ISLAMIC COLLEGE OF MELBOURNE

26.1. VCE HANDBOOK & SUBJECT SELECTION GUIDE 2020-2021
# Senior School Structure

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<td>School Principal</td>
<td>Dr A Kamareddine</td>
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<tr>
<td>Head of Secondary / Assistant Principal</td>
<td>Mr F Koubar</td>
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<tr>
<td>Head of Senior Secondary, VCE/VET Coordinator &amp; VASS Coordinator</td>
<td>Ms M Elsayegh</td>
</tr>
<tr>
<td>Head of Junior Secondary</td>
<td>Ms S Shafiz</td>
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<tr>
<td>Careers &amp; Wellbeing Coordinators</td>
<td>Mr O Lahham, Ms Z Koyu &amp; Mr M Haroun</td>
</tr>
<tr>
<td>Head of English Department</td>
<td>Mr J Hughes</td>
</tr>
<tr>
<td>Head of Maths Department</td>
<td>Mr G Baloch</td>
</tr>
<tr>
<td>Head of Science Department</td>
<td>Ms S Osman</td>
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<tr>
<td>Head of Humanities Department</td>
<td>Mr A Yasin</td>
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<td>Mr M Hijazi</td>
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<td>Ms L Tannous</td>
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<tr>
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<td>Mrs Z Ali &amp; Mr I Yilmaz</td>
</tr>
<tr>
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<td>Mr B Dennaoui</td>
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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 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 and 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.
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

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 organization, 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 INTO VCE & SELECTING A VCE STUDY PROGRAM

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

From 2019 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 in 2019, 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 into those courses (www.vtac.vic.edu.au)
3. Read the structure of the VCE course (this booklet) or ICOM website https://icom.vic.edu.au/careers-hub/
4. Read the subject descriptions outlined in the ‘subject selection’ section of this booklet.
5. Students should also speak to subject teachers, the VCE coordinator, and the careers 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 ATAR score requirements for entry into a tertiary course.

When deciding on subject choices, students need to keep in mind the movement to year 12 and the 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.
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.*
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 year 10.
- 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, 11 or 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. Students with attendance which is deemed unsatisfactorily by the school will not be allowed to 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 General Mathematics examinations.

- 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.
- A minimum **High (61-80%)** for all subject coursework.

**Extra Requirements at Year 9:**

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

**General Maths 1&2 at Year 10 level:**
- A minimum of 75% in Year 9 Mathematics Semester 1&2 examinations.

**VCE VET Certificate III in allied Health**
- A minimum of 65% in Year 9 Science Semester 1&2 examinations.

- The minimum achievement levels, must be maintained in Semester 2.
- Study of any VCE Unit 1&2 subject in Year 10 must be approved by the College.

**Note:** Students and parents will be informed in Term 3 of the current year if the student will be allowed to proceed into or further VCE studies at the Islamic College of Melbourne.
ELIGIBILITY OF 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 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.

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.

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 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 substantive 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 substantive 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 AND 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 – Progress Indicators**

<table>
<thead>
<tr>
<th>Progress Indicator</th>
<th>Very low</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 – 20%</td>
<td>21 – 40%</td>
<td>41 – 60%</td>
<td>61 – 80%</td>
<td>81 – 100%</td>
</tr>
</tbody>
</table>

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 AND 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 – Progress Indicators**

<table>
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<tr>
<th>Progress indicator</th>
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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 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 after school, at the College under supervision, the following week after receiving 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 Assessment
SAC & SAT tasks, Alternative Tasks and Rescheduling of Assessment

An assessment task is scheduled

- You Are Present
  - YES: You meet the outcome
  - NO: Absence approved by the College
    - YES: You sit an alternative task within that week after school (or at a date and time specified by the VCE Coordinator)
    - NO: You receive an S result but no achievement level

- NO: Absence approved by the College
  - YES: You are not eligible for a graded result for the task. You will sit an alternative task within the week after school (or at a date and time specified by the VCE Coordinator) and receive an S or N only for the outcome
  - NO: You meet the criteria
    - YES: The teacher may consider other work submitted that addresses the outcome
    - NO: Change result to S but original grade is unchanged

- NO: Absence approved by the College
  - YES: You meet the criteria
    - YES: N result for the task and it is all of an outcome then an N result for the unit
    - NO: You receive an S result and an Achievement level

You are not eligible for a graded result for the task. You will sit an alternative task within the week after school (or at a date and time specified by the VCE Coordinator) and receive an S or N only for the outcome.
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:
   i) any instructions given to students by the teacher about the conditions under which the School-based Assessment was to be undertaken (including the VCAA examination rules)
   ii) the student’s work
   iii) if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student’s work or any other evidence of copying or cheating, such as unacknowledged source material
   iv) samples of other work by the student for comparison, if relevant
   v) the teacher’s record of authentication
   vi) the teacher’s opinion about the student’s work
   vii) 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:

1. provide evidence of the development of the work
2. discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
3. provide samples of other work
4. complete, under supervision, a supplementary assessment task related to the original task

iii. 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 statements and 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.

iv. 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 should be 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.

v. 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.

vi. 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.

vii. 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 Right 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

STUDENT'S WORK CANNOT BE AUTHENTICATED

VCE COORDINATOR

HEAD OF SECONDARY/PRINCIPAL

INTERVIEW PANEL
- College Principal or nominee (Chair)
- VCE Coordinator (Member)
- Subject Coordinator / Another subject teacher (Member)
- Subject teacher in question (non panel member)
- Student in question accompanied by one of the following:
  ➢ Parent/Another teacher
  ➢ College Captain, Vice Captain, or SRC Rep.
  ➢ Welfare Coordinator

EVIDENCE PROVIDED TO THE HEAD OF SCHOOL:
- Development of work (drafts) which may have not been sighted.
- Discussion of work/answering questions to demonstrate knowledge and understanding of the work.
- Samples of other work.
- Completion of a supplementary assessment task related to original task.
- Attend an interview or complete a test to demonstrate understanding of work.

PENALTIES IMPOSED
- Reprimand and / or Suspend Student.
- Resubmission of work.
- Refuse to accept part of the work which infringes on authentication rules. Assess only the work that can be authenticated.
- Refuse to accept any of the work in which case an N will be awarded.

