2020

VCE and VCAL

COURSE SELECTION HANDBOOK

Creative – Supportive - Caring

CONTENTS

College Profile

Cohuna Secondary College, with an enrolment of 214, 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 area offers the potential for varied recreational activities and is abundant with many natural features. The community has access to a wide range of sporting facilities and offers a relaxed lifestyle. Cohuna is central to a highly productive irrigation and dairying industry and has a range of businesses in town that support such industry.

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 have modernised and refurbished several buildings. We have up-to-date e-Learning resources, including 3D printers, interactive whiteboards, data projectors and other devices to support effective teaching and learning in the 21st Century. In 2018 our college has embed BYOD for all students.

An extensive elective program operates in the Middle School with many Year 10 students choosing to study a VCE or VET subject. Our curriculum structure is well on the way to embedding The Victorian Curriculum, with subject leaders auditing current structures to be reflective of Victorian Curriculum requirements. Staff are working on curriculum development through a shared Teaching and Learning Architecture. NAPLAN results have been consistently strong for many years and current NAPLAN growth data reflects very positively on programs delivered at the college.

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 VCAL and 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. Theatre Restaurant musical productions, involvement in the Advance (Future Leaders) program, Cambodia alternative schoolies, regional Youth Council and the growth of music and our Concert Band are all examples of the opportunities provided for our students. Our students enjoy access to extensive education programs, support for students with disabilities and impairments and inter-school sport.

Our staff work and learn together in collegiate teams to maximise student potential through implementing highly effective teaching strategies.

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

We aim to encourage each student to develop positive behaviour 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'.**

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 VCAL (Victorian Certificate of Applied Learning), 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 are 17, or are 16, have successfully completed Year 10, and 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

Mrs Alexis Cowan
Year 12 Coordinator
Mr Chris Hill
Year 11 Coordinator

PROGRAM CHOICES - VCE or VCAL

There are two broad senior secondary programs offered to students:

1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Applied Learning (VCAL)

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

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

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 VCAL program is likely to be more suited to your pathway needs;
- 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 VCAL 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. (www.vcaa.vic.edu.au/pages/vcal/students/index.aspx)

ASSISTANCE WITH PROGRAM CHOICES

When making choices about your program for 2020, 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)

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).

VCAA REQUIREMENTS (WHAT YOU MUST DO TO COMPLETE VCE)

Students must satisfactorily complete a minimum of 16 units including:
- 3 units of English (of which two must be a Unit 3 and 4 sequence)
- 3 other Unit 3 and 4 sequences (6 units)

A wide choice of other units may be chosen to make up the program, ensuring that the balance of subjects suit your chosen career after VCE.
An unlimited number of units of Vocational Education and Training (VET) can be included in your VCE program.

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.

COMMON prerequisites include:	
Medicine/Nursing	Chemistry, Biology
Engineering	Maths Methods, Physics
Physiotherapy	Physics and/or Physical Education
Science	Any Maths, at least 2 Sciences
Pharmacy	Chemistry
Art/Design courses	Require a folio (either Studio Arts or VCD)
IT	Maths Methods
Teaching	Maths
Electrical	Maths

- 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.

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

Japanese

Physics

Specialist Mathematics

Visual Communication and Design

Units 1 2 3 4

Biology

English

Further Mathematics

Health and Human Development

Mathematical Methods

Product Design and Technology

Studio Arts

Units 1 2 3 4

Business Management

Foundation Mathematics

General Mathematics

History

Physical Education

Psychology

System Engineering

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

VCE is the pathway for students intending to undertake University studies following Year 12.

