



*Community—Ownership—Respect—Excellence*

*Excellamus: Let us excel*

# 2024

## SENIOR SCHOOL VCE/VCE Vocational Major PATHWAYS GUIDE





6415 Murray Valley Highway, Cohuna. Victoria 3568  
PO Box 278.

t: 03 5456 2555

e: [cohuna.sc@education.vic.gov.au](mailto:cohuna.sc@education.vic.gov.au)

w: [www.cohuna-sc.vic.edu.au](http://www.cohuna-sc.vic.edu.au)



**"Every Student, Every Opportunity, Success for All"**

Dear Parent/Carer and Student,

*Welcome to the Senior School at Cohuna Secondary College.*

Your school has a rich history of excellence from its graduating students. Our success rate is continually improving as we offer pathways that provide for future doctors, plumbers, lawyers, graphic artists, electricians, speech therapists, builders, dentists, sound technicians, engineers and teachers, and a wide range of other careers. We will continue this by encouraging you to strive for excellence through active management of your own learning.

At Cohuna Secondary College, we support you in identifying and pursuing your own pathway into your future. You have diverse possibilities open to you for your future career – and we support you in building your personal, academic and leadership qualities to help you get to where you want to go. We are committed to providing you with a variety of options in the Senior School: a range of VCE units ensuring that you can access tertiary studies (TAFE or university); and also hands-on programs including the VCE VM (Vocational Major), VET (Vocational Education and Training) and SBAT (School-Based Apprenticeships and Traineeships).

We provide guidance, careers information and counselling throughout the Senior School to assist you in making decisions that will provide a successful transition from school to your life beyond school. We will assist you in developing co-operation and communication skills, building mutual respect with those you "work" with and helping you take responsibility for managing your own learning and outcomes.

*The Australian government now requires all young people to remain at school until they have completed Year 12, or have gained a full-time apprenticeship or other workplace training. We support this requirement.*

We are committed to maximising your potential and look forward to working with you to make your Senior School experience a beneficial and positive one leading you into a bright future beyond school.

Together, we can excel!

**Mrs Fiona Miller**  
Principal

**Ms Sharon Payne**  
Assistant Principal/Year 11 Co-Ordinator

**Ms Sharon Payne**  
Year 12 Coordinator



## College Profile

Cohuna Secondary College, with an enrolment of around 170, services the rural town of Cohuna and adjacent communities. Cohuna is located on the Murray Valley Highway on the banks of the Gunbower Creek. The community has access to a wide range of sporting facilities and offers a relaxed lifestyle. Cohuna is central to a productive irrigation and dairying and budding eco-tourism industry and has a range of businesses in town that support such industries. The area offers the potential for varied recreational activities and is abundant with many significant natural attractions.

The College has extensive grounds (10 hectares), which provide both active and passive recreational opportunities with large ovals and an ECA Centre that houses two basketball courts, a facility that is also used by the local community. We use and have up-to-date e-Learning resources, including 3D printers and other devices to support effective teaching and learning in the 21<sup>st</sup> Century.

The curriculum in VCE is set by the VCAA and all their requirements and protocols are mandated and strictly adhered to by the college. Subject leaders audit the curriculum to be reflective of 21<sup>st</sup> century learning. Staff work in small groups known as professional learning communities (PLCs) to analyse 'real time' student data to identify improvements in teaching practice programs that teach all students at 'point of need'. NAPLAN results indicate strong student growth data and reflects very positively on programs delivered at the college. Our VCE results are second to none in the region as we continually top Year 12 ATAR scores.

We offer an expansive program in the senior school with a large number of VCE units, VET options as well as offering School-Based Apprenticeships as a pathway option. We also offer tuition through Distance Education and the Victorian Virtual Learning Network to support the broad range of programs offered in the senior school. This ensures students have ready access to tertiary studies and to diverse career opportunities.

Continuing success in formal studies, in sport and extra-curricular activities exemplifies the College's emphasis on quality of life education. Students enjoy access to extensive education programs including support for disabilities and inclusion programs.

We have strong community relationships that foster community respect for our students, building commitment and motivation and providing positive role modelling for all.

We have strongly identified wellbeing programs that work with individual and whole year levels to engage students in developing the 'whole student'. Our philosophy of positive behaviour is based on cooperation and mutual respect, with students taking responsibility for their own decisions.

*We are a proud school with a proud history, and strive for excellence in all that we do.*

### Our Vision:

At Cohuna Secondary College we:

- ◆ Treat all people with respect;
- ◆ Actively engage in diverse learning experiences;
- ◆ Create and utilise opportunities to enhance our capabilities;
- ◆ Care for and support each other within the school and the wider community; and
- ◆ Strive for excellence in all that we do.

Our motto is ' **EXCELLAMUS - Let us Excel!** '.



# CONTENTS

Welcome	3
College Profile	4
Content	5
Program Choices - VCE, VCE VM or VPC	6
What is a VCE program?	7
VCE studies	8
VCE choices / Distance Education / VVLN	9
VCE Baccalaureate	10
VCE Vocational Major explained	11
School Based Apprenticeships (SBA)	12
Vocational Education and Training (VET)	13
<b>THE ARTS</b>	
Art Making & Exhibiting	14
Visual Communication & Design	15
<b>ENGLISH</b>	
English	16
Foundation English	16
<b>HEALTH &amp; PE</b>	
Health and Human Development	17
Physical Education	18
<b>HUMANITIES</b>	
Business Management	19
History	20
<b>LANGUAGES</b>	
LOTE	21
<b>MATHEMATICS</b>	
Course Selection	22
Foundation Maths	23
General Maths (Units 1 and 2)	24
General Maths (Units 3 and 4)	25
Mathematical Methods (Units 1 to 4)	26
Specialist Maths (Units 1 to 4)	27
<b>SCIENCES</b>	
Biology	28
Chemistry	29-30
Physics	31-32
Psychology	33-34
<b>TECHNOLOGY</b>	
Agricultural & Horticultural Studies	35
Food Studies	36
Product Design & Technology (Metals)	37
Product Design & Technology (Wood)	38
Systems Engineering	39
<b>Senior School Assessment Policy</b>	40-51

## PROGRAM CHOICES

There are three broad senior secondary programs offered to students:

1. The Victorian Certificate of Education (VCE)
2. VCE Vocational Major (VCE VM)
3. Victorian Pathways Certificate (VPC)

Vocational Education and Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCE Vocational Major program.

**School Based Apprenticeships and Traineeships (SBATs) can be undertaken as part of a VCE program.**

**NOTE: 2022 WAS THE FINAL YEAR OF VCAL FOR NEW STUDENTS**  
VCAL has been replaced with VCE Vocational Major from 2023 onwards.

### Choosing a Program

When choosing your program it is important to:

- Consider what you want to do after completing Year 12. If you think you would like to attend university or TAFE, a VCE program will be your best choice. If you want to go straight into the workforce, a VCE Vocational Major program may be an option.
- Identify your interests and strengths and link these with appropriate work/career choices;
- Select a VCE program that leaves your options open for university or TAFE;
- Research prerequisite subjects you may need for university courses that interest you; (VTAC Course search)
- Read information related to a VCE Vocational Major program. Discuss with your classroom teachers, Careers Advisors and Year Level Coordinator, to identify if this program suits your learning needs and future pathways, particularly if you are interested in a vocational pathway or a pathway into the workforce.  
<https://vimeo.com/726575129/ada6bb28cf>

### Assistance with Program Choices

When making choices about your program for 2024, you should seek advice and information from your classroom teacher, your Year Level Coordinator and Careers Advisor.

### Choosing a Year 12 Subject in Year 11

Students may choose a Year 12 (Units 3 and 4) subject for completion in Year 11.

This option is best suited to students who:

- are well organised, with demonstrated time management and work completion record;
- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 subject;
- have completed a Unit 1 and 2 subject in Year 10. (This is not a prerequisite)

### Where to now? Explains VCE/VCE VM/VET/SBATs:

<https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>

- Subject selection advice for current Year 10 students:  
<https://www.vtac.edu.au/before/guides/y10guide.html>
- Subject selection advice for current Year 11 students:  
<https://www.vtac.edu.au/before/guides/y11guide.html>
- VETDSSS course information on TEAMS

#### More information about VET courses:

Animal Studies: [https://www.youtube.com/watch?v=p\\_90JslkgV8](https://www.youtube.com/watch?v=p_90JslkgV8)

Building and Construction: <https://www.youtube.com/watch?v=KDCg8SEd77g>

Business: <https://www.youtube.com/watch?v=kcLHIs9mOFc>

Electrical: <https://www.youtube.com/watch?v=UMDt1JUFskc>

Engineering: <https://www.youtube.com/watch?v=2nllzqO8Tml>

Retail Cosmetics: [https://www.youtube.com/watch?v=Z75O\\_lEftbo](https://www.youtube.com/watch?v=Z75O_lEftbo)

Salon Assistant: <https://www.youtube.com/watch?v=07Uvv-aTlxY>

## WHAT IS A VCE PROGRAM?

A VCE program is an ideal program if you are considering a pathway to university or TAFE.

A VCE Program is a set of semester length units undertaken over a minimum period of two years.

There is no upper limit to the number of years over which results may be accumulated for the award of the VCE.

Students select subjects within this program to meet their needs and within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

### Units

- Unit 1—usually studied in Semester 1 of Year 11 (some students will choose to do a Unit 1 subject in Year 10)
- Unit 2—usually studied in Semester 2 of Year 11 (some students will choose to do a Unit 2 subject in Year 10)
- Unit 3 & 4 sequence—Units 3 & 4 must be taken together. These are usually studied in Year 12. (some students may complete a Unit 3 & 4 sequence in Year 11)

### VCAA Requirements

#### (What you must do to complete VCE)

Students must satisfactorily complete a **minimum of 16 units** across the 2-3 years of VCE, including:

- 3 units of English (of which two must be a Unit 3 & 4 sequence)
- 3 other Unit 3 & 4 sequences (6 units)

Most students will study 22-24 units. A wide choice of units may be chosen to make up a VCE program. Students need to ensure that the balance of subjects suits their chosen career after VCE.

An unlimited number of units of Vocational Education and Training (VET) can be included in your VCE program.

### Typical VCE Programs at CSC:

Year 10—Unit 1 & 2 Physical Education

Year 11—Unit 1 & 2 English, General Maths, Chemistry, Psychology, PDT (Metals). Unit 3 & 4 Physical Education

Year 12—Unit 3 & 4 English, General Maths, Chemistry, Psychology, PDT (Metals)

OR

Year 11—Unit 1 & 2 English, Foundation Maths, VCD, PDT (Wood), Physics. VETDSS program

Year 12—Unit 3 & 4 English, VCD, PDT (Wood), Systems Engineering, VETDSS program

Most students will study **12 units in Year 11** and **10 units in Year 12**. Some students may study 2 units in Year 10. VET may be included in these units.

There are many possible VCE programs. Students should choose a program that is suited to them

### Choosing a VCE Program

- Identify your interests, abilities and strengths and link these with appropriate work/career choices.
- Check the prerequisites for the tertiary courses you may be interested in VTAC Course search.
- If you are interested in Vocational Education (VET), consider whether to include one or more VET units into your program.