Student has right to appeal school decision by applying to VCAA
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) and 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:

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
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<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>A+</td>
<td>A+</td>
<td>A+</td>
<td>43</td>
</tr>
<tr>
<td>Student B</td>
<td>A+</td>
<td>A+</td>
<td>A</td>
<td>43</td>
</tr>
<tr>
<td>Student C</td>
<td>A+</td>
<td>A+</td>
<td>A</td>
<td>38</td>
</tr>
<tr>
<td>Student D</td>
<td>A+</td>
<td>A+</td>
<td>B+</td>
<td>42</td>
</tr>
<tr>
<td>Student E</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>34</td>
</tr>
</tbody>
</table>

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.
- notes explaining absence or late arrival to the first lesson of the day must be provided.
- ensure that students have all the required equipment for each session

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 penalized 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 subject teacher and VCE coordinator. 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 11, 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
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 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 on Day of School Based Assessment:

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, 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 organized 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 recognizes 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).

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.
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 lodgment 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 paperwork 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 complete 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 four weeks of the commencement of a Unit 1&2 subject. 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 AND 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.

<table>
<thead>
<tr>
<th>USEFUL WEBSITES FOR STUDENTS</th>
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<tbody>
<tr>
<td>VTAC</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>VCAA</td>
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<tr>
<td>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).</td>
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<tr>
<td>VCAA</td>
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<tr>
<td>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.</td>
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<tr>
<td>Course Camel</td>
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<tr>
<td>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.</td>
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<tr>
<td>My Future</td>
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<tr>
<td>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.</td>
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<tr>
<td>ICOM</td>
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<tr>
<td>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.</td>
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</tbody>
</table>
*Please note final subject offerings and availability at ICOM may vary depending upon student selections and numbers

<table>
<thead>
<tr>
<th>VCE UNITS 1&amp;2 STUDIES</th>
<th>OTHER SUBJECT STUDIES</th>
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<tr>
<td>❖ Bridging English</td>
<td>Science</td>
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<td>❖ Foundation Mathematics</td>
<td>- Biology</td>
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<td>❖ General Maths</td>
<td>- Chemistry</td>
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<td>❖ Health and Human Development</td>
<td>- Physics</td>
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<td>❖ VCE/VET Certificate II in Business</td>
<td>- Psychology</td>
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<td>❖ VCE/VET Certificate III in Allied Health</td>
<td>Humanities</td>
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<td>❖ VCE/VET Certificate II in Information Digital Media &amp; Technology.</td>
<td>- History</td>
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<td>- Global Politics</td>
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<td>- Legal Studies</td>
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<td>- Economic and Business</td>
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<td>Quran &amp; Religious Studies</td>
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# YEAR 11 and 12 PROGRAM

## VCE STUDIES 2020

<table>
<thead>
<tr>
<th>UNITS 1&amp;2</th>
<th>UNITS 3&amp;4</th>
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<td>Mathematics</td>
<td>Methods</td>
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<tr>
<td>Methods</td>
<td></td>
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<tr>
<td>Physics</td>
<td></td>
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<tr>
<td>Psychology</td>
<td></td>
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<tr>
<td>Specialist Maths</td>
<td></td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
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</tr>
</tbody>
</table>

## VCE/VET STUDIES 2020

<table>
<thead>
<tr>
<th>UNITS 1&amp;2</th>
<th>UNITS 3&amp;4</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE/VET Certificate II in Business</td>
<td></td>
</tr>
<tr>
<td>VCE/VET Certificate III in Allied Health</td>
<td></td>
</tr>
<tr>
<td>VCE/VET Certificate II in Digital Technology</td>
<td></td>
</tr>
<tr>
<td>VCE/VET Certificate III in Sports and Recreation</td>
<td></td>
</tr>
</tbody>
</table>

*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 2020

In 2020 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 Units 1&2 Bridging English
- **b.** All student will study Units 1&2 Foundation Mathematics with **selected** students able to study Units 1&2 General Maths (refer to promotion policy)
- **c.** All students will have an opportunity to choose **one** other VCE or VCE/VET subject from:
  
  i. Units 1&2 Health & Human Development  
  ii. VCE/VET Certificate II in Business  
  iii. VCE/VET Certificate III in Allied Health (refer to promotion policy)  
  iv. VCE/VET Certificate II in Information Digital Media and Technology.

### Year 11 Students 2020

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 VICERT 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 2020

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 2019.
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 VTAC website at: [http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm](http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm) to explore subject combinations and course options that you are eligible for.
Examples of VCE student programs

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridging English 1&amp;2</td>
<td>English 1&amp;2</td>
<td>English 3&amp;4</td>
</tr>
<tr>
<td>Foundation Mathematics 1&amp;2</td>
<td>General Maths 1&amp;2</td>
<td>Further Maths 3&amp;4</td>
</tr>
<tr>
<td>Health and Human Development 1&amp;2</td>
<td>Health &amp; Human Development 3&amp;4</td>
<td>Biology 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Biology 1&amp;2</td>
<td>Accounting 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Accounting 1&amp;2</td>
<td>Legal 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Legal 1&amp;2</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridging English 1&amp;2</td>
<td>English 1&amp;2</td>
<td>English 3&amp;4</td>
</tr>
<tr>
<td>General Mathematics 1&amp;2</td>
<td>Further Maths 3&amp;4</td>
<td>Biology 3&amp;4</td>
</tr>
<tr>
<td>VET Allied Health 1&amp;2</td>
<td>VET Allied Health 3&amp;4</td>
<td>Chemistry 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Biology 1&amp;2</td>
<td>Math Methods 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Chemistry 1&amp;2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Methods 1&amp;2</td>
<td></td>
</tr>
</tbody>
</table>

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...