YOUR CHOICES IN THE VCE

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

VICTORIAN CERTIFICATE OF EDUCATION UNITS 1 to 4

The Arts

- Studio Art
- Visual Communication and Design

English

- English

Health and Physical Education

- Health and Human Development
- Physical Education

Humanities

- Business Management
- Geography
- History

Languages (Languages other than English)

- Japanese

Mathematics

- Foundation Mathematics (Units 1 & 2)
- Further Mathematics (Units 3 & 4)
- General Mathematics (Units 1 & 2)
- Mathematical Methods (Units 1 to 4)
- Specialist Mathematics (Units 1 to 4)

Sciences

- Biology
- Chemistry
- Physics
- Psychology

Technology

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

DISTANCE EDUCATION

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.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is an alternative to the 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.

There are four compulsory strands of study:

- Literacy and Numeracy skills
- Industry specific skills
- Work related skills
- Personal development skills

Students will study VCAL at one of the following levels to obtain a VCAL Certificate:

- Intermediate (usually Year 11)
- Senior (usually Year 12)

Students enter at the level which matches their needs and abilities. A VCAL Certificate and Statement of results is awarded at the successful completion of the level chosen. Students' Literacy and Personal Development subjects determine the level of Certificate that they will obtain.

What do I study?

1. ***Literacy and Numeracy Skills***
   Students study VCE Units 1-4 English and VCE Units 1-4 Maths with the level depending on their abilities and needs. Foundation Maths is a common choice at Year 11. (Intermediate VCAL)

2. ***Industry Specific Skills – VET (Vocational Education and Training*** **programs for secondary school students** ***)***
   Students may choose industry specific units from VET programs. They need not necessarily complete a single VET certificate and can choose to undertake various modules or units from a range to gain experience in a number of vocational areas. (e.g. Automotive, Engineering, Hospitality, Community Services, etc.)

3. ***Work Related Skills***
   Students choose weekly work placement, part time apprenticeship or traineeship, part time work or work experience. This may be done as part of a VET program or as a School based Apprenticeship. They maintain a log-book and complete workplace related outcomes. Students may attend a 'TAFE Tasters' program where they work through a range of short courses (e.g. Responsible Service of Alcohol, Hospitality, etc.)

4. ***Personal Development Skills***
   Students participate in community based and personally appropriate projects/activities to help develop teamwork skills, self-confidence and other life/work skills (e.g. Victorian Youth Development Project, school-based community work, etc.). At CSC this is completed through the 'VCAL' subject.

Students will usually select VCE units to complete their program. Technology and Science units can contribute to Numeracy skills and Industry specific skills.

VCAL Intermediate Sample Course:

- English Units 1 & 2 (or Foundation English 1 & 2)
- General Maths Units 1 & 2 (or Foundation Maths 1 & 2)
- VCAL (Personal Development)
- VET Building & Construction (or School-based Apprenticeship or alternative VETDSSS course)
- VCE Product Design (Wood or Metals) – or alternative VCE subject
- VCE Studio Arts – or alternative VCE subject

SCHOOL BASED APPRENTICESHIPS (SBA)

School Based Apprenticeships (Traineeships) are becoming 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, MMGT, 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?

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 VCAL
- 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 VCAL 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 VCAL 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 VCAL units in both Industry Specific Skills and Work Related Skills at Intermediate and/or Senior Certificate level.

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 <u>cannot</u> guarantee that any 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 (VET)

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 VCAL, 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 in Schools (VETDSSS). This counts in their VCE or VCAL in the same way as their VCAL and 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 VCAL;
- 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 VCAL Certificate, depending on the level of the Certificate.

Bendigo TAFE is a Registered Training Organisation (RTO) for VET courses in 2020.
CSC recognises Australian Qualification Training Framework (AQTF) qualifications and Statements of Attainment issued by other Registered Training Organisations.

Courses that MAY be available in 2020 include:

Certificate 11 in Retail Cosmetics	Certificate 11 Building and Construction
Certificate 11 in Engineering Studies	Certificate 11 in Kitchen Operations
Certificate 11 in Electrical	Certificate 11 in Hair Salon Assistant
Certificate 11 in Allied Health	Certificate 11 in Plumbing

COST: Students should note that VET students will be responsible for the cost of transport to and from Echuca at $700 per student per year payable to the College. There is no cost to the student for VET services or contributing to the cost of materials and consumables.