**For the purposes of obtaining an ATAR students must complete a Unit 3 and 4 sequence from the English grouping and at least 3 other scored Unit 3 and 4 sequences or VET studies.**

### COMMON prerequisites include:

Medicine/Nursing:

Chemistry, Biology

Engineering:

Math Methods, Physics

Physiotherapy:

Physics and/or Physical Education

Science:

Any Maths, at least 2 Sciences

Pharmacy:

Chemistry

Art/Design courses:

Require a folio (either Art Making & Exhibiting or VCD)

IT:

Math Methods

Teaching:

Maths

Electrical:

Maths

# VCE STUDIES



Units that students can do singly or as a sequence



Units that must be done as a sequence



Studies for which it is highly recommended that students do Unit 1 and/or 2 before attempting Units 3

## ENGLISH

### Compulsory

Units

1 2 3 4

#### Agricultural & Horticultural Studies



#### Chemistry



#### Food Studies



#### Geography



#### French



#### Physics



#### Specialist Mathematics



#### Visual Communication and Design



Units

1 2 3 4

#### Biology



#### English



#### Health and Human Development



#### Mathematical Methods



#### Product Design and Technology



#### Art Making and Exhibiting



#### Work Related Skills VCE VM



Units

1 2 3 4

#### Business Management



#### Foundation Mathematics



#### General Mathematics



#### History



#### Physical Education



#### Psychology



#### Systems Engineering





## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

### Your Choices for VCE

- Please note that the VCE requires at least three Units of English to be passed, including a pass in both Units 3 and 4.

### VCE Units 1 to 4

#### The Arts

- Art Making & Exhibiting
- Visual Communication and Design

#### English

- English
- Foundation English

#### Health and Physical Education

- Health and Human Development
- Physical Education

#### Humanities

- Business Management
- Geography
- History

#### Languages (Languages other than English)

- French

#### Mathematics

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

#### Sciences

- Biology
- Chemistry
- Physics
- Psychology

#### Technology

- Agricultural & Horticultural Studies
- Food Studies
- Product Design and Technology—Wood & Metal
- Systems Engineering

#### VCE Vocational Major

- Work Related Skills

## DISTANCE EDUCATION (Virtual School Victoria)

It is sometimes possible to undertake a study through Distance Education if the school is unable to run a class.

The cost is approximately \$160 per study or \$80 for a single Unit to be paid to the College together with completed application in the preceding year.

Students are advised that studying through Distance Education can be more difficult than taking classes at school. There are criteria to be eligible which includes a legitimate reason for undertaking DE studies, and a track record of independent, organised and self-motivated work.

## VVLN (Victorian Virtual Learning Network)

This is an alternative to Distance Education. Online courses are offered through an outside Provider.

There is only a small range of units available.

These are only considered if a student cannot select a suitable program at CSC.

For further information please contact the Careers Office.

## VCE (BACCALAUREATE)

The VCE (Baccalaureate) is awarded by the VCAA. It is designed to encourage more students to include languages and higher level mathematics in their senior secondary program of study.

### WHAT IS THE VCE (BACCALAUREATE)?

It provides further information about the kind of VCE program a student has undertaken within the flexible nature of VCE. It provides an additional form of recognition for students who undertake the demands of studying both a higher level mathematics and a language in the VCE. It is not an additional subject that is selected.

### WHAT DO STUDENTS NEED TO DO TO BE ELIGIBLE FOR THE VCE (BACCALAUREATE)?

Students must satisfactorily complete their VCE to achieve a study score and their VCE program must include:

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

### HOW DO STUDENTS ENROL IN THE VCE (BACCALAUREATE)?

Students are not required to enrol in the VCE (Baccalaureate). Students select their VCE subjects and where they meet the requirements above, student's Statement of Results from the VCAA at the end of the year will include additional recognition of this award.

### WILL THE VCE (BACCALAUREATE) INFLUENCE A STUDENT'S ATAR?

VTAC has advised that the calculation of the ATAR will not be affected by having the additional recognition of the VCE (Baccalaureate).

### WILL THE AWARD OF THE VCE (BACCALAUREATE) INFLUENCE UNIVERSITY SELECTION?

Tertiary institutions strongly support any initiative that encourages students to study higher level mathematics and a language in the VCE. However, tertiary selection practices vary across institutions and students are advised to seek further information from tertiary providers.

## VCE VM (Vocational Major)

The Victorian Certificate of Education (Vocational Major) is an alternative to the standard VCE. It is designed to provide students with practical experience, 'employability' skills and personal development opportunities which help prepare them for further training in the work place or at TAFE.

### Units

- Unit 1—usually studied in Semester 1 of Year 11 (some students will choose to do a Unit 1 subject in Year 10)
- Unit 2—usually studied in Semester 2 of Year 11 (some students will choose to do a Unit 2 subject in Year 10)
- Unit 3 & 4 sequence—Units 3 & 4 must be taken together. These are usually studied in Year 12. (some students may complete a Unit 3 & 4 sequence in Year 11)

### To achieve the VCE Vocational Major you must complete:

- A minimum of 16 units
- 3 VCE VM Literacy, or VCE English units (including a 3 & 4 sequence)
- 2 VCE VM Numeracy or VCE Maths units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above

The VCE (Vocational Major) replaced the VCAL in 2023. It will usually be undertaken over two years, similar to the standard VCE.

If you are interested in the VCE Vocational Major, talk to the Careers Team.

We will assist you to put together a suitable program.

## What do I study?

At Cohuna Secondary College, the compulsory units for VCE VM students in 2024 are:

### Year 11

- VCE English Units 1 & 2
- VCE Mathematics (either Foundation, General or Methods) Units 1 & 2
- Work Related Skills Units 3 & 4\*
- VET course—either VETDSSS or a school-based apprenticeship
- Plus 2 other VCE subjects of choice

### Year 12

- VCE English Units 3 & 4
- VCE Mathematics (either Foundation, General or Methods) Units 3 & 4
- Work Related Skills Units 3 & 4
- VET course—either VETDSSS or a school-based apprenticeship
- Plus 1 other VCE subject of choice

*\*Students will complete Personal Development Skills Units 3 & 4 in 2025*

*\*Students may wish to incorporate some extra Structured Workplace Learning into their course, instead of further VCE subjects.*

## A sample VCE Vocational Major course:

### 2024—Year 11

- English Units 1 & 2
- Foundation Maths Units 1 & 2
- Work Related Skills Units 3 & 4
- VET Certificate II in Building and Construction (at Echuca Kangan TAFE) 1st Year
- PDT (Wood or Metals) Units 1 & 2
- VCD Units 1 & 2

### 2025—Year 12

- English Units 3 & 4
- Foundation Maths Units 3 & 4
- Personal Development Skills Units 3 & 4
- VET Certificate II in Building and Construction (at Echuca Kangan TAFE) 2nd Year
- PDT (Wood or Metals) Units 3 & 4

## SCHOOL BASED APPRENTICESHIPS (SBA)

School Based Apprenticeships (Traineeships) are an important part of the curriculum for Year 10, 11 and 12 students.

### *How does it operate?*

The student works as a paid employee (trainee rates) for the host employer under an agreement between the student, the employer and an Apprenticeship Centre such as **CVGT, MIMG, VECCI etc.**

The placement normally takes place during one school day and at other times as agreed. The student is also enrolled at TAFE or another training organization. They will be assessed on the job by the training organisation and may:

- Do study at the TAFE.
- Have work provided by the TAFE to be completed in their own time.

### **How does it fit into the VCE/VCE VM?**

When the required assessments are completed, the school-based apprenticeship can count as unit 1/2 or 3/4 level units, depending on the certificate studied.

### **What does the student gain?**

- Paid employment and training in the chosen area of work
- A nationally recognized TAFE level Certificate
- As stated above, credit towards completing VCE or VCE VM
- Credit towards an apprenticeship for those who go on to one

### *How does it affect other classes?*

The student's timetable is organized to allow the work placement to take place. This may mean selecting VCE VM or studying one less VCE subject.

### *Who can do it?*

**Students in years 10, 11 or 12 who have turned 15.**

### **CREDIT UPON SUCCESSFUL COMPLETION OF THE PROGRAM**

- An industry certificate at Certificate II, III or IV level. This may provide a traineeship qualification or the first year of an apprenticeship in some trades like hospitality, hairdressing and automotive.
- Contribution to a VCE or VCE VM certificate.
- Certificate III and IV training level may allow an ATAR increment, which is 10% of lowest primary four scored VCE subjects.
- Up to four VCE units (including VCE VM)

### **EXAMPLES OF CERTIFICATES AVAILABLE AS SCHOOL-BASED APPRENTICESHIPS:**

A wide range of certificates have been enrolled in by our students. These include:

- Certificate II in Engineering, Certificate II in Automotive, Certificate II in Building and Construction, Certificate II in Agriculture, Certificate II in Cabinet Making, Certificate II in Hospitality as well as many more.

### **A Caution with School-Based Apprenticeships :**

The School cannot guarantee that every student who would like to do a School-Based Apprenticeship can do one.

To commence one it requires an employer who:

- Is prepared to employ a student Part-Time on a trainee wage
- Selects a student who may be competing with other students for the position

## VOCATIONAL EDUCATION AND TRAINING programs for secondary school students (VETDSSS)

Vocational programs at CSC provide students with training in the skills and knowledge of a particular industry. The certificates issued are industry qualifications. Many of the VCE VET certificates are the industry pre-apprenticeship qualifications. Therefore, students including a VET program in their VCE or VCE VM, also gain an industry qualification that is recognised nationally. It is also possible to undertake a School Based Apprenticeship and Traineeship (SBAT) at CSC.

### WHAT IS VET?

People working in all industries in Australia have to undertake training to learn the skills needed to work in that industry. Much of this training is through the VET system. Students can also access industry training while at school, called VET delivered to secondary school students (VETDSSS). This counts in their VCE or VCE VM in the same way as their VCE subjects. VCAA has developed scored assessment for some VET programs, so students also count VET programs in their ATAR if they undertake scored assessment. There are incremental ATAR arrangements in place for non-scored VET programs.

### VET IS SUITED TO STUDENTS WHO:

- ◆ are thinking of obtaining an apprenticeship or traineeship after school;
- ◆ are interested in developing a practical skills base for diploma and degree level courses;
- ◆ would like to gain an industry qualification, as well as their VCE or VCE VM
- ◆ enjoy practical based learning environments;
- ◆ want to keep their options open after completing Year 12;
- ◆ want to obtain part-time work in an industry.

### CREDIT UPON SUCCESSFUL COMPLETION OF THE WHOLE PROGRAM

- ◆ A Certificate II or III level in the industry training. This may also provide a pre-apprenticeship qualification in some trades.
- ◆ Up to 4 or 5 units in the student's VCE or VCE VM Certificate, depending on the level of the Certificate.

BENDIGO KANGAN TAFE is a Registered Training Organisation (RTO) for VET courses in 2024.

Echuca College meets the requirements to deliver VET courses through external RTOs.

CSC recognises Australian Qualification Training Framework (AQTF) qualifications and Statements of Attainment issued by other Registered Training Organisations.

### Courses that MAY be available in 2024 include:

Certificate 11 Building and Construction

Certificate 11 in Engineering Studies

Certificate 11 in Cookery

Certificate 11 in Retail Cosmetics

Certificate 11 in Animal Studies

Certificate 11 in Community Services

Certificate 11 in Automotive

Certificate 11 in Salon Assistant

Certificate 111 in Information Technology

Certificate 111 in Music

Certificate 111 in Sport & Recreation

Certificate 111 in Visual Arts

Certificate 111 in Early Childhood Education

(Yr 11/12 only)

**COST:** Students should note that some VET students will be responsible for the cost of materials and consumables. There is no cost to the student for VET services or transport to and from Echuca.