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridging English 1&amp;2</td>
<td>English 1&amp;2</td>
<td>English 3&amp;4</td>
</tr>
<tr>
<td>General Mathematics 1&amp;2</td>
<td>Further Maths 3&amp;4</td>
<td>Business Management 3&amp;4</td>
</tr>
<tr>
<td>VET Business 1&amp;2</td>
<td>VET Business 3&amp;4</td>
<td>Business Management 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Business Management 1&amp;2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry 1&amp;2</td>
<td>Chemistry 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Math Methods 1&amp;2</td>
<td>Math Methods 3&amp;4</td>
</tr>
</tbody>
</table>

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

YEAR 10 SUBJECT OUTLINES AND DETAILS

BRIDGING ENGLISH AS AN ADDITIONAL LANGUAGE (YEAR 10 ONLY)

The study design draws on and strengthens the language skills and knowledge students have acquired, recognising their diverse educational backgrounds and English experiences. The nature and flexibility of this course provides teachers with the opportunity to focus on the needs and interests of their students. Oral and aural skills are emphasised, along with explicit, close study of linguistic features, structures and meaning in Standard Australian English, and in literary and non-literary texts. By engaging reflectively and critically with a range of increasingly complex spoken, written and multimodal texts, students work individually and collaboratively to create their own texts for different audiences, purposes and contexts. Through this process, students develop their confidence, fluency and ability to make accurate and appropriate choices in English language when engaging with a variety of issues and perspectives.

(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.

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

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

- role-plays
- presentations
- interviews
- group work and discussion
- short-answer or multiple-choice questions
- journal entries
- personal letters
- blogs
- emails
- letters to the editor
- essays
- reports
- scripts
- biographies and/or autobiographies
- factual articles
- comprehension and analysis activities
- advertisements.

**Unit 2**
In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

Two of the following areas of study must be selected for study in Unit 2:
- **Area of Study 1: English for academic purposes**
- **Area of Study 2: English literature**
- **Area of Study 3: English in the media**
- **Area of Study 4: English for the workplace**

**Outcomes:**
- **Area of Study 2**
  To understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied.
- **Area of study 3**
  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 should allow students to demonstrate the key knowledge and key skills across each language mode of speaking, listening, reading, viewing and writing. Teachers should take into account the context for language use when selecting assessment tasks. 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
• journal entries
• personal or business letters
• résumés
• job applications
• blogs
• emails
• letters to the editor
• editorials
• opinion pieces
• reviews
• essays
• text responses
• reports
• scripts
• biographies and/or autobiographies
• factual articles
• comprehension and analysis activities
• advertisements
FOUNDATION MATHEMATICS

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 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, 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 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. (note: this subject is only available to selection by Year 10 students)

FOUNDATION MATHEMATICS Units 1&2

Course Outline:

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

1) Space, shape and design
2) Patterns and number
3) Data
4) Measurement

The extension areas of study from Units 1&2 General Mathematics are:

- Matrices
- Graphs and Networks
- Financial Maths

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
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 procedures to solve practical problems in both familiar and new contexts and communicate their results.

Outcome 3
On completion of this unit the student should be able to select and use technology to solve problems in practical contexts.

School Based Assessment:

Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

Demonstration of achievement of Outcomes 1 and 2 should be based on the student’s performance on a selection of the following assessment tasks:

- investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park
- assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting
- tests of mathematical skills developed across application contexts.

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.
The Year 10 General Mathematics provides for different combinations of student interests and preparation for study of VCE Further Mathematics at the Unit 3 and 4 level and Math Methods at the Unit 1 & 2 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.
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.

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 Organization’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:
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
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 in 2020
- Certificate II and III in Business
- Certificate III in Allied Health
- Certificate III in Sports and Recreation

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.

* In Year 10 Students can choose to study one of the following VCE VET Subjects
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 continue with their business studies into higher education. The Certificate II and III in Business qualification is accredited through the Australian Institute of Education and Training (AIET).

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:

<table>
<thead>
<tr>
<th>BSB20115 Certificate II in Business: VCE Units 1&amp;2</th>
</tr>
</thead>
</table>

This is an entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an 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.
# VCE VET Business program structure

## BSB20115 Certificate II in Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Units 1 and 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core unit:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>20</td>
</tr>
<tr>
<td><strong>Elective units:</strong>  Select eleven electives from Elective Bank 1 and 2. Electives may be chosen entirely from Elective Bank 1 or a combination of both Elective banks. A maximum of two units may be chosen from Elective Bank 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Bank 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
<td>40</td>
</tr>
<tr>
<td>BSBCM201</td>
<td>Communicate in the workplace</td>
<td>40</td>
</tr>
<tr>
<td>BSBIND201*</td>
<td>Work effectively in a business environment</td>
<td>30</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>30</td>
</tr>
<tr>
<td>BSBINM202</td>
<td>Handle mail</td>
<td>15</td>
</tr>
<tr>
<td>BSBINN201</td>
<td>Contribute to workplace innovation</td>
<td>35</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>60</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
<td>20</td>
</tr>
<tr>
<td>BSBMB201*</td>
<td>Identify suitability for micro business</td>
<td>20</td>
</tr>
<tr>
<td>BSBM201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>BSBMB202</td>
<td>Organise and complete daily work activities</td>
<td>20</td>
</tr>
<tr>
<td>BSBMB203</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>BSBMB204*</td>
<td>Use business technology</td>
<td>20</td>
</tr>
<tr>
<td>FNSACC301</td>
<td>Process financial transactions and extract interim reports</td>
<td>60</td>
</tr>
<tr>
<td><strong>Elective Bank 2:</strong> A maximum of two units may be chosen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNSFLT203*</td>
<td>Develop knowledge of debt and consumer credit</td>
<td>25</td>
</tr>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
<td>15</td>
</tr>
<tr>
<td>FSKWTG06</td>
<td>Write simple workplace information</td>
<td>15</td>
</tr>
</tbody>
</table>

**Subtotal:** 220-390

**Total number of hours providing credit at Units 1 and 2 level:** 240-410
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.