Studio Arts:

Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 2: Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a vidual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged.

The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 3: Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. The students determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration of students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains whey they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Assessment:

School based assessment (70% of final score)

Unit 3 & Unit 4 – SAC: (5%) each unit

Unit 3 & 4 – SAT: (60%)

End-of-year examinations (30%)

1½ hours duration, covering Outcome 3 in both Units 3 and 4.

Visual Communication & Design:

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly develop their final visual communications.

In this unit students are introduced to stages of the design process, researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Unit 2: Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Unit 3: Design thinking and practice

Students establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Design development and presentation

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

Students develop, refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

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

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:

In this Unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.
Students develop their skills in creating written, spoken and multimodal texts.
The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2.
There are 4 assessment for this unit:

1. A creative response
2. An analytical response
3. An oral presentation (speech)
4. A language analysis

Unit 2:

In this Unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.
Students develop their skills in creating written, spoken and multimodal texts.
The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2.
There are 3 assessments for this unit:

1. A comparative analysis of two set texts
2. Presentation of an argument (in written form)
3. A language analysis

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

The focus of this unit is on reading and creating texts. Students study two texts, one an analytical text response requiring a clear and logically developed argument and precise language. The second task, a creative text response gives students the opportunity to write in a more imaginative manner.

Area of Study 2

Students analyse and compare the use of argument and persuasive language in a variety of written and visual texts.

Unit 4:

Area of Study 1

Students study two more texts that have a number of shared ideas and connections. They develop a detailed knowledge of both in order to discuss their similarities and differences in relation to the ideas, issues and themes they present.

Area of Study 2

Students prepare and deliver an oral presentation of a point of view on an issue with a written statement of intention.

Assessment:

School based assessment (50% of final score)

Unit 3 – 2 written responses, 1 oral task
Unit 4 – 2 written responses

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

3 hours duration, consisting of an analytical response, a comparative response and an argument analysis

Health & Physical Ed.

Health and Human Development:

Unit 1: Understanding health and wellbeing

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

Unit 2: Managing health and development

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

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	* multimedia presentation
* oral presentation	* blog	* test	* written response

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

2 hours duration, covering all areas of study.

Health & Physical Ed.

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.

Business Management:

Unit 1: Planning a business

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

Unit 2: Establishing a business

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

Assessment:
School based assessment:
A selection from the following tasks, across all areas of study in both Units 1 and 2

* case study * structured questions * media analysis * test
* essay * report (written or multimedia)

Unit 3: Managing a business

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

Unit 4: Transforming a business

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

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 * structured questions * media analysis * test
* essay * report (written or multimedia)

End-of-year examinations (50% of final score)
2 hours duration, covering all areas of study.

Humanities

History:

Twentieth century history

Unit 1: Twentieth Century history 1918 – 1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

Unit 2: Twentieth Century History 1945 – 2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

Australian History:

Unit 3: Transformations: Colonial society to nation

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches. Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony. Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

Unit 4: Transformations: Old certainties and new visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. Students will also explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

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.

* research report
* analysis of visual and/or written documents
* historiographical exercise
* essay

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

2 hours duration, covering all areas of study.

LANGUAGES

Japanese:

JAPANESE SECOND LANGUAGE

VCE Japanese is an intensive course that requires students to be able to manipulate more complex grammar patterns and demonstrate written language skills using all three Japanese scripts. Students will be required to use 150 kanji characters and recognise another 50 characters when reading text. Each Unit has assessment tasks that cover common areas of study. The prescribed themes are:

- The individual
- The Japanese speaking communities
- The changing world

Assessment tasks address all language skills using a variety of texts and situations.