**For more information about these courses:-**  
[SEE VET GUIDE ON TEAMS](#)



## THE ARTS

### Art Making and Exhibiting:

#### Unit 1: Explore, Expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

**Percentage contributions to the study score in VCE Art Making and Exhibiting are as follows:**

<b>Units 3 and 4 School-assessed Coursework:</b>	<b>10%</b>
<b>Units 3 and 4 School-assessed Task:</b>	<b>60%</b>
<b>End-of-year examination:</b>	<b>30%</b>

#### Unit 2: Understand, develop and resolve

In Unit 2 students continue research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

#### Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

#### Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

## THE ARTS

### Visual Communication & Design:

#### Unit 1: Finding, reframing and resolving design problems

##### Outcome 1 Reframing design Problems

On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.

##### Outcome 2 Solving Communication Design Problems

On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

##### Outcome 3 Design's influence and influences on design

On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design.

#### Unit 2: Design contexts and connections

##### Outcome 1 Design, place and time

On completion of this unit the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.

##### Outcome 2 Cultural ownership and design

On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

##### Outcome 3 Designing interactive experiences

On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.

#### Unit 3: Visual communication in design practice

##### Outcome 1 Professional Design Practice

On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

##### Outcome 2 Design Analysis

On completion of this unit the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

##### Outcome 3 Design process: defining problems and developing ideas

On completion of this unit the student should be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

#### Unit 4: Delivering design solutions

##### Outcome 1 Design process: refining and resolving design concepts

On completion of this unit the student should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

##### Outcome 2 Presenting design solutions

On completion of this unit the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

##### Assessment:

##### **School based assessment (65% of final score)**

##### **School Assessed Coursework (25%)**

Unit 3 – two tasks selected from the following: written report, structured questions, visual report

Unit 4 – one task selected from the following: written report, visual report, oral presentation

##### **School Assessed Task (40%)**

A folio showing the development and completion of student designs completed over both Units 3 and 4

##### **End-of-year examinations (35% of final score)**

1½ hours duration, covering all outcomes.

## ENGLISH

The study is made up of four units.

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

The set texts are chosen by the school from the VCAA list.

### Unit 1:

#### AOS 1: Reading & exploring texts

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

#### AOS 2: Crafting texts

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

### Unit 2:

#### AOS 1: Reading & exploring texts

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

#### AOS 1: Exploring Argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

### Foundation English Units 1 & 2

The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies.

Foundation English integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Foundation English does not provide a direct pathway to VCE English Units 3 and 4. Students that require VCE English Units 3 and 4 as a prerequisite for future studies should not choose Foundation English.

### Unit 3:

#### Area of Study 1: Reading & Responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

#### Area of Study 2: Creating Texts

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

### Unit 4:

#### Area of Study 1: Reading & Responding to texts

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

#### Area of Study 2: Analysing Argument

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience. Students also apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic.

#### Assessment:

**School based assessment will account for 50% of the study score**

Unit 3 – Four written tasks

Unit 4 – Two written tasks, One oral presentation

**End-of-year examination accounts for 50% of the study score.**

## HEALTH and PE

### Health and Human Development:

#### **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.

#### **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.

#### **Assessment:**

##### **School based assessment (50% of final score)**

A selection from the following tasks, across all areas of study in both Units 3 and 4

- |                       |                           |                       |
|-----------------------|---------------------------|-----------------------|
| * case study analysis | * data analysis           | * visual presentation |
| * oral presentation   | * multimedia presentation | * test                |
|                       | * blog                    |                       |
|                       | * written response        |                       |

##### **End-of-year examinations (50% of final score)**

2 hours duration, covering all areas of study.

## HEALTH and PE

### Physical Education:

#### Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system

#### Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective.

Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

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

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

##### Assessment:

##### School based assessment (50% of final score)

A selection from the following tasks, across all areas of study in both Units 3 and 4

- |                                     |                       |
|-------------------------------------|-----------------------|
| * case study analysis               | * data analysis       |
| * critically reflective folio/diary |                       |
| * practical laboratory report       | * visual presentation |
| * test                              |                       |

Students also complete a written report on a six week training program in Unit 4.

##### End-of-year examinations (50% of final score)

2 hours duration, covering all areas of study.



## HUMANITIES

### Business Management:

#### Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business 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, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

- Area of Study 1 – The Business Idea.
- Area of Study 2 – Internal Business Environment and Planning.
- Area of Study 3 – External Business Environment and Planning.

#### Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as 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 met 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 management practices by applying key knowledge to contemporary business case studies from the past four years.

- Area of Study 1 – Legal requirements and financial considerations.
- Area of Study 2 – Marketing a Business
- Area of Study 3 - Staffing a Business

#### **Assessment:**

A selection from the following tasks, across all areas of study in both Units 1 and 2

- \* Case Study
- \* Media Analysis
- \* Presentation
- \* Structured Questions
- \* School Assessed Coursework
- \* Report (written or multimedia)
- \* Exam—Middle and end of year

#### Unit 3: Managing a business

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

- Area of Study 1 – Business Foundations
- Area of Study 2 – Human Resource Management
- Area of Study 3 – Operations Management

#### 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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

- Area of Study 1 – Reviewing Performance – the need for change.
- Area of Study 2 – Implementing Change.

#### **Assessment:**

##### **School based assessment (50% of final score)**

A selection from the following tasks, across all areas of study in both Units 3 and 4

- \* Case Study
- \* Media Analysis
- \* Presentation
- \* Structured Questions
- \* School Assessed Coursework
- \* report (written or multimedia)

##### **End-of-year examinations (50% of final score)**

2 hours duration, covering all areas of study.

## HUMANITIES

### History:

### Modern history

#### Unit 1: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. 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 and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

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 and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (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. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

- Area of Study 1—Ideology and Conflict
- Area of Study 2—Social and Cultural Change

#### Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) 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. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic 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. Ethnic and sectarian 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, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

- Area of Study 1 – Causes, course and consequences of the Cold War.
- Area of Study 2 – Challenge and Change

#### Assessment

A selection from the following tasks, across all areas of study in both Units 1 and 2.

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.
- Exam – Middle and end of year

## HUMANITIES

### History:

### Australian History:

#### Unit 3 and 4:

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. Furthermore, the significant turning points such as European settlement, the gold rushes, Federation, the passage of social, political, and economic reforms, the world wars, the emergence of social movements and Aboriginal recognition and land rights have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society. Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous people.

In Units 3 and 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to,

influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

In developing a course, teachers select two historical investigations to be studied, one for Unit 3 and one for Unit 4 from the list below. The historical investigation selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The historical investigation selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

Select two historical investigations from the following:

From custodianship to the Anthropocene (60,000 BCE–2010)

Creating a nation (1834–2008)

Power and resistance (1788–1998)

War and upheaval (1909–1992).

Area of Study 1 – Foundations

Area of Study 2 – Transformations

#### Assessment

**School Based Assessment** (50% of final score) A selection of the following tasks, across all areas of study in both Units 3 and 4.

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.
- Exam – Middle and end of year

#### End of year Examination

(50% of final score) – 2 hours duration, covering all areas of study.

## LOTE

### French:

Students are expected to know the dialects and divergent vocabulary exist, but they are not required to study them. French is an Indo-European language and belongs to the family of Romance languages derived from the spoken Latin language of the Roman Empire.

#### Scope of Study:

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French in a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing 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.

#### Rationale:

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication.

The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

#### Aims:

This study enables students to:

- communicate with others in French in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture

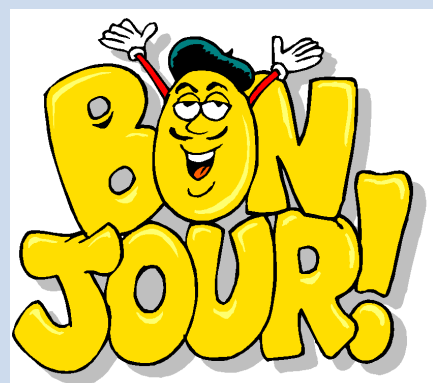
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which French is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

#### Structure:

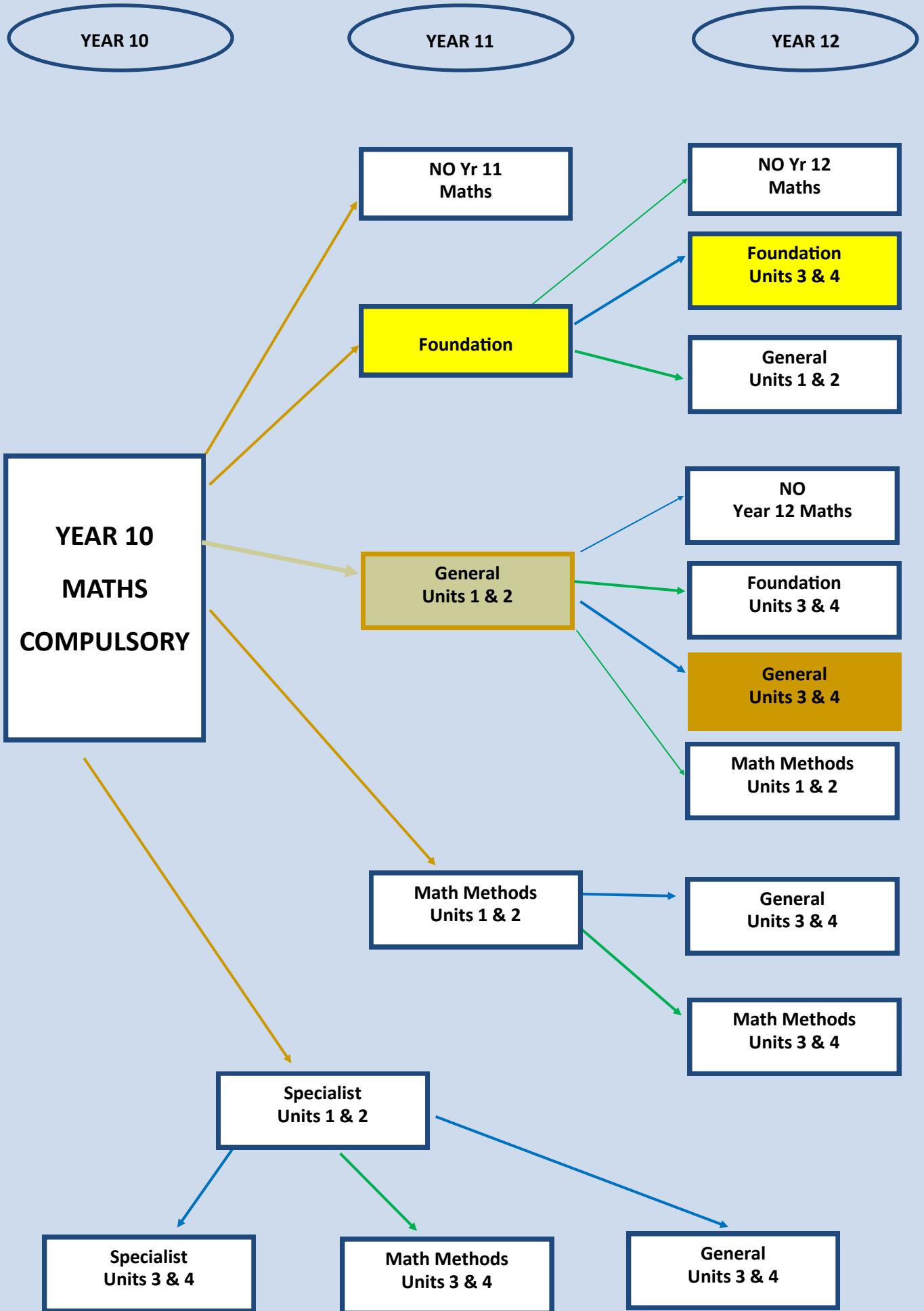
The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

#### Entry:

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula. VCE French is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.