**Qualification**

HLT33015 Certificate III in Allied Health Assistance

**Table of VCE VET Health program structure**

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of competency</th>
<th>Release</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory units:</td>
<td></td>
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<tr>
<td><strong>Year 1, Unit 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>HLTINF001#</td>
<td>Comply with infection prevention and control policies and procedures</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Year 1, Unit 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>CHCCCS002</td>
<td>Assist with movement</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>CHCCCS010</td>
<td>Maintain high standard of service</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>CHCCCS020</td>
<td>Respond effectively to behaviours of concern</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td></td>
<td></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

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 and Unit 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
<td>40</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote innovation in a team environment</td>
<td>40</td>
</tr>
<tr>
<td>BSBMED302</td>
<td>Prepare and process medical accounts</td>
<td>30</td>
</tr>
<tr>
<td>BSBMED303</td>
<td>Maintain patient records</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>20</td>
</tr>
<tr>
<td>CHCCCS006</td>
<td>Facilitate individual service planning and delivery</td>
<td>120</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>40</td>
</tr>
<tr>
<td>CHCDIV002†</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>25</td>
</tr>
<tr>
<td>CHCMHS001</td>
<td>Work with people with mental health issues</td>
<td>80</td>
</tr>
<tr>
<td>HLTAIN003</td>
<td>Provide first aid</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Provide non-client contact support in an acute care environment</td>
<td></td>
</tr>
<tr>
<td>HLTAIN002§</td>
<td>Apply and monitor food safety requirements</td>
<td>40</td>
</tr>
<tr>
<td>HLTFSE005</td>
<td>Prepare foods suitable for a range of client groups</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Oversee the day-to-day implementation of food safety in the workplace</td>
<td>45</td>
</tr>
<tr>
<td>HLTFSE006</td>
<td>Conduct internal food safety audits</td>
<td>60</td>
</tr>
<tr>
<td>HLTSS003</td>
<td>Perform general cleaning tasks in a clinical setting</td>
<td>20</td>
</tr>
<tr>
<td>HLTINF002</td>
<td>Process reusable medical devices and equipment</td>
<td>30</td>
</tr>
<tr>
<td>HLTOHC005</td>
<td>Use basic oral health screening tools</td>
<td>30</td>
</tr>
<tr>
<td>HLTSTE001</td>
<td>Clean and disinfect reusable medical devices</td>
<td>35</td>
</tr>
<tr>
<td>HLTTHE001</td>
<td>Handle and care for operating theatre equipment</td>
<td>120</td>
</tr>
<tr>
<td>HLTTHE002</td>
<td>Assist with preparation of clients for operative procedures</td>
<td>150</td>
</tr>
<tr>
<td>HLTTHE003</td>
<td>Provide intra-operative equipment and technical support</td>
<td>120</td>
</tr>
<tr>
<td>SITXFSA401</td>
<td>Develop and implement a food safety program</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Bank B:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHCAGE001                      Facilitate the empowerment of older people</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>CHCAGE005                      Provide support to people living with dementia</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>CHCDIS007                      Facilitate the empowerment of people with disability</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>HLTaha001                      Assist with an allied health program</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTaha025                      Management in medical imaging</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>HLTaha026                      Support the medical imaging professional</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>HLTain001§                     Assist with nursing care in an acute care environment</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>HLTohc004                      Provide or assist with oral hygiene</td>
<td>40</td>
</tr>
</tbody>
</table>

**Year 2, Units 3 and 4**

**Compulsory units:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBMED301</td>
<td>Interpret and apply medical terminology appropriately</td>
<td>1</td>
</tr>
<tr>
<td>HLTAp001</td>
<td>Recognise healthy body systems</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTIN001§</td>
<td>Assist with nursing care in an acute care environment</td>
<td>120</td>
</tr>
<tr>
<td>HLTOHC004</td>
<td>Provide or assist with oral hygiene</td>
<td>40</td>
</tr>
</tbody>
</table>
Subtotal: 130

**Electives**: select a **minimum** of one elective with a **minimum** of 50 nominal hours from Elective Bank A or B.

<table>
<thead>
<tr>
<th>Electives Bank:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBMED305</td>
<td>Apply the principles of confidentiality, privacy and security within the medical environment</td>
</tr>
<tr>
<td>CHCCCS009</td>
<td>Facilitate responsible behaviour</td>
</tr>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
</tr>
<tr>
<td>CHCCCS026</td>
<td>Transport individuals</td>
</tr>
<tr>
<td>CHCPRP005</td>
<td>Engage with health professionals and the health system</td>
</tr>
<tr>
<td>HLTTPS001</td>
<td>Take clinical measurements</td>
</tr>
</tbody>
</table>

Minimum nominal hours for Year 2 (Units 3 and 4): 180

Minimum nominal hours for Program 2: 360

This program is a scored assessment and can contribute the primary four subjects towards the calculation of an ATAR.
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 Australian Institute of Education and Training (AIET).

Qualification

ICT20115 Certificate II in Information, Digital Media and Technology

For the award of ICT20115 Certificate II in Information, Digital Media and Technology, students must achieve fourteen units of competency:

- seven core units of competency
- seven elective units of competency which may include:
  - up to seven prescribed elective units
  - up to three units from elsewhere in the ICT Information and Communications Technology Training Package or any other Training Package or accredited course at Certificate II or III level.

Program 1: ICT20115 Certificate II in Information, Digital Media and Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of competency</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Compulsory:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSBWHS201**†‡ Contribute in WHS processes</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BSBSUS201 Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ICTICT201**‡‡ Use computer operating systems and hardware</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>ICTICT202 Work and communicate effectively in an ICT environment</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>ICTICT203‡ Operate application software packages</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>ICTICT204 Operate a digital media technology package</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>ICTWEB201† Use social media tools for collaboration and engagement</td>
<td>20</td>
</tr>
</tbody>
</table>

Subtotal for Units 1 and 2: 260
### Electives:
Select a minimum of seven elective units to a minimum of 95 hours. A maximum of three FSK units can be included in the selection.