Unit 1: Outcomes

- Informal conversation
- Reply to a personal letter/fax/email
- Listen to, or read texts, to obtain information to complete charts, notes or tables.
- Oral presentation
- Review or article

Unit 2: Outcomes

- Formal letter/ fax or email
- Role play or interview
- Reorganising information from spoken or written texts
- Journal entry, short story or personal account

Unit 3 and 4

Along with similar Outcomes as in Unit 1 and 2, students are required to complete a detailed study. Students are able to choose, from a predetermined set of topics, something that interests them. They then research the topic in greater detail in order to be able to discuss what they have learnt.

Assessment:

School based assessment (50% of final score)

Unit 3 – an imaginative written piece, written response to a question, a role play

Unit 4 – written response to a question, written response & interview

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

Exam 1 - Oral examination, 15 min duration

Exam 2 - Written examination, 2 hours duration

Mathematics

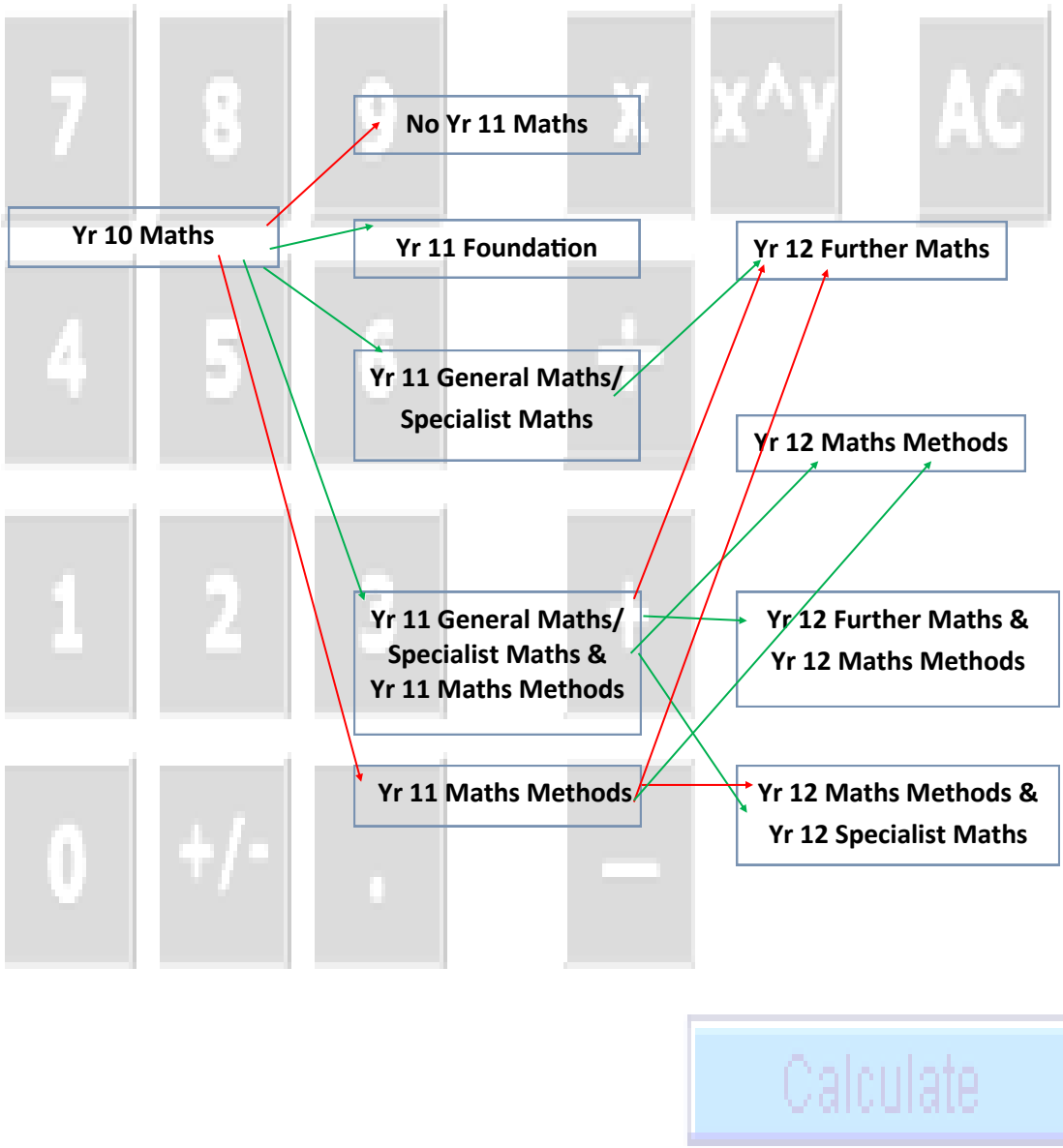
VCE Mathematics Course Selection

Degree of Difficulty:

Easiest	Yr 11 Foundation Maths	**Easiest**	Yr 12 Further Maths
	Yr 11 General Maths		Yr 12 Maths Methods
	Yr 11 Specialist Maths	**Hardest**	Yr 12 Specialist Maths
Hardest	Yr 11 Maths Methods		

Recommended pathways

Also a possible option



Mathematics

Foundation Mathematics:

PLEASE NOTE: Foundation Maths does not provide a pathway in to any Year 12 Maths classes. Students may go on to do Unit 1/2 General Maths in the following year.

Units 1 and 2:

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies and/or the VCAL.

Areas of Study:

- Space, shape and design
- Patterns and number
- Handling data
- Measurement

All four areas of study will be completed over the two units

Assessment: School-based assessment consists of assignments, projects and tests.

Mathematics

General Mathematics:

Units 1 and 2 provide a range of non-calculus based mathematical skills for a broad range of students. These units incorporate topics that prepare students for various study topics at Units 3 & 4.

Areas of Study:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

Units 1 and 2 are to be constructed to suit the range of students entering the study by selecting material from the six areas of study using the following rules:

⇒ for each unit, material covers four or more topics selected from at least three different areas of study;