# VCE Mathematics Course Selection





## MATHEMATICS

### Foundation Mathematics:

#### Unit 1

Provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

#### Unit 2

Focuses on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology.

The will develop relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, working mathematically, and in related assessment, is incorporated throughout each unit. Both units are designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

**These units will be especially useful for students undertaking VET studies and/or VCE (Vocational Major).**

Areas of Study:

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

#### Assessment:

All assessments at Units 1 and 2 are school-based and consist of assignments, projects, tests and examinations. For each unit, students are required to demonstrate achievement of three outcomes to achieve a satisfactory result.

#### Units 3 and 4

**\*Please note: Current advice is that Units 3 & 4 Foundation Maths will not meet the maths prerequisites for University/TAFE courses.**

Focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Four areas of student are to be completed over the two units. The selected content for each unit will be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

**These units will be especially useful for students undertaking VET studies and/or VCE (Vocational Major).**

Areas of Study:

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

#### Assessment:

School based assessment (60% of final score)

- Unit 3: Two investigation tasks (40%)
- Unit 4: One investigation task (20%)

End of year examination (40% of final score)

- 2-hour examination—calculator and one bound reference book allowed (40%)
- VCAA examination rules apply

## MATHEMATICS

### General Mathematics:

#### Units 1 and 2

Cater for a range of student interest, provide preparation of the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

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

**\*\*Please note: General Mathematics provides a direct pathway for General Mathematics Units 3 and 4 and is suitable for students considering most non-mathematical courses at University/TAFE.**

Areas of Study:

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Matrices and Networks
- Space and measurement

**STUDENTS MUST PURCHASE A TI-NSPIRE CAS CALCULATOR FOR THIS COURSE**

**Assessment:**

**All assessments at Units 1 and 2 are school-based and consist of assignments, projects, tests and examinations. For each unit, students are required to demonstrate achievement of three outcomes to achieve a satisfactory result.**

#### Units 3 and 4

These units focus on real-life application of mathematics.

**Unit 3** comprises Data analysis and Recursion and financial modelling, and **Unit 4** comprises Matrices and Networks and decision mathematics.

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

**\*\* Please note: Assumed knowledge and skills for General Mathematics Units 3 and 4 from General Mathematics Units 1 and 2, will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills.**

Unit 3 Areas of Study:

- Data analysis
- Recursion and financial modelling

Unit 4 Areas of Study:

- Matrices
- Networks and decision mathematics

**STUDENTS MUST HAVE A TI-NSPIRE CAS CALCULATOR FOR THIS COURSE**

**Assessment:**

School-based assessment (40% of final score)

- Unit 3: One application and one modelling/problem solving tasks (24%)
- Unit 4: Two modelling/problem solving tasks (16%)

End of year examinations (60% of final score)

- Examination 1: 1.5-hour multiple-choice questions covering all areas of study (30%)
- Examination 2: 1.5-hour written response questions covering all areas of study (30%)

**A CAS calculator and one bound reference book allowed in BOTH examinations.**

**VCAA examination rules apply.**

## MATHEMATICS

### Mathematical Methods:

#### Unit 1 and 2:

Mathematical methods 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.

**Unit 1** is the study of simple algebraic functions.

**Unit 2** is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications.

Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology. In addition, students will refine relevant mental and by-hand approaches to estimation and computation. At the end of Unit 1, students will have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2.

**\*\* Please Note: Mathematical Methods Units 1 and 2 provide a direct pathway for Mathematical Methods Units 3 and 4 and will satisfy any mathematics prerequisite for University/TAFE courses.**

Areas of Study:

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

**STUDENTS MUST PURCHASE A TI-NSPIRE CAS CALCULATOR FOR THIS COURSE**

Assessment:

All assessments at Units 1 and 2 are school-based and consist of assignments, projects, tests and examinations.

For each unit, students are required to demonstrate achievement of three outcomes to achieve a satisfactory result.

#### Units 3 and 4

Extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. A clear progression of skills and knowledge applies from Unit 3 and 4 within an area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They will 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,

**\*\*Please note: Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.**

Areas of study:

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

**STUDENTS MUST HAVE A TI-NSPIRE CAS CALCULATOR FOR THIS COURSE**

**Assessment:**

**School based assessment (40% of final score)**

- Unit 3 – One application task (20%)
- Unit 4 – Two modelling/problem-solving tasks (20%)

**End-of-year examinations (60% of final score)**

- Examination 1 – 1-hour short/extended answer questions covering all areas of study (20%)
- Examination 2 – 2-hour multiple choice/extended answer questions covering all areas of study (40%)

**A CAS calculator and one bound reference book allowed in BOTH examinations.**

**VCAA examination rules apply.**

## MATHEMATICS

### Specialist Mathematics:

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

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They will be expected to construct proofs and develop and interpret algorithms to solve problems. They will develop and refine 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 incorporated throughout each unit. Concepts from Unit 1 and 2 will be further developed and used in Units 3 and 4.

**\*\*Please note: Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, MUST BE taken in conjunction to provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.**

#### Unit 1 Areas of study:

- Algebra, number and structure
- Discrete mathematics

#### Unit 2 Areas of study:

- Data analysis, probability and statistics
- Space and measurement
- Algebra, number and structure
- Functions, relations and graphs
- 

**STUDENTS MUST PURCHASE A TI-NSPIRE CAS CALCULATOR**

#### Assessment:

All assessments at Units 1 and 2 are school-based and consist of assignments, projects, tests and examinations. For each unit, students are required to demonstrate achievement of three outcomes to achieve a satisfactory result.

#### Units 3 and 4:

**Units 3 and 4** assume familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They will 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.

#### Areas of study:

- Discrete mathematics
- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Space and Measurement
- Data analysis, probability and statistics

**STUDENTS MUST HAVE A TI-NSPIRE CAS CALCULATOR FOR THIS COURSE**

#### Assessment:

School based assessment (40% of final score)

- Unit 3: One application task (20%)
- Unit 4: Two modelling/problem solving tasks (20%)

End of year examinations (60% of final score)

- Examination 1: 1-hour short/extended answer questions covering all areas of study (20%)
- Examination 2: 2-hour multiple choice/extended answer questions covering all areas of study (40%)

**A CAS calculator and one bound reference book allowed in Examination 2 ONLY.**

**VCAA examination rules apply.**

## SCIENCES

### Biology:

#### UNIT 1: How do organisms regulate their functions?

##### Area of Study 1

##### How do cells function?

- Cellular structure and function
- The cell cycle and cell growth, death and differentiation

##### Area of Study 2

##### How do plant and animal systems function?

- Functioning systems
- Regulation of systems

##### Area of Study 3

**Practical investigation:** students design and undertake an investigation to develop an understanding of how organisms regulate their functions.

#### UNIT 2: How does inheritance impact on diversity?

##### Area of Study 1

##### How is inheritance explained?

- From chromosomes to genomes
- Genotypes and phenotypes
- Patterns of inheritance

##### Area of Study 2

##### How do inherited adaptations impact on diversity?

- Reproductive strategies
- Adaptations and diversity

##### Area of Study 3

**Investigation of an issue:** students investigate and communicate a response related to an issue in genetics and/or reproductive science

#### UNIT 3: How do cells maintain life?

##### Area of Study 1

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

- Relationship between nucleic acids and proteins
- DNA manipulation techniques and applications

##### Area of Study 2

##### How are biochemical pathways regulated?

- Reproductive strategies
- Adaptations and diversity

#### UNIT 4: How does life change and respond to challenges?

##### Area of Study 1

##### How do organisms respond to pathogens?

- Responding to antigens
- Acquiring immunity
- Disease challenges and strategies

##### Area of Study 2

##### How are species related over time?

- Genetic changes in a population over time
- Changes in species over time
- Determining the relatedness of species
- Human change over time

##### Area of Study 3 (Units 3 and/or 4)

**Practical investigation:** students design and undertake a practical investigation relation to cellular processes and/or biological change.

##### Assessment:

- **School based assessment (40% of final score)**

Unit 3—reports of 3 practical activities, issue response and investigation,

Unit 4—reports of 3 practical activities, oral or written report, issue response

##### End-of-year examinations (60% of final score)

2½ hours duration, covering all areas of study



## SCIENCES

### Chemistry:

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

<p><b>Area of Study 1</b> How do the chemical structures of materials explain their properties and reactions?</p> <ul style="list-style-type: none"> <li>explain how elements form carbon compounds, metallic lattices and ionic compounds</li> <li>experimentally investigate and model the properties of different materials</li> <li>use chromatography to separate the components of mixtures</li> </ul>	<p><b>Area of Study 2</b> <b>How are materials quantified and classified?</b></p> <ul style="list-style-type: none"> <li>calculate mole quantities</li> <li>use systematic nomenclature to name organic compounds</li> <li>explain how polymers can be designed for a purpose</li> <li>evaluate the consequences for human health and the environment of the production of organic materials and polymers</li> </ul>
<p><b>Areas of Study 3</b> <b>How can chemical principles be applied to create a more sustainable future?</b></p> <ul style="list-style-type: none"> <li>Students undertake an investigation involving the selection and evaluation knowledge and skills developed in Unit 1 Area of Study 1 and/or Area of Study 2</li> </ul>	

#### Unit 2: How are materials quantified and classified?

<p><b>Area of Study 1</b> <b>How do chemicals interact with water?</b></p> <ul style="list-style-type: none"> <li>students should be able to explain the properties of water in terms of structure and bonding</li> <li>experimentally investigate and analyse applications of acid-base and redox reactions in society</li> </ul>	<p><b>Area of Study 2</b> <b>How are chemicals measured and analysed?</b></p> <ul style="list-style-type: none"> <li>students calculate solution concentrations</li> <li>predict solubilities</li> <li>use volumetric analysis and instrumental techniques to analyse for acids, bases and salts</li> <li>apply stoichiometry to calculate chemical quantities</li> </ul>
<p><b>Areas of Study 3</b> <b>How do you quantify scientific investigations develop our understanding of chemical reactions?</b></p> <ul style="list-style-type: none"> <li>Students draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to water</li> </ul>	

#### Assessment:

Both Units 1 and 2 consists of school-based assessment in the form of reports, scientific posters, experimental investigations, tests, presentations and examinations.

#### Assessment:

**School based assessment (40% of final score)**

\*Practical Investigation

\*A selection from: tests, prac reports, data analysis, written report, poster, multimedia presentation

**End-of-year examinations (60% of final score)**

2½ hours duration, covering all areas of study.

## SCIENCES

### Chemistry:

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

##### Area of Study 1: What are the current and future options for supplying energy?

- Students compare fuels quantitatively with reference to combustion products and energy outputs
- Apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells
- Evaluate the sustainability of electrochemical cells in producing energy for society.