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of competency</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUACAM201</td>
<td>Assist with a basic camera shoot</td>
<td>30</td>
</tr>
<tr>
<td>CUADIG201</td>
<td>Maintain interactive content</td>
<td>30</td>
</tr>
<tr>
<td>CUADIG303</td>
<td>Produce and prepare photo images</td>
<td>20</td>
</tr>
<tr>
<td>CUAPPOS201</td>
<td>Perform basic vision and sound editing</td>
<td>40</td>
</tr>
<tr>
<td>CUASOU202</td>
<td>Perform basic sound editing</td>
<td>30</td>
</tr>
<tr>
<td>FSKLRG09</td>
<td>Use strategies to respond to routine workplace problems</td>
<td>15</td>
</tr>
<tr>
<td>FSKNUM14</td>
<td>Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
<td>15</td>
</tr>
<tr>
<td>FSKRDG10</td>
<td>Read and respond to routine workplace information</td>
<td>15</td>
</tr>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
<td>15</td>
</tr>
<tr>
<td>ICPDMT321</td>
<td>Capture a digital image</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications</td>
<td>20</td>
</tr>
<tr>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
<td>60</td>
</tr>
<tr>
<td>ICTICT208</td>
<td>Operate accounting applications</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT209</td>
<td>Interact with ICT clients</td>
<td>20</td>
</tr>
<tr>
<td>ICTICT210†</td>
<td>Operate database applications</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT211</td>
<td>Identify and use basic current industry-specific technologies</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT212</td>
<td>Apply indigenous needs and perspectives to ICT environment</td>
<td>20</td>
</tr>
<tr>
<td>ICTSAS201*</td>
<td>Maintain inventories for equipment, software and documentation</td>
<td>10</td>
</tr>
<tr>
<td>ICTSAS202</td>
<td>Apply problem solving techniques to routine ICT malfunctions</td>
<td>20</td>
</tr>
<tr>
<td>ICTSAS203</td>
<td>Connect hardware peripherals</td>
<td>20</td>
</tr>
<tr>
<td>ICTSAS204</td>
<td>Record client support requirements</td>
<td>10</td>
</tr>
<tr>
<td>ICTSAS205*</td>
<td>Maintain ICT system integrity</td>
<td>20</td>
</tr>
<tr>
<td>ICTSAS206*</td>
<td>Detect and protect from spam and destructive software</td>
<td>10</td>
</tr>
<tr>
<td>ICTSAS207*</td>
<td>Protect and secure information assets</td>
<td>20</td>
</tr>
<tr>
<td>ICTSAS208*</td>
<td>Maintain ICT equipment and consumables</td>
<td>20</td>
</tr>
<tr>
<td>ICTSAS209*</td>
<td>Connect and use a home-based local wireless network</td>
<td>30</td>
</tr>
</tbody>
</table>

**Total number of hours providing credit at Units 1 and 2 level:** 355–560
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 Management 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.

DESIGN & TECHNOLOGY
This subject is an introductory course into VCE Visual Communication and Design or Product Design and Technology. The VCE course offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, architecture and industrial design. Moreover, this subject informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

MEDIA STUDIES
This subject is an introductory course into VCE Media. The VCE Media course provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media’s role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Students will be having to choose one of either Design and Technology OR Media Studies to study as part of their Year 10 Curriculum
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.
Course Outline:

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position. VCE Biology provides for continuing study pathways within the discipline and leads 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 endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also 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 living things survive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.
Outcomes:

1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

*For Outcomes 1 and 2*
- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

*For Outcome 3*
- a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Unit 2: How is continuity maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.
Outcomes:

1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

*For Outcomes 1 and 2*
- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

*For Outcome 3*
- a report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.
Course Outline:

Unit 3: How do cells maintain life?

In unit 3 students explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They examine the biochemical pathways, components and energy transformations of cells and how they communicate with each other using a variety of signalling molecules. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Outcomes:

How do cellular processes work?

1. Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

How do cells communicate?

2. Apply a stimulus-response model to explain how cells communicate with each other, outline immune responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

School Based Assessment:

Outcome 1:

• A report related to at least two practical activities from a logbook of practical activities. The assessment task may be written or multimodal.
Outcome 2.
At least one task selected from:
- a report of a practical activity
- annotations of activities or investigations from a logbook of practical activities
- a graphic organiser
- a bioinformatics exercise
- an evaluation of research
- media response
- data analysis
- a response to a set of structured questions
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue.
The assessment task/s may be written or multimodal.  
(approximately 50 minutes or not exceeding 1000 words for each task)

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 over time?

In unit 4 students investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.
Outcomes:

How are species related?

1. Students analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

How do humans impact on biological processes?

2. Students describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

Practical investigation

3. A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time.

School Based Assessment

Outcome 1:
• A report using primary or secondary data.
  The assessment task may be written or multimodal. (approximately 50 minutes or not exceeding 1000 words)

Outcome 2:
• A response to an issue OR A report of a laboratory investigation
  The assessment task may be written or multimodal. (approximately 50 minutes or not exceeding 1000 words)

Outcome 3:
• 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
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 and 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
Course Outline:

Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Outcomes:

1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Explain theories of motivation and apply them to a range of contexts and analyse and evaluate 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.
**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.
VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. 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 a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues and communicate their views from an informed position. VCE Chemistry provides for continuing study pathways within the discipline and leads 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 endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, 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. Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.

2. Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

3. Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

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

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.
Outcomes:

1. Relate the properties of water to its structure and bonding and explain the importance of the properties and reactions of water in selected contexts.

2. Measure amounts of dissolved substances in water and analyse samples for salts, organic compounds and acids and bases.

3. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

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 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 chemical processes be designed to optimise efficiency?

In this unit students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations and apply Faraday’s laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena. A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Outcomes:

a. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

b. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimized, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.
School Based Assessment:

**Outcome 1**

- Analysis and evaluation of stimulus material. OR
- A report on a laboratory investigation. OR
- A comparison of two electricity-generating cells. OR
- A reflective learning journal/blog related to selected activities or in response to an issue. (approximately 50 minutes or not exceeding 1000 words)

**Outcome 2**

At least one task selected from:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- an evaluation of research
- analysis of data including generalisations and conclusions
- media analysis/response • a graphic organiser illustrating a chemical process
- an analysis of an unfamiliar chemical manufacturing process or electrolytic cell
- a response to a set of structured questions. (approximately 50 minutes or not exceeding 1000 words for each task)

**Contribution to final assessment:**

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

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

In this unit students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.
Outcomes:

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes and calculate the energy content of food using calorimetry.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

School Based Assessment:

**Outcome 1:**
At least one task selected from:

- annotations of at least two practical activities from a practical logbook
- 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 comparison of organic structures or pathways.
  (approximately 50 minutes or not exceeding 1000 words for each task)

**Outcome 2:**

- Response to stimulus material. OR
- A report of a laboratory investigation. OR
- A comparison of food molecules OR
- A reflective learning journal/blog related to selected activities or in response to an issue.
  (approximately 50 minutes or not exceeding 1000 words)

**Outcome 3:**

- A structured scientific poster according to the VCAA standard template. (not exceeding 1000 words)

Contribution to final assessment:

School-assessed Coursework for Unit 4 will contribute 24 per cent of the study score.
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

**Course Outline:**

**Unit 1:**

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Area of Study 1 - Reading and creating texts:**

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

The texts set as the focus of this area of study should have literary merit and be worthy of close study. These texts may be fiction or non-fiction and presented in written, spoken or multimodal forms.