⇒ courses intended to provide preparation for study at the Units 3 and 4 level should include selection of material from areas of study which provide a suitable background for these studies;

⇒ selected material from an area of study provide a clear progression in key knowledge and key skills from Unit 1 to Unit 2.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: CAS calculators, spreadsheets, graphing packages, statistical analysis systems, and computer algebra systems.

Assessment: School-based assessment consists of assignments, projects, tests and examinations.

PLEASE NOTE: General Mathematics provides a direct pathway for Further Mathematics (3/4)

Mathematics

Further Mathematics:

Units 3 and 4:

Further Mathematics consists of two areas of study:

1. **Core material:**
   - Data analysis
   - Recursion and financial modelling

2. **Applications – a selection of two modules from the following:**
   Module 1: Matrices
   Module 2: Networks and decision mathematics
   Module 3: Geometry and measurement
   Module 4: Graphs and relations

The Core topics of 'Data analysis' and 'Recursion and financial modelling' will be completed in Unit 3. The remaining two selected modules will be completed in Unit 4.
The Core areas of study have some assumed knowledge and skills from General Mathematics Units 1 & 2 - 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', Linear relations and equations', matrices and 'Number patterns and recursion'.

The appropriate use of technology will be incorporated throughout the units, both in the learning of new material and the application of this material in a variety of different contexts. This will include the use of CAS calculators, spreadsheets, graphing packages, statistical analysis systems and dynamic geometry systems.

Assessment:
School based assessment (34% of final score)
Unit 3 – one application task and one modelling or problem-solving task
Unit 4 – two modelling or problem-solving tasks

End-of-year examinations
Exam 1 – Multiple choice, 1 ½ hours duration (33% of final score)
Exam 2 – Four sets of extended answer questions, 1 ½ hours duration (33% of final score)

PLEASE NOTE: Further Mathematics will satisfy any maths prerequisite for most TAFE and University courses. It will not satisfy the prerequisite for courses that require an advanced level of mathematics (such as some Engineering, Commerce, IT and Science courses).