##### Area of Study 2: How can the rate and yield of chemical reactions be optimised?

- Students experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised
- Explain how electrolysis is involved in the production of chemicals
- Evaluate the sustainability of electrolytic processes in producing useful materials for society.

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

##### Area of Study 1: How are organic compounds categorised and synthesised?

- Students analyse the general structures and reactions of the major organic families of compounds
- Design reaction pathways for organic synthesis
- Evaluate the sustainability of the manufacture of organic compounds used in society.

##### Area of Study 2: How are organic compounds analysed and used?

- Students apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics deduce structures of organic compounds using instrumental analysis data
- Explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

##### Area of Study 3 How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

- Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4
- Student will design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

#### Assessment:

- School-assessed Coursework for Unit 3 will contribute 20% to the study score
- School-assessed Coursework for Unit 4 will contribute 30% to the study score
- The examination will contribute 50% to the study score.

## SCIENCES

### Physics:

#### Unit 1: How is energy useful to society?

<p><b>Area of Study 1</b> <b>How are light and heat explained?</b></p> <ul style="list-style-type: none"> <li>the wave-like nature of light</li> <li>thermal energy</li> <li>the emission and absorption of light by matter</li> </ul>	<p><b>Area of Study 2</b> <b>How is energy from the nucleus utilised?</b></p> <ul style="list-style-type: none"> <li>explore energy that derives from the nuclei of atoms</li> <li>properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues</li> <li>the use of radioisotopes in medical therapy</li> </ul>
<p style="text-align: center;"><b>Areas of Study 3</b> <b>How can energy be used to transfer energy?</b></p> <ul style="list-style-type: none"> <li>investigate basic DC circuit models</li> <li>apply mathematical models to analyse circuits</li> <li>describe the safe and effective use of electricity</li> </ul>	

#### Unit 2: How does physics help us to understand the world?

<p><b>Area of Study 1</b> <b>How is motion understood?</b></p> <ul style="list-style-type: none"> <li>the ways in which forces are involved both in moving objects and in keeping objects stationary</li> <li>apply these concepts to a chosen case study of motion</li> </ul>	<p><b>Area of Study 2</b> <b>How does physics inform contemporary?</b></p> <ul style="list-style-type: none"> <li>students use physics to justify a stance, response or solution to a contemporary societal issue or application related to the option</li> </ul>
<p style="text-align: center;"><b>Areas of Study 3</b> <b>How do Physicists investigate questions?</b></p> <ul style="list-style-type: none"> <li>students investigate the generation of primary data and draw on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2</li> </ul>	

#### Assessment:

For both Units 1 and 2 consists of school-based assessment in the form of reports, scientific posters, experimental investigations, tests, presentations and examinations.

## SCIENCES

### Physics:

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

Students use Newton's law of motion to analyse linear motion, circular motion and projectile motion. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They explore the relationships between force, energy and mass.

The areas of study are:

1. **How do physicists explain motion in two directions?**
  - Students investigate motion and related energy transformations experimentally
  - Students analyse motion using Newton's Laws of Motion in one and two dimensions
2. **How do things move without contact?**
  - Students analyse gravitational, electric and magnetic fields
  - Students apply field concepts to explain the operation of motors and particle accelerators, and the orbits of satellites.
3. **How are fields used in electricity generation?**
  - Students analyse and evaluate an electricity generation and distribution system

#### Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe.

The areas of study are:

1. **How has understanding about the physical world changed?**
  - Students analyse and apply models that explain the nature of light and matter
  - Students use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
2. **How is scientific inquiry used to investigate fields, motion or light?**
  - Students design and conduct a scientific investigation related to fields, motion or light
  - Students present an aim, methodology and method, results, discussion and a conclusion in a scientific poster

#### Assessment:

##### **School based assessment (50% of final score)**

A selection from the following tasks, across all areas of student in both Units 3 & 4

- |  |   |  |
|--|---|--|
| • application of physics concepts to explain a model, theory, device, design or innovation   | * | problem-solving, applying physics concepts and skills to real-world contexts   |
| • analysis and evaluation of primary and/or secondary data, including data plotting, identified Assumptions or data limitations, and conclusions | * | comparisons and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or Findings from practical activities. |

The practical investigation will be assessed via a structured scientific poster and log book entries using the VCAA template.

##### **End-of-year examination (50% of final score)**

2½ hours duration, summary notes allowed, covering all areas of study.

## SCIENCES

### Psychology:

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

<p>Area of Study 1: What influences psychological development?</p> <ul style="list-style-type: none"> <li>• discuss complexity of psychological development over the life span.</li> <li>• evaluate ways of understanding and representing psychological development.</li> </ul>	<p>Area of Study 2: How are mental processes and behaviour influenced by the brain?</p> <ul style="list-style-type: none"> <li>• analyse the role of the brain in mental processes and behaviour.</li> <li>• evaluate how brain plasticity and brain injury can change biopsychosocial functioning.</li> </ul>
<p>Area of Study 3: How does contemporary psychology conduct and validate psychological research?</p> <ul style="list-style-type: none"> <li>• identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.</li> </ul>	

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

<p>Area of Study 1: How are people influenced to behave in particular ways?</p> <ul style="list-style-type: none"> <li>• analyse how social cognition influences individual to behave in specific ways.</li> <li>• evaluate factors that influence individual and group behaviour.</li> </ul>	<p>Area of Study 2: What influences a person's perception of the world?</p> <ul style="list-style-type: none"> <li>• explain the roles of attention and perception.</li> <li>• compare gustatory and visual perception.</li> <li>• analyse factors that may lead to perceptual distortions..</li> </ul>
<p>Area of Study 3: How do scientific investigations develop understanding of influences on perception and behaviour?</p> <ul style="list-style-type: none"> <li>• adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.</li> </ul>	

#### Assessment :

For both Units 1 and 2 consists of school based assessment in the form of reports, scientific posters, experimental investigations, tests, presentations and examinations.

## SCIENCES

### Psychology:

#### Unit 3: How does experience affect behaviour and mental processes?

<p>Area of Study 1: How does the nervous system enable psychological functioning?</p> <ul style="list-style-type: none"> <li>analyse how the functioning of the human nervous system enables a person to interact with the external world.</li> <li>evaluate the different ways in which stress can affect psychobiological functioning.</li> </ul>	<p>Area of Study 2: How do people learn and remember?</p> <ul style="list-style-type: none"> <li>apply different approaches to explain learning to familiar and novel contexts.</li> <li>discuss memory as a psychobiological process.</li> </ul>

#### Unit 4: How is mental wellbeing supported and maintained?

<p>Area of Study 1: How does sleep affect mental processes and behaviour?</p> <ul style="list-style-type: none"> <li>analyse the demand for sleep.</li> <li>evaluate the effects of sleep disruption on a person's psychological functioning.</li> </ul>	<p>Area of Study 2: What influences mental wellbeing?</p> <ul style="list-style-type: none"> <li>discuss the concept of mental wellbeing.</li> <li>apply a biopsychosocial and management of specific phobia.</li> <li>discuss protective factors that contribute to the maintenance of mental wellbeing.</li> </ul>
<p>Area of Study 3: How do scientific inquiry used to investigate mental processes and psychological functioning?</p> <ul style="list-style-type: none"> <li>design and conduct a scientific investigation related to mental processes and psychological functioning.</li> <li>Present an aim, methodology and method, results, discussion and conclusion in a scientific poster.</li> </ul>	

#### Assessment :

- School-assessed Coursework for Unit 3 will contribute 20% to the study score.
- School-assessed Coursework for Unit 4 will contribute 30% to the study score.
- The examination will contribute 50% to the study score.



## TECHNOLOGY

### Agricultural & Horticultural Studies:

Agricultural and Horticultural Studies is designed to develop students' understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context.

#### Unit 1: Agricultural and horticultural operations

In this unit students study local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project.

#### Unit 2: Production

This unit focuses on plant and animal nutrition, and growth and reproduction and their relationships within agribusiness systems, in terms of timelines for production, taking into account physical, biological, economic, social and environmental factors. Students use a small business project to explore the role of agribusiness in value adding to the product of an agricultural and/or a horticultural business. Students monitor and evaluate the outcomes of the small business project.

#### Unit 3: Technology, innovation and business practices

This unit looks at equipment, management techniques and processes that can be used to maintain and/or enhance efficiency and effectiveness of agricultural and horticultural systems in order to achieve socially, economically and environmentally sustainable agricultural and horticultural systems. Management of soil/growing

media, water, pests and diseases of plants and/or animals and weeds are considered. Using a range of production techniques and equipment they commence their business and report on its progress. Students will continue to manage this business in Unit 4.

#### Unit 4: Sustainable management

This unit focuses on the management of agricultural and horticultural systems within the context of economic, social and environmental sustainability. The unit takes a holistic ecological approach to issues associated with land, plant and animal management. Students consider the effects of climate change and how business responds to these effects. Students continue to operate their small business project commenced in Unit 3 Outcome 3. They monitor and report on the operations of the business, including analysing productivity, profitability and sustainability, and make recommendations for improving business outcomes.

##### Assessment:

##### School based assessment (66% of final score)

A selection from the following tasks in both Units 3 and 4:

- |                            |                           |
|----------------------------|---------------------------|
| * annotated visual display | * website presentation    |
| * visual presentation      | * test                    |
| * written report           | * oral report             |
| * research report          | * practical demonstration |

PLUS

Unit 3 - A written business plan and production work

Unit 4 - Production work and evaluation report

##### End-of-year examinations (34% of final score)

1 ½ hours duration, across all areas of study.

Exam 2 - CAS calculator and bound reference allowed, 2 hours duration (44% of final score)

## **TECHNOLOGY**

### **Food Studies:**

#### **Unit 1: Food origins**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

#### **Unit 2: Food makers**

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

#### **Unit 3: Food in daily life**

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

#### **Unit 4: Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

##### **Assessment:**

School based assessment (70% of final score)

School Assessed Coursework (30%)

School Assessed Task (40%)

A design brief and production completed over both Units 3 and 4

##### **End-of-year examinations (30% of final score)**

1½ hours duration, covering all outcomes

1½ hours duration, covering all outcomes

## **TECHNOLOGY**

### **Product Design & Technology (Metals):**

#### **Unit 1: Design practices**

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

#### **Unit 2: Positive impacts for end users**

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

#### **Unit 3: Ethical product design and development**

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considera-

tions. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

#### **Unit 4: Product and evaluation of ethical designs**

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

#### **Assessment:**

**School based assessment (70% of final score)**  
**School Assessed Coursework (20%)**

Unit 3 – Design brief and a selection from:

- a test
- written report
- multimedia report
- oral presentation

Unit 4 – A selection from the list above

#### **School Assessed Task (50%)**

A folio, production and evaluation of student work completed over both Units 3 and 4

#### **End-of-year examinations (30% of final score)**

1 ½ hours duration, covering all outcomes

## TECHNOLOGY

### Product Design & Technology (Wood):

#### Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

#### Unit 2: Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

#### Unit 3: Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considera-

tions. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

#### Unit 4: Product and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

#### Assessment:

**School based assessment (70% of final score)**

**School Assessed Coursework (20%)**

Unit 3 – Design brief and a selection from:

- a test
- written report
- multimedia report
- oral presentation

Unit 4 – A selection from the list above

**School Assessed Task (50%)**

A folio, production and evaluation of student work completed over both Units 3 and 4

**End-of-year examinations (30% of final score)**

1 ½ hours duration, covering all outcomes

## **TECHNOLOGY**

### **Systems Engineering:**

#### **Unit 1: Mechanical systems**

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.

Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components.

All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them.

Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

#### **Unit 2: Electrotechnological systems**

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies.

Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

#### **Unit 3: Integrated and controlled systems**

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system.

They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function.

Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

#### **Unit 4: Systems control**

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly.

They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.





# SENIOR SCHOOL ASSESSMENT Policy 2023

This policy covers satisfactory completion and assessment practices in:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education – Vocational Major (VCE VM)
- Vocational Education and Training (VET)

The Victorian Curriculum and Assessment Authority (VCAA) is the controlling authority for assessment and this policy is consistent with the processes described in the VCAA Administrative Handbook.

## 1. VCE

### 1.1 Gaining an S-Satisfactory Achievement

**1.1.1** To pass a VCE Unit (assessed S - Satisfactory or N - Not satisfactory); students must satisfactorily achieve each of the outcomes listed for the unit within the study design.

**1.1.2** Satisfactory completion of an outcome means:

- The work required is submitted and meets the necessary standard;
- The work is the student's own;
- The work is completed in the current year;
- The work has not been assessed previously against another VCE outcome;
- There has been no substantive breach of rules;
- The college attendance requirements have been met (see Appendix 2)

VCE students are expected to complete all School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT) and any other components of assessment including examinations. However, satisfactory completion of the unit is based on the school's judgement that the Learning Outcomes have been demonstrated.

### 1.2 Graded Assessment

**1.2.1** Graded assessments in Units 3 & 4 are completed through SACs, SATs and VCAA Examinations in November. These assessments are used by the VCAA to determine students' study scores for each subject that is used to determine an ATAR (Australian Tertiary Admission Rank).

**1.2.2** Graded assessment in Units 1 & 2 are given for each SAC/SAT and for each end of semester examination.

### 1.3 Non-Graded (Unscored) Assessment

In certain circumstances, students can undertake one or more of their VCE units as unscored. These circumstances typically relate to, but are not limited to, significant health issues or excessive out of school demands. Students must see their Year level Coordinator if these circumstances occur. The student's program may be adjusted appropriately in consultation with the classroom teacher, Year level Coordinator, VCE Coordinator, student and parents.



## **1.4 Students Not Completing Unit 3 & 4 End of Year Examination/s**

**1.4.1** VCE Students are required to complete all assessments including the end of year examination. Where students make a decision to transition into the workforce rather than undertake tertiary studies they can apply for an exemption from the end of year examinations. Students must make an application to the VCE Coordinator and have parent/carer approval. Subject teachers will be notified. In these circumstances students can also apply for an early exit from classes. This will be considered only if students have met all Learning Outcomes.

**1.4.2** VCE Vocational Major students are encouraged to complete the end of year examination but are not required to do so. These students can apply for an early exit from classes if they are granted an exemption from the end of year examinations. This will be considered only if students have met all learning outcomes. Students must make an application to the VCE Coordinator and have parent/carer approval.

## **1.5 Unit Guidelines**

**1.5.1** At the beginning of each VCE unit, students will receive a Unit Guideline which lists the requirements for successful unit completion and:

- Outcomes for the unit;
- Assessment for the unit (SACs, SATs, Assessment Tasks, Examinations);
- Levels of achievement;
- Dates for SACs and SATs;
- Attendance requirements;
- Homework guidelines for the unit;
- Authentication information.

**1.5.2** Unit Guidelines are to be made available via Microsoft Teams/OneNote or other learning platform. Students undertaking a Unit 3 & 4 subject should receive a hard copy of the guidelines.

**1.5.3** The classroom teacher must discuss the Unit Guidelines with the student. Teachers are to record the date that the discussion about the Unit Guidelines has been undertaken with all students. Students should retain Unit Guidelines for future reference and discussion with their parent/carer.

## **1.6 Notification of a SAC**

**1.6.1** All SACs need to be undertaken at times listed on the college SAC/SAT Calendar and Unit Guidelines.

**1.6.2** These dates can be varied, providing written notice is provided to all students with a minimum of 5 school day's notice.

**1.6.3** Teachers must provide SAC documentation (using the SAC notification template) to students at least five school days before the commencement of the task. For Unit 1 & 2 this may be electronically (for example on Microsoft Teams/OneNote) or via hard copy. Students undertaking a Unit 3 & 4 subject must be given a hard copy of this documentation. The documentation must be consistent across all subject classes and include:

- Guidelines around the relevant content being assessed in the SAC;
- Date being undertaken/due date (there may be some variation across classes due to timetabling);
- Location and time;
- Conditions under which the task will be completed;
- Length of the task;
- Support material permitted;
- Criteria for assessment.



## 1.7 Notification of a SAT

- 1.7.1** All SATs should be undertaken at times listed on the College SAC/SAT Calendar and Unit Guidelines.
- 1.7.2** These dates can be varied, providing written notice is provided to all students with a minimum of 5 school day's notice.
- 1.7.3** Teachers must provide SAT documentation (using the SAT notification template) to students at least five school days before the commencement of the task. For Unit 1 & 2 this may be electronically (for example on Microsoft Teams/OneNote) or via hard copy. Students undertaking a Unit 3 & 4 subject must be given a hard copy of this documentation. The documentation must be consistent across all subject classes and include:
- Guidelines around the relevant content being assessed in the SAT;
  - Due date and time;
  - Length of the task;
  - Criteria for assessment (or when available from VCAA).

## 1.8 Collection and Submission of work

- 1.8.1** Students must submit their SAC/SAT by the college deadline to receive a grade. All SACs/SATs submitted after the college due date will not be graded and will be reported as N/A (Not Assessed). For Units 3 & 4 this means a NA is recorded on VASS. This will result in a numerical score of zero.
- 1.8.2** Students who cannot meet a deadline for medical or other serious personal or environmental causes should apply for Special Provision through the VCE Coordinator. Documentation must be obtained from the appropriate professional person. Extension of time will not be granted due to computer failure or loss of computer files.
- 1.8.3** It is expected that the SACs/SATs will be handed to the classroom teacher in person. Students will be responsible for the loss of any work if a breach of this rule occurs.
- 1.8.4** If it is not possible to hand work into the classroom teacher, students must submit work to the VCE Coordinator or Principal.
- 1.8.5** The class teacher will keep an accurate record of SAC/SAT collection.
- 1.8.6** Failure to submit a SAC may result in an N being awarded for the Unit. Parents/carers will be informed via:
- Progress report or;
  - Letter or;
  - Telephone call from the teacher.
- 1.8.7** Failure to submit a SAT by the due date will result in an NA result for the SAT. The class teacher will contact parent/carer. The class teacher will document evidence of parent/carer contact made. Failure to submit a SAT by the end of the Unit will result in a N (unsatisfactory) result. No student should fail by surprise nor should a parent/carer be surprised by their student's failure when reports are forwarded home.

## 1.9 Return of Results

- 1.9.1** Teachers of subjects with multiple classes (eg VCE English) will work together to assess student's work. At Unit 3/4 level the combined classes will be considered as one class for moderation purposes.
- 1.9.2** After work is submitted, marked and cross marked, teachers will provide feedback to students. Appropriate feedback includes:  
Advice on particular problem areas;  
Advice on where and how improvements can be made for further learning;  
Reporting S or N decisions with written comments on performance;  
Overall performance, using assessment advice from the relevant study design
- 1.9.3** Reporting student results is an important aspect of the feedback to students. The timeline for this process will vary across units/tasks. Feedback will occur as soon as practicable but generally not before all students have completed the assessment task.
- 1.9.4** Teachers will use the advice from the relevant study design in the determination of grades for SACs and SATs. VCAA Assessment Rubrics, and Performance Descriptors will be used wherever possible to assess student work.
- 1.9.5** When providing grades for Units 3 & 4, teachers must advise students that their total course work grades may change following statistical moderation undertaken by the VCAA. Grades are awarded using the previous year's Grade Distributions published by the VCAA.
- 1.9.6** When providing grades for Units 1 & 2, the following grade allocations will be used:

UG	E	E+	D	D+	C	C+	B	B+	A	A+
0-39	40-45	46-51	52-57	58-63	64-69	70-75	76-81	82-87	88-93	94-100

- 1.9.7** Where a SAC or SAT is submitted after the due date or not submitted, a student will be awarded N/A (Not Assessed).

## 1.10 Redemption Process

The goal is to provide every opportunity for students to complete the tasks needed to meet outcomes and pass the units they study.

- 1.10.1** When determining satisfactory completion of an outcome, teachers will consider student performance on a range of Learning and Assessment Activities that have been completed by the student – this includes outcome tasks, class activities, and SACs/SATs. Teachers will communicate the requirements for satisfactory completion in their subject, via the Unit Guidelines given out at the beginning of each Unit.
- 1.10.2** In situations where students have not demonstrated satisfactory completion through Learning and Assessment Activities, teachers will complete a VCE/VCAL Redemption form, with details of the Supplementary Task(s) that must be completed in order for a student to satisfactorily meet the outcome. The Redemption Form is provided to the student and parent/carer, with relevant due dates. The Redemption Form is signed by the VCE Coordinator, and uploaded to XUNO.
- 1.10.3** A Supplementary Task may include a resit of a SAC – this should be scheduled outside of class time. Students may complete a Supplementary Task under supervised SAC conditions during private study periods, lunchtimes or after school.
- 1.10.4** Failure to complete the Supplementary Tasks or to complete them to a satisfactory standard will result in a provisional N for the outcome and therefore the unit. This will be communicated to students and parents/carers through either an email or a phone call. Unless exceptional circumstances exist, students will have two weeks from this notification to satisfactorily complete the tasks or they will receive an N for the unit. Opportunities outside of class time will be provided for students to complete the Supplementary Tasks in a supported learning environment. Where Outcomes are assessed over the whole Semester, where necessary, Supplementary Tasks will be offered after each SAC/SAT.
- 1.10.5** There is no Redemption Process or Supplementary Tasks for Unit 3 & 4 SATs.



### **1.11 Attendance**

- 1.11.1** In order to receive an S for a unit, students must also satisfy the College Attendance Policy (See Appendix 2)
- 1.11.2** There is no appeal to the VCAA against an N awarded for breach of the College Attendance Policy.

### **1.12 Absence from School Assessed Coursework (SAC)**

Students must complete all SACs prescribed in the Unit Guidelines.

Where a student misses a SAC the following process applies:

- 1.12.1** Students must complete a VCE SAC reschedule application form, and negotiate a suitable time with their teacher, in conjunction with the VCE Coordinator. The application form will include the reason for rescheduling the SAC. Wherever possible the rescheduled SAC should occur outside of class time; suitable times include private study periods, lunchtimes or after school.
- 1.12.2** It is the responsibility of the student who has missed the SAC to contact their classroom teacher personally to reschedule the SAC, and to obtain all necessary documentation to allow their SAC to be graded (scored).
- 1.12.3** Students that are absent from a SAC due to attending their VETDSSS class, or time-tabled School-based Apprenticeship/Traineeship, will complete the SAC during their first private study period after the SAC. The VCE SAC reschedule application form does not need to be completed.