Students consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts. Students are encouraged to draw on prior knowledge and supplementary material to broaden and deepen their understanding of texts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They use planning and drafting to test and clarify their ideas and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for
convincing and effective presentation. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

**Area of study 2 - Analysing and presenting argument**

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument. In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes. Students consider the persuasive impact of tone, diction and audience engagement in the presentation of a viewpoint. They practise their listening and speaking skills through discussion and debate, developing their own arguments and critiquing the arguments of others. Suitable texts may be drawn from a variety of sources and may be written, spoken or multimodal. Appropriate texts could include editorials, letters to the editor, opinion and comment pieces, reviews, speeches or transcripts of speeches, advertisements, essays, radio or television excerpts, cartoons and other forms of print and digital media. Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.

**Outcomes:**

1. On completion of this unit the student should be able to produce analytical and creative responses to texts.
2. On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

**School Based Assessment:**

Suitable tasks for assessment in this unit are:

- an analytical response to a set text
• a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
• an analysis of the use of argument and persuasive language in text/s
• a text intended to position an audience.

Assessment tasks for Outcome 1 must include:

• at least one analytical and one creative response to set texts.
• One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Area of study 1 - Reading and creating texts:

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied. The texts set as the focus of this area of study should have literary merit, be worthy of close study and facilitate comparative study. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes. They use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

Area of Study 2 - Analysing and presenting argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of
argument and persuasive language used to influence an audience. Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments. In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence. They craft for persuasion using a range of language features intended to position an audience to share the point of view expressed. They use the features of texts appropriately and include accurate referencing and acknowledgment.

Outcomes:

1. On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.
2. On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience and create a text which presents a point of view.

School Based Assessment:

Suitable tasks for assessment in this unit are:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Assessments tasks for Outcomes 1 and 2 must be in written form.
Course outline:

**Unit 3:** In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 must be chosen from the Text

**Area of Study 1 - Reading and creating texts**
In this area of study students identify, discuss and analyse how- the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation. Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response, they explore issues of purpose and audience and make key choices about structure, conventions and language. They develop a credible and effective voice and style and use the chosen features of the selected text, for example characters, narrative or dialogue, to offer an interpretation of the selected text. They produce and share drafts, practising the skills of revision, editing and refining for stylistic and imaginative effect.

**Area of study 2 - Analysing argument**
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.
Outcomes:

1. On completion of area of study 1, student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

2. On completion of area of study 2, student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

School Based Assessment:

1. An analytical interpretation of a selected text in written form.

2. A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.

3. An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue. Texts must include written and visual material and have appeared in the media since 1 September of the previous year.

For the achievement of Outcomes 1 and 2:

- the suggested length of written responses is approximately 800–1000 words.
- the suggested length of spoken responses is approximately 4–6 minutes.

Contribution to final assessment:

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

Unit 4:

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year but need not be the same as the issue selected for study in Unit 3.

Area of study 1- Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Through discussion and preparatory drafting, they compare in detail the ideas encountered in the texts and the features of the texts on which the comparison is based. They use planning and drafting to test and clarify their ideas and edit for clear and coherent expression of them. They apply the conventions of written analysis and textual evidence. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.
Area of study 2- Presenting argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience. Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation. Students identify approaches to positioning the audience that are appropriate to the issue. Students also consider how oral conventions may be used to influence the audience and refine these through rehearsal. Students develop, test and practise argument, critically analysing their own developing text. Students reflect on their intentions in positioning the reader and consider how their use of language expresses their argument. They explore options for language use for audience engagement and persuasive effect. They use the conventions of spoken texts appropriately, draw on evidence soundly and include accurate acknowledgment.

Outcomes:

1. On completion of area of study 1, student should be able to produce a detailed comparison that analyses how two selected texts present ideas, issues and themes.
2. On completion of area of study 2, students should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

School Based Assessment:

1. A detailed comparison in written form of how two selected texts present ideas, issues and themes.
2. A written statement of intention to accompany the student’s own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.
3. A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3.

Task conditions:

For the achievement of Outcomes 1 and 2:

- the suggested length of written responses is approximately 900–1200 words.
- the suggested length of spoken responses is approximately 4–6 minutes.
- The suggested length of the statement of intention is approximately 300–500 words.

Contribution to final assessment:

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

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 Organization’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:

4. 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.
5. 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
6. 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 and 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 Organization (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 Organization (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 their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. 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 history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

History – Twentieth Century Units 1 & 2

Course Outline:

Unit 1 – Twentieth century history 1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.
OUTCOMES:

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

**Unit 2: Twentieth century history 1945–2000**

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created, and independence was achieved through both military and diplomatic means. Old conflicts also continued, and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

OUTCOMES:

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

**School Based Assessment:**

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.
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 order resulting 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.
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 on the 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.
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. They 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 and graphs’, ‘Algebra’, ‘Calculus’ and ‘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’ 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.

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, 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.

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

School Based Assessment:
Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes. 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: Mathematical Methods units 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, 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 skills for the outcomes of Mathematical Methods Units 3 and 4. For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’ and ‘Algebra’, and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

### 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, 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.

Outcomes:

1. Student should be able 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. Students should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Students should be able to 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:

Unit 3 - 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.
The application task is to be of 4–6 hours duration over a period of 1–2 weeks.

Unit 4 – Six Modelling or Problem solving tasks

- One of the modelling or problem-solving tasks is to be related to the Probability and statistics area of study.
- 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 will contribute 17 per cent to the study score for each of Units 3 and 4.
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 and reasoning. This study has a focus on interest in the discipline of mathematics in its own right 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. The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

Course Outline:
Outcomes

1. To define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. To apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. To use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

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.
Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The development of course content should highlight mathematical structure, reasoning 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. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from ‘Functions and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ and ‘Probability and statistics’ areas of study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, 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.

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, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.
3. 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:
Unit 3 - 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.

