medical terminology appropriately	1	60
HLTAAP001	Recognise healthy body systems	1	70
		Subtotal	**130**
Electives: select a **minimum** of one elective with a **minimum** of 50 nominal hours from Elective Bank A or B.			
	Minimum nominal hourds for Year 2 (Units 3&4)		**180**
	Minimal nominal hours for Program 2		**360**
Electives Bank:			
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment		20
CHCCCS009	Facilitate responsible behaviour		40

VCE VET HEALTH PROGRAM STRUCTURE

HLT33015 Certificate III in Allied Health Assistance

(incorporating the HLT33115 Certificate III in Health Services Assistance)

Code	Unit of Competency	Release	Nominal Hours
CHCCCS015	Provide individualised support		30
CHCCCS026	Transport individuals		20
CHCPRP005	Engage with health professionals and the health system		40
HLTHPS001	Take clinical measurements		50

This program is a scored assessment and can contribute the primary four subjects towards the calculation of an ATAR.

ADDITIONAL TERTIARY INFORMATION

Post-Secondary Options:

The following section provides students with options available once they have completed the VCE.

1. Universities:

Most universities select candidates through the Victorian Tertiary Admissions Centre (VTAC). The major points are:

- applicants must successfully complete their VCE
- some courses stipulate prerequisite VCE studies that must be satisfactorily completed to qualify for entry
- since the number of applicants usually exceeds available places, other criteria are often used to decide placements. Criteria vary from course to course. The standard practice for most university courses is to use the ATAR as the sole method of selection. Universities may also use interviews, tests, folios, auditions and acceleration study results. The selection requirements for all university courses are published in the relevant Victorian Tertiary Entrance Requirements book. Copies for overnight loan are available from the VCE Office and the Resource Centre.

2. College of Technical and Further Education (TAFE)

TAFE colleges offer the following types of courses:

- short courses
- bridging courses
- certificate courses
- advanced certificate courses
- associate diplomas
- diplomas
- degree courses

Year 12 students may wish to consider the option of TAFE courses as an alternative to tertiary study at university. Pathways from TAFE to university are well-established.

TAFE Entry:

Students may consider VTAC and non-VTAC TAFE courses. VTAC courses are for VCE graduates, whilst anyone can apply for non-VTAC courses.

Entry to TAFE courses is through VTAC or direct entry.

Briefly:

1. Applicants must successfully complete their VCE
2. Some courses also stipulate prerequisite VCE studies that must be satisfactorily completed

3. If the number of applicants exceeds available places, other criteria will be used to decide upon successful applicants. Criteria vary. Some TAFE courses use the ATAR, others select students by interviews, tests, folios, auditions or assessing talent or performance.

TAFE Credits:

VCE students may gain credit/RPLs towards some TAFE courses. Students apply for these credits/RPLs once they have been accepted into a TAFE course. Details are available from the Careers Coordinator

Planning my VCE

Use this chart to plan your VCE program

Things to consider:

- If you want to complete your VCE in two or three years
- You must include an approved combination for the compulsory units from the English group
- The wide range of available VCE studies and VCE VET programs
- The student profiles in this booklet, and advice from your parents, teachers and careers counsellors that may help you identify the program that is best for you

	Year 10	Year 11	Year 12
Unit 1			
Unit 2			
Unit 3			
Unit 4			

Supersedes:	Previous Version (31 August 2019)	
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