### **1.13 Scoring a Rescheduled SAC Unit 3 & 4**

- 1.13.1** A rescheduled SAC will not be scored unless current and appropriate documentation is provided for the relevant absence; which includes either a:
- Medical Certificate or medical report;
  - Reports from social workers, youth workers or other professionals;
  - School Approved Absence eg: Excursion, Sport excursion;
  - Phone call received from a parent/carer by the Year level Coordinator on the day the original SAC is missed with an approved explanation
  - Other approved reason (as determined by VCE Coordinator and/or Principal)
  - The above also applies if a student is absent from a Rescheduled SAC.
- 1.13.2** Students can appeal against a decision to have a SAC unscored. Students should inform their Year level Coordinator of their intent to appeal and complete the appropriate paperwork.

### **1.14 Scoring a Rescheduled SAC Units 1 & 2**

- 1.14.1** A rescheduled SAC will only receive a grade if the absence is an approved absence.

### **1.15 Absence from a Rescheduled SAC**

- 1.15.1** If a student is absent from a rescheduled SAC, the process outlined above in 1.13.1, must be repeated.
- 1.15.2** Where it has not been possible to complete a rescheduled SAC for a Unit 3 or 4 subject, the student should lodge an application for special provision through their Student Coordinator.
- 1.15.3** Failure to complete rescheduled SACs without legitimate reasons will result in an N/A being awarded for the task. A decision on whether a student receives an S for the outcome will be determined by the classroom teacher who will take into consideration, Learning Activities completed and/or completion of the Supplementary Tasks (refer to 1.10).

## **1.16 Absences Leading up to SACs**

**1.16.1** Students with approved absences leading up to a SAC may be eligible to reschedule their SAC by applying to the VCE Coordinator.

## **1.17 Authentication of Work/Breach of Rules**

**1.17.1** Students must only submit work for SACs/SATs that is their own work and completed in the current year. All references and additional assistance must be appropriately acknowledged.

**1.17.2** Teachers must monitor the development of the SAC/SAT (where appropriate) by sighting progress plans and drafts of the student's work. The teacher will keep appropriate records indicating when and how often work has been sighted. Students may be asked to demonstrate their understanding of the work at or around the time of submission.

**1.17.3** Students must not accept undue assistance from any other person in the preparation and submission of work. This includes providing actual adjustments or improvements to a student's work, or dictating or directing a student to insert particular text. Students may however, be given general advice about the nature of adjustment or improvements to their work.

**1.17.4** Where appropriate, students must regularly produce the documentation of the development of work to enable the teacher to monitor its development, to keep a record of the process and to attest that the work is the student's own.

**1.17.5** Students who knowingly assist another student in the completion of Learning Activities or a SAC/SAT, are in breach of rules.

**1.17.6** Work which cannot be authenticated will be dealt with as a breach of rules relating to assessment. Any breach of rules relating to assessment at the college will be investigated by a panel in accordance with VCAA guidelines.

**1.17.7** A student awarded an N for an outcome as a penalty for a substantive breach of rules will not be awarded satisfactory completion of that unit.

**1.17.8** Students have the right to appeal to the VCAA against a decision to not authenticate work but only if their work has been sighted during the period when the SAC/SAT was being undertaken.

## **1.18 Examinations**

### **1.18.1 Unit 3 & 4**

- All studies will have an end of year examination as prescribed by the VCAA.
- Examination Timetables will be published at the earliest available opportunity.
- Students who have applied for Special Provision will have arrangements organised as appropriate.
- All examinations MUST take place on the day scheduled in the timetable. It is not possible to reschedule an examination to another day. Students are therefore expected to attend examinations even if there are difficulties in them doing so (e.g. due to illness, family problems). Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room may be made available (with the approval of the VCAA).
- Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the examination period.
- Students completing any VCAA examination whilst classes are still in operation, are not required to attend timetabled classes in the preceding day leading up to the examination.



### 1.18.2 Unit 1 & 2

- VCE students undertaking Units 1 & 2 are expected to complete the mid-year and end of year examinations. If a student misses an exam, parents will be contacted and students will be required to reschedule this exam.
- Year 11 students undertaking a Unit 4 subject for which the VCAA exam clashes with their Unit 2 exam, MUST attend their VCAA exam. The Unit 2 exam will be rescheduled.
- Year 11 students undertaking a VCAA end of year examination can reschedule any Unit 2 exams occurring on the same day as their VCAA exam.
- Year 11 students undertaking a VCAA end of year examination whilst their Unit 2 classes are still running are not required to attend classes prior to the VCAA exam on that day.
- VCAL students are encouraged to, but are not required to undertake the end of semester examinations.

### 1.19 General Achievement Test (GAT)

- 1.19.1** All students enrolled in one or more sequences of Units 3 & 4 must sit the General Achievement Test (GAT) in June.
- 1.19.2** Exemptions from the GAT may be given only in exceptional circumstances and students must see their Year level Coordinator to apply for an exemption.
- 1.19.3** A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test. A statement of GAT results is mailed to each student with all their other VCE results, but it does not count towards tertiary selection.
- 1.19.4** Although GAT results do not count directly towards a student's VCE study score, they can play an important role in assessment:
- 1.19.5 Where there is a clustering of marks state-wide, elements of the GAT can be used to separate student's marks;
- 1.19.6 The GAT is also used to check that school assessments and examinations have been accurately assessed;
- 1.19.7 If students require a Derived Exam Score the GAT is the major assessment used to calculate the exam score.
- 1.19.8 It is essential that students sit the GAT and complete it to the best of their ability.

### 1.20 Appeals

Students have the right to appeal decisions about:

- Awarding of an N (Non Satisfactory result);
- Non scoring of a rescheduled SAC;
- Special Provision;
- Breach of Assessment rules;
- Extensions of time not granted.



The process for each of these appeals is described below:

Decision	Appeals Process
Awarding of N result (VCE Subject) (Non-satisfactory result)  Non Scoring of a rescheduled SAC  Extension of time not granted	<ol style="list-style-type: none"> <li>1. The student informs their Year level Coordinator of an intention to appeal and collects a form which is used to lodge an appeal.</li> <li>2. The completed form must be returned to the Student Coordinator within three days of collection.</li> <li>3. The appeal is referred to the VCE Manager who investigates the grievance and makes a recommendation to the Principal.</li> </ol>
	<ol style="list-style-type: none"> <li>4. The outcome of the appeal is provided to the student in writing.</li> <li>5. A final appeal can be made to the college Principal in writing within three days of receiving advice of the outcome.</li> <li>6. The outcome of this appeal will be provided to the student in writing according to VCAA policy.</li> <li>7. Students can appeal to the VCAA within 14 days of receiving the outcome of the appeal from the Principal.</li> </ol>
Breach of Assessment Rules	<ol style="list-style-type: none"> <li>1. Students can appeal to the Principal any decision made by an interview panel once the outcome of an investigation by the panel has been provided to a student in writing.</li> <li>2. Students can appeal to the Chief Executive Officer of the VCAA in writing within 14 days of receiving written notice of the outcome of the appeal from the Principal. .</li> </ol>
Special Provision (School Based Assessment)	<ol style="list-style-type: none"> <li>1. Student informs their Year Level Coordinator of an intention to appeal and collects a form which is used to lodge an appeal.</li> <li>2. An appeal can be made to the college Principal in writing within 14 days of receiving the decision.</li> </ol>

## 2. VOCATIONAL EDUCATION & TRAINING CERTIFICATE

### 2.1 Completing a Vocational Education and Training (VET) Certificate

- 2.1.1 Satisfactory completion of a VET in the VCE Certificate is based on demonstrated competence in core and elective modules or units of competence.
- 2.1.2 The requirements for satisfactory completion of each VCE VET program are outlined in the relevant VCAA program booklet.
- 2.1.3 Students receive a C (Competent) for elements of competence and modules when the Registered Training Organisation (RTO) assess the element of competence has been gained.
- 2.1.4 Where graded assessments are available in VCE VET courses, students are assessed on course work in accordance with current assessment guides, and undertake a VCAA examination in November.

### 2.2 Grievance Policy for VCAL/VET students

- 2.2.1 Students who wish to appeal against an assessment outcome, or discuss problems with the delivery of training should follow the steps below until the matter is resolved:
- 2.2.2 Discuss the grievance with their teacher or trainer.
- 2.2.3 Refer the problem to the VET or VCAL Manager as applicable.
- 2.2.4 The Principal will consider the grievance.



### **3. VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)**

#### **3.1 Completing VCE Vocational Major (VCEVM) units**

- 3.1.1 Students choosing to study the VCE VM certificate, will complete a combination of VCEVM, VCE and VET units.
- 3.1.2 The decision to award an 'S' in a VCE VM unit must be consistent with the requirements and guidelines outlined in the appropriate VCE VM study designs. There are specific requirements for the completion of VCE VM units for a student studying the VCE Vocational Major.
- 3.1.3 Students need to demonstrate satisfactory completion of the Learning Outcomes required for each VCE VM unit they are enrolled in. The assessment process should not unduly disadvantage any student and must provide flexibility in the range of methods used in order to cater for the needs of individual students.
- 3.1.4 Successful demonstration of the Learning Outcomes for a VCE VM unit may be demonstrated during one integrated assessment activity or may be spread over a number of different activities.
- 3.1.5 Teachers must develop learning programs that provide students with opportunities to demonstrate achievement of the Learning Outcomes for a VCE VM unit. Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.
- 3.1.6 Students will receive clear, explicit instructions about what is expected and the criteria by which satisfactory completion will be established. Students should have the opportunity to demonstrate achievement at their own pace, with negotiation and opportunities for reflection.
- 3.1.7 The decision to award an 'S' will be made by classroom teachers using informed judgements based on the evidence provided by students.
- 3.1.8 Students who have not satisfactorily completed all Learning Outcomes in a VCE VM unit will receive an N for that unit.

#### **3.2 Completing the VCE Vocational Major**

- 3.2.1 Satisfactory completion of the VCE Vocational Major requires a student to gain sufficient credits across specific curriculum strands. These strands are Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills. These can be achieved through a combination of VCE, VCE VM and VET units.
- 3.2.2 A student program must include a minimum number of accredited Vocational Education and Training (VET) curriculum components.

#### **3.3 Attendance**

- 3.3.1 In order to receive an S for a unit, students must also satisfy the College Attendance Policy (See Appendix 2).
- 3.3.2 There is no appeal to the VCAA against an N awarded for breach of the College Attendance Policy.

### 3.4 VCE VM and the VCE (VET) Unit Assessment

- 3.4.1** Satisfactorily completed VCE or VCE VET units can constitute credit towards the VCE VM in any of; the Literacy and Numeracy Skills Strand, Industry Specific Skills or Work Related Skill Strand. VCE and VCE VET unit assessment is governed by the VCAA.
- 3.4.2** Unit examinations undertaken at the end of VCE or VCE VET units are optional forms of assessment for students enrolled in the VCE VM.
- 3.4.3** VCE VM students are required to attend their VCE or VET classes until the cessation of timetabled classes for the semester.
- 3.4.4** VCE VM students undertaking a VCE Unit 3 & 4 subject are encouraged to complete the end of year examination but are not required to do so. These students can apply for an early exit from classes. This will be considered only if students have met all Learning Outcomes. Students must make an application to their Year level Coordinator and have parent/carer approval.
- 3.4.5** When assessing students with particular needs the validity and reliability of assessment must be maintained. Flexibility in assessment methods should be used to ensure alternative methods are utilised to allow the demonstration of completion of outcomes without disadvantaging the students.