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

Unit 4 – Modelling or problem-solving tasks
One of the modelling or problem-solving tasks is to be related to the Mechanics or Probability and statistics area of study. The modelling or problem-solving tasks are to be of 2–3 hours duration over a period of 1 week.
PHYSICS

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position. VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Physics Unit 1 & 2

Course Outline:

Unit 1: What ideas explain the physical world?

In this unit students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilized. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Outcomes:

1. Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
2. Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community
3. Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1, 2 and 3

- an annotated folio of practical activities
- data analysis
• design, building, testing and evaluation of a device
• an explanation of the operation of a device
• a proposed solution to a scientific or technological problem
• a report of a selected physics phenomenon
• a modelling activity
• a media response
• a summary report of selected practical investigations
• a reflective learning journal/blog related to selected activities or in response to an issue
• a test comprising multiple choice and/or short answer and/or extended response.

Unit 2: How is continuity maintained?
In this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Students design and undertake investigations involving at least one independent, continuous variable. A student designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

Outcomes:
1. Investigate, analyse and mathematically model the motion of particles and bodies. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
2. Use concepts of nuclear physics to explore how the use of electromagnetic radiation and particle radiation are applied in medical diagnosis and treatment. They learn about the production and simple interpretation of images of the human body produced by a variety of imaging techniques used to observe or monitor the functioning of the human body.
3. On completion of this unit the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

School Based Assessment:
Suitable tasks for assessment may be selected from the following:
For Outcomes 1 and 2
• an annotated folio of practical activities
• data analysis
• design, building, testing and evaluation of a device
• an explanation of the operation of a device
• a proposed solution to a scientific or technological problem
• a report of a selected physics phenomenon
• a modelling activity
• a media response
• a summary report of selected practical investigations
• a reflective learning journal/blog related to selected activities or in response to an issue
• a test comprising multiple choice and/or short answer and/or extended response.
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 explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

#### Outcomes:

1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

2. Analyse and evaluate an electricity generation and distribution system.

3. Investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

#### School Based Assessment:

**Outcome 1**

At least one task (which is different from the task/s selected for Outcomes 2 and 3) selected from:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an
Outcome 2:
Analysis and evaluation of stimulus material. At least one task (which is different from the task/s selected for Outcomes 1 and 3) selected from:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an issue
- a test (short answer and extended response) (approximately 50 minutes or not exceeding 1000 words for each task)

Outcome 3:
At least one task (which is different from the task/s selected for Outcomes 1 and 2) selected from:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an issue
- a test (short answer and extended response) (approximately 50 minutes or not exceeding 1000 words for each task)

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 21 per cent to the study score.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behavior. Students further investigate light by using a particle model to explain its behavior. A wave model is also used to explain the behavior of matter, which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and
undertake investigations involving at least two continuous independent variables.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

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

School Based Assessment:
Outcome 1:
At least one task (which is different from the task selected for Outcome 2) selected from:
- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device or physical model
- an explanation of the operation of a device or physical model
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an issue
- a test (short answer and extended response) (approximately 50 minutes)

Outcome 2:
Response to stimulus material. At least one task (which is different from the task selected for Outcome 1)
- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device or model
- an explanation of the operation of a device or model
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an issue
- a test (short answer and extended response) (approximately 50 minutes)

Outcome 3:
Design and undertake a practical investigation related to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster.
Structured scientific poster according to VCAA template. (not exceeding 1000 words)

**Contribution to final assessment:** School-assessed Coursework for Unit 4 will contribute 19 per cent.
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues and communicate their views from an informed position. VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

**Psychology Units 1 & 2**

**Course Outline:**

**Unit 1- How are behaviour and mental processes shaped?**

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

**Outcomes:**

1. On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person’s psychological development and explain different factors that may lead to typical or atypical psychological development.
3. On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.
School Based Assessment:
Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2
- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a brain structure modelling activity
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3
- a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.

Unit 2 - How do external factors influence behaviour and mental process?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit 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. They 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 an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Outcomes
1. On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data

School Based Assessment:
Suitable tasks for assessment for these outcomes may be selected from the following:

For Outcomes 1 and 2
- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a logbook of practical activities
• analysis of data/results including generalisations/conclusions
• media analysis/response
• problem solving involving psychological concepts, skills and/or issues
• a test comprising multiple choice and/or short answer and/or extended response
• a reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3
• a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.
Psychology Units 3 & 4

Course Outline:

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain 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 the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Outcomes

- Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress and affect nervous system functioning.
- Apply biological and psychological explanations for how new information can be learnt and stored in memory and provide biological, psychological and social explanations of a person’s inability to remember information.

School Based Assessment:

Outcome 1:
At least one task selected from:

- annotations of at least two practical activities from a practical logbook
- evaluation of research
- a report of a student investigation
- an analysis of data including generalisations and conclusions
- a visual presentation
- media analysis/response
- a response to a set of structured questions
- a reflective blog/learning journal 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:
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 logbook
- evaluation of research
• a report of a student investigation
• analysis of data including generalisations and conclusions
• a flow chart
• media analysis/response
• a response to a set of structured questions
• a reflective blog/learning journal related to selected activities or in response to an issue
• a test (approximately 50 minutes or not exceeding 1000 words for each task)

Contribution to final assessment:
School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Outcomes
1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia and explain the psychological basis of strategies that contribute to mental wellbeing.
3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions.
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 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 exploration of 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.
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 design thinking 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 material using 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 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 in 2020
- Certificate II and III in Business
- Certificate III in Allied Health
- Certificate III in Sports and Recreation

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.

*Students in Year 11 (2020) may continue into Year 2 of the program of a VET subject that was being studied in Year 10 2019 and or can choose to also study VCE VET Sports and Recreation as a new subject.
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 continue with their business studies into higher education. The Certificate II and III in Business qualification is accredited through the Australian Institute of Education and Training (AIET).