## 4. SPECIAL PROVISION

Special Provision enables students whose learning and assessment programs are affected by

- illness
- impairment or
- personal circumstances,

to demonstrate their capabilities.

A student who believes he or she may be eligible for Special Provision should apply for Special Provision through their Year Level Coordinator. This must be done as soon as possible. Documentary evidence will be required to support the application.

There are five forms of Special Provision for the VCE:

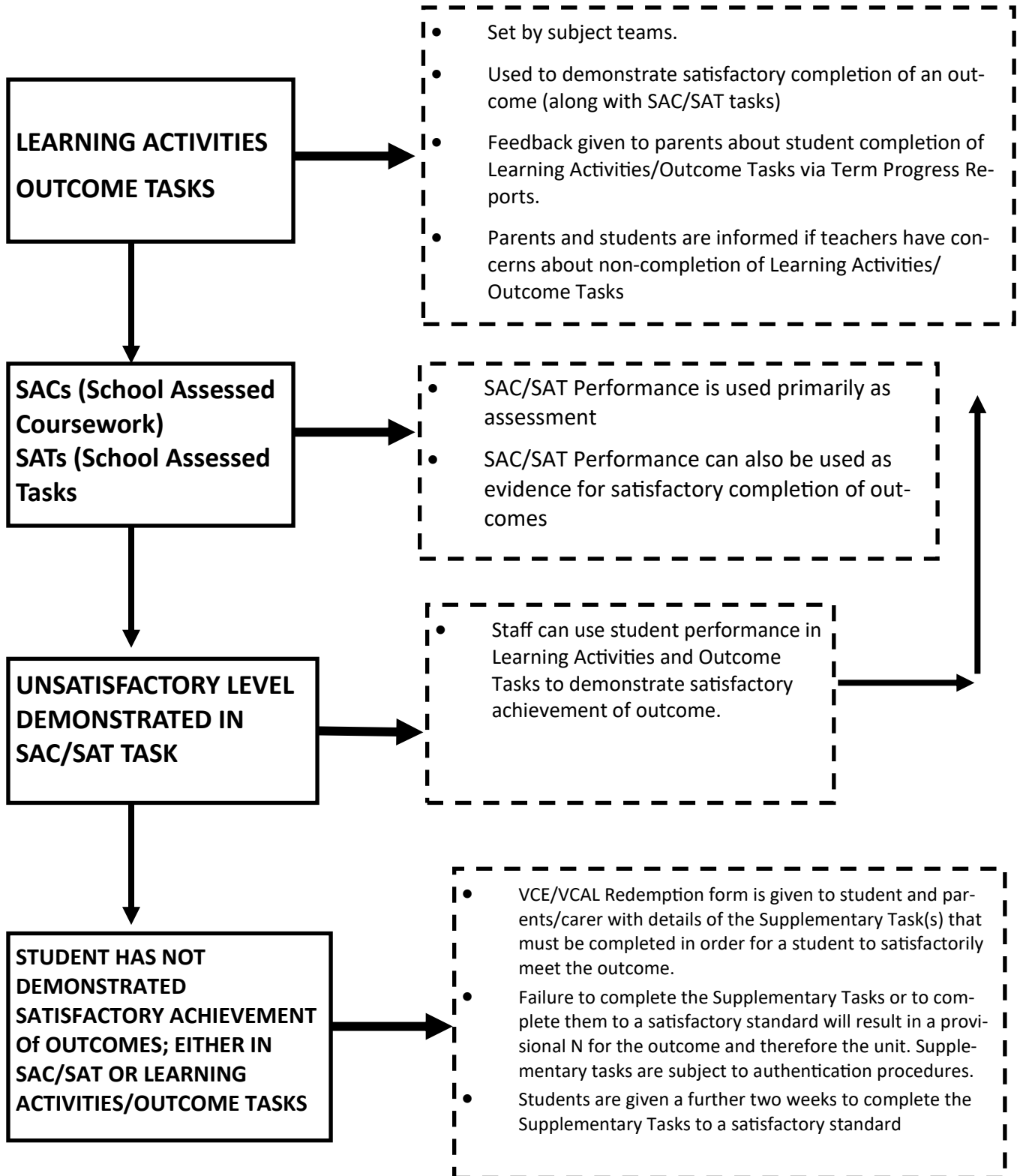
- Curriculum delivery and student programs – for example, where a student may be given assistance by an aide, or allowed to use technological assistance;
- Attendance – the school may vary the attendance requirements for a student
- School-based assessment – where the school may vary the assessment arrangements for an individual, such as rescheduling a task; allowing extra time for a task to be completed; sitting an alternative task;
- Special Examination Arrangements – for example, where a student may be given extra time to complete an exam, or permission to use technology;
- Derived Examination Scores – where a student's exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject, the VCAA may calculate a score based on other assessment the student has done. This occurs only in exceptional circumstances.

It is the student's responsibility to apply for Special Provision, and to supply the supporting documentation. Any student who believes they may be eligible should speak to their Year Level Coordinator and/or VCE Coordinator.

The student's Statement of Results does not indicate that Special Provision has been used.



**APPENDIX 1: Procedures for Determining Satisfactory Completion of VCE Units 1-4**



## **APPENDIX 2: Attendance Policy**

All VCE, VCAL and VET units have an 80% attendance requirement.

Where a student has completed all tasks satisfactorily but there has been a breach of attendance rules the school can assign an N for one or more of the outcomes and thus for the Unit, overall.

'N' can be given for a Unit if the student's attendance for that Unit falls below 80%, thus preventing the student from satisfactorily completing the Unit. Approved absences (eg. Illness with a medical certificate) are not included in this figure. Students are required to verify their absence in writing no more than two weeks after the absence, including all relevant documentation.

Students who miss an assessment period for an approved reason can apply to the VCE Coordinator for special provision, and if granted may be given the opportunity to complete the assessment task (See Special Provision). Students will need to provide all relevant documentation (eg. Medical certificate).

### **EXTENDED HOLIDAYS**

Extended family holidays are not approved absences for the purposes of meeting the VCE attendance requirements. It is not advisable for students to be out of school during term time while studying for their VCE or VCAL. Students missing school for extended holidays are in danger of not meeting the 80% attendance requirement.

## **APPENDIX 3: Teacher Requirements**

At the beginning of each VCE, VCEVM or VET Unit all teachers should ensure that they have fulfilled the following requirements:

All teachers will read and understand the Senior School Assessment Policy, and agree to abide by the requirements of the policy.

All teachers will ensure they have access to the current study design and assessment handbook for their Unit, from the VCAA website.

At the beginning of the year teachers of Art Making & Exhibiting, Visual Communication & Design, Product Design & Technology, Systems Engineering and Food Studies will download the new criteria and performance descriptors and authentication records for their SATs from the VCAA website. They are also encouraged to register for professional development.

At the beginning of the year all teachers are encouraged to log in to the VCE Data Service to analyse their previous year's results (via VASS). Teachers will be provided with support on how to access and analyse their VCE results through Year level meetings.

All teachers will develop a clear written Course Outline, showing all requirements for the Unit. The Course Outline should include the key knowledge and skills from the relevant study design, unit work requirements and assessment plans. The Course Outline should include a time-line and planned assessment dates. A copy of the Course Outline should be given to students, and published on the school intranet/Microsoft Teams/OneNote.

Where there is more than one class for a particular Unit, the teachers should ensure that all classes are using the same Course Outline, where practicable. Teachers should consult the relevant VCAA study design and assessment guidelines when developing their course outlines, work requirements and assessment tasks. Teachers should consult the School Statistics reports from VASS to identify areas for improvement when developing their teaching program and course outlines.

Teachers are required to maintain up to date and accurate records of their delivery in each unit and assessment of student work.

Teachers are required to maintain up to date and accurate attendance records.



Teachers of Unit 3/4 subjects are to provide SAC/SAT dates to the Year 12 Coordinator at the beginning of each unit to be published on the school SAC calendar.

Teachers of Unit 1/2 subjects are to provide SAC/SAT dates to the Year 11 Coordinator at the beginning of each unit to be published on the school SAC calendar.

Teachers must provide Unit Guidelines to students at the beginning of each Unit (See Senior School Policy), using the template provided. Teachers should record the date at which the guidelines are distributed, and must go over the guidelines with their students.

**Teachers must abide by all VCAA regulations and the regulations set out in the Cohuna Secondary College Assessment Policy when it comes to all assessment practices.**

Teachers should use the relevant forms for the rescheduling of assessment tasks, and for the redemption process. Teachers must keep accurate records of any contact made with parents regarding assessment.

Teachers should subscribe to the VCAA bulletin to keep up to date with all VCE, VCEVM and VET requirements. The VCE Coordinator will also keep teachers informed of any VCAA changes and requirements for their subjects.

Teachers of Unit 3/4 subjects are to consult the relevant Statistical Reports from the VCAA website when assigning grades to SAC and SAT tasks. Teachers of subjects where multiple classes occur will apply moderation procedures as set out by the VCAA.

Teachers will be provided with a list of dates at the beginning of each Unit for which results must be provided to the VASS coordinator. Teachers should ensure that their assessment plans enable them to meet these dates. Teacher will provide the VASS coordinator with accurate results by these dates, and will participate in the checking and authentication of these results. All Unit 3/4 SAC and SAT scores will be recorded on the given forms.

Teachers of Unit 3/4 subjects are required to submit Indicative Grades for the end of year examinations to the VASS coordinator by the given due date. Teachers should consult the Statistical Reports from the VCAA website when assigning Indicative Grades.

All teachers are encouraged to attend professional development activities for their subjects, including consultations on new study designs, implementation of new study design briefings. Teachers are also encouraged to apply to become an exam assessor where applicable.

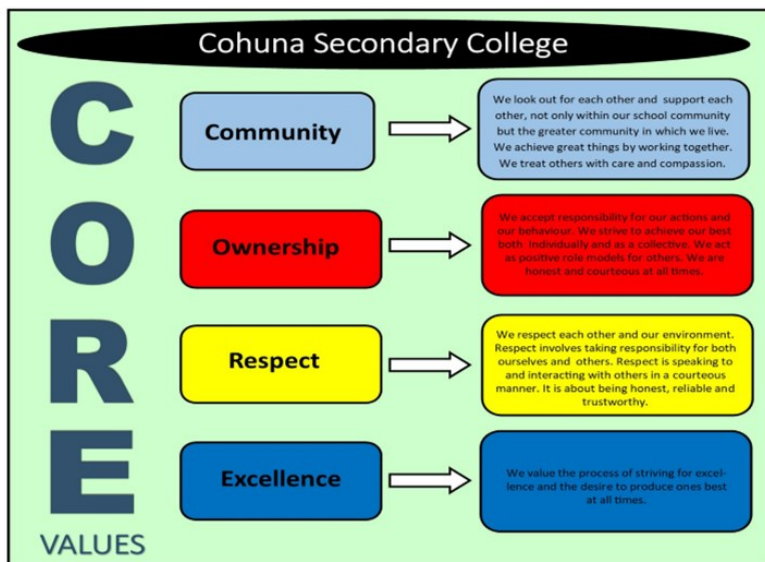
All VCE, VCEVM and VET teachers should attend and participate in scheduled VCE meetings.

Teachers will notify Year level Coordinators of any concerns they may have about individual students in their classes in a timely manner, as well as keeping parents informed.

21<sup>st</sup> February 2023

This policy was last ratified by School Council in....





*Community—Ownership—Respect—Excellence*

*Excellamus: Let us excel*