**Qualifications**

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

**BSB30115 Certificate III in Business: VCE Units 3&4**

The continuation of this course provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

This program is a scored assessment and can contribute the primary four subjects towards the calculation of an ATAR.
**VCE VET Business program structure**

**BSB30115 Certificate III in Business**

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of competency</th>
<th>Release</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Units 1 and 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enrolment for Units 1 and 2 will be in BSB20115 Certificate II in Business. Students should select 10 units of competency:</strong> one core and nine electives. Electives must be chosen from Units 1 and 2 Elective Bank 1 only.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Units 3 and 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core units:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>BSBINM301</td>
<td>Organise workplace information</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total hours for Units 3 and 4</strong></td>
<td></td>
<td>195</td>
<td></td>
</tr>
<tr>
<td><strong>Additional units of competency to complete BSB30115 Certificate III in Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compulsory unit:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Elective units:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBADM311</td>
<td>Maintain business resources</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>BSBADM301</td>
<td>Process customer complaints</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>BSBDIV301</td>
<td>Work effectively with diversity</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>BSBFIA301</td>
<td>Maintain financial records</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>BSBFLM303</td>
<td>Contribute to effective workplace relationships</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBFLM305</td>
<td>Support operational plan</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBFLM306</td>
<td>Provide workplace information and resourcing plans</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBFLM309</td>
<td>Support continuous improvement systems and processes</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBFLM311</td>
<td>Support a workplace learning environment</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBINM302</td>
<td>Utilise a knowledge management system</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote innovation in a team environment</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBIPR301</td>
<td>Comply with organisational requirements for protection and use of intellectual</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBITU301</td>
<td>Create and use databases</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>BSBITU303</td>
<td>Design and produce text documents</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>BSBITU304</td>
<td>Produce spreadsheets</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>BSBITU305</td>
<td>Conduct online transactions</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBITU309</td>
<td>Produce desktop published documents</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>BSBBPUR301</td>
<td>Purchase goods and services</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>BSBSUS401</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBWOR302</td>
<td>Work effectively as an off-site worker</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>FNSFLT401</td>
<td>Be MoneySmart through a career in small business</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
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.

**Qualification**

HLT33015 Certificate III in Allied Health Assistance

**Year 2, Units 3 and 4**

<table>
<thead>
<tr>
<th>Compulsory units:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBMED301</td>
<td>Interpret and apply medical terminology appropriately</td>
<td>1</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>1</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>

**Electives:** select a minimum of one elective with a minimum of 50 nominal hours from Elective Bank A or B.

| Minimum nominal hours for Year 2 (Units 3 and 4): | 180 |
| Minimum nominal hours for Program 2: | 360 |

<table>
<thead>
<tr>
<th>Electives Bank:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBMED305</td>
<td>Apply the principles of confidentiality, privacy and security within the medical environment</td>
<td>20</td>
</tr>
<tr>
<td>CHCCCS009</td>
<td>Facilitate responsible behaviour</td>
<td>40</td>
</tr>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
<td>30</td>
</tr>
<tr>
<td>CHCCCS026</td>
<td>Transport individuals</td>
<td>20</td>
</tr>
<tr>
<td>CHCPRP005</td>
<td>Engage with health professionals and the health system</td>
<td>40</td>
</tr>
<tr>
<td>HLTHPS001</td>
<td>Take clinical measurements</td>
<td>50</td>
</tr>
</tbody>
</table>

This program is a scored assessment and can contribute the primary four subjects towards the calculation of an ATAR.
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 Australian Institute of Education and Training (AIET).

Qualification
SIS30115 Certificate III in Sport and Recreation

This program option comprises a minimum of 15 units of competency:
- seven 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.

SIS30115 Certificate III in Sport and Recreation

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Title</th>
<th>Release</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Compulsory:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>SISXCAI003</td>
<td>Conduct non-instructional sport, fitness or recreation sessions</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal:** 151

Electives: select minimum of two electives (minimum 30 hours)
- At least one elective from the group below
The remaining elective(s) can be selected from the group below or the Sport and Recreation Elective Bank (Pages 11-12), the Outdoor Recreation Elective Bank (Pages 7-9) or the Additional Elective Bank (Page 14).

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Title</th>
<th>Release</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBADM307</td>
<td>Organise schedules</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>BSBADM311</td>
<td>Maintain business resources</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical thinking skills</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>BSBFIA303</td>
<td>Process accounts payable and receivable</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>BSBINM301</td>
<td>Organise workplace information</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>HLTAID006</td>
<td>Provide advanced first aid</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>SIRXMER303</td>
<td>Coordinate merchandise presentation</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>SIRXSL304</td>
<td>Coordinate sales performance</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>SISXADM001</td>
<td>Organise and supervise participant travel</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>SISXDIS001</td>
<td>Facilitate inclusion for people with a disability</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>SISXDIS002</td>
<td>Plan and conduct disability programs</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>SISXFAC002</td>
<td>Maintain sport, fitness and recreation facilities</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>SISXFAC003</td>
<td>Implement facility maintenance programs</td>
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<tr>
<td>SISXFAC005</td>
<td>Manage stock supply and purchase</td>
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<tr>
<td>SISXFIN002</td>
<td>Process financial transactions</td>
<td></td>
<td>15</td>
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<tr>
<td>SISXIND003</td>
<td>Maintain legal knowledge for organisation governance</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>SISXIND006</td>
<td>Conduct sport, fitness or recreation events</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>SISXMGT001</td>
<td>Develop and maintain stakeholder relationships</td>
<td></td>
<td>20</td>
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<tr>
<td>SISXRES001</td>
<td>Conduct sustainable work practices in open spaces</td>
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<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
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<tr>
<td><strong>Additional Elective Bank</strong></td>
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<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
<td></td>
<td>50</td>
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<tr>
<td>SISOODR302A</td>
<td>Plan outdoor recreation activities</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>SISOODR303A</td>
<td>Guide outdoor recreation sessions</td>
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</table>

Minimum total for Units 1 and 2: 181

### Units 3 and 4

#### Compulsory:

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Title</th>
<th>Release</th>
<th>Nominal Hours</th>
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<tbody>
<tr>
<td>BSBWH303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
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<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
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<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool down programs</td>
<td>2</td>
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</table>
A study score is available for the VCE VET Sport and Recreation program.

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.

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.
ADDITIOINAL 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

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Unit 1</td>
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<tr>
<td>Unit 4</td>
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Supersedes: Previous Version (31 August 2019)
Authorised by: Board Chair
Review Date: Three Year Cycle
Policy Owner: Islamic College of Melbourne

Date of Authorisation: 7 March 2020