Mathematics

Mathematical Methods:

Unit 1 and 2:
Areas of Study:

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

Students are expected to be able to apply techniques, routines and processes involving arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the unit. Students are encouraged to use CAS calculators, spreadsheets, statistical software as applicable across the areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

Assessment: School-based assessment consists of assignments, projects, tests and examinations.

Units 3 and 4:
Mathematical Methods consists of four areas of study:

- Functions and graphs
- Calculus
- Algebra
- Probability and Statistics

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable.

There is assumed knowledge and skills from Units 1 & 2 Mathematical Methods that will be required for Units 3 & 4 Mathematical Methods.

The appropriate use of technology will be incorporated throughout the units, both in the learning of new material and the application of this material in a variety of different contexts. This will include the use of CAS calculators, spreadsheets, graphing packages and statistical software.

Assessment:
School based assessment (34% of final score)
Unit 3 – one application task (17%)
Unit 4 – two modelling/problem-solving tasks (17%)

End-of-year examinations (66% of final score)
Exam 1 – Technology and notes free, 1 hour duration (22% of final score)
Exam 2 – CAS calculator and bound reference allowed, 2 hours duration (44% of final score)

PLEASE NOTE: Mathematical Methods will satisfy any maths prerequisite for all TAFE and University courses.

Mathematics

Specialist Mathematics:

Units 1 and 2:

Core Areas of Study:

- Arithmetic and number - Number systems and recursion
- Geometry, measurement and trigonometry - Geometry in the plane and proof, Vectors in the plane
- Graphs of linear and non-linear relations - Graphs of non-linear relations

Other topics are chosen from the following:

- Algebra and Structure - Logic and algebra, Transformations, trigonometry and matrices
- Arithmetic and number - Principles of counting
- Discrete mathematics - Graph theory
- Graphs of linear and non-linear relations - Kinematics
- Statistics - Simulation, sampling and sampling distributions
- General Maths topics

Units 1 and 2 are to be constructed to suit the range of students entering the study and to prepare students for Units 3 and 4.
The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: CAS calculators, spreadsheets, graphing packages, statistical analysis systems, and computer algebra systems.

Assessment: School-based assessment consists of assignments, projects, tests, modelling tasks, mathematical investigations and examinations.

Units 3 and 4:

Specialist Maths consists of six areas of study:

- Functions and graphs
- Calculus
- Algebra
- Vectors
- Mechanics
- Probability and statistics

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable.
There is assumed knowledge and skills from Units 1 & 2 Mathematical Methods, and from Units 3 & 4 Mathematical Methods. It would be beneficial to have completed Units 1 & 2 Specialist Maths or General Maths.
The appropriate use of technology will be incorporated throughout the units, both in the learning of new material and the application of this material in a variety of different contexts. This will include the use of CAS calculators, spreadsheets, graphing packages and statistical software.

Assessment:

School based assessment (34% of final score)

Unit 3 – one application task (17%)
Unit 4 – two modelling/problem-solving tasks (17%)

End-of-year examinations (66% of final score)

Exam 1 - Technology and notes free, 1 hour duration (22% of final score)
Exam 2 - CAS calculator and bound reference allowed, 2 hours duration (44% of final score)

PLEASE NOTE: Specialist Maths is for those students that want to study the highest level mathematics.

Sciences

Biology:

UNIT 1: How do living things stay alive?

Area of Study 1	Area of Study 2
How do organisms function? • Cell size, structure and function • Crossing the plasma membrane • Energy transformations • Functioning systems	**How do living systems sustain life?** • Survival through adaptations and regulation • Organising biodiversity • Relationships between organisms within an ecosystem
Area of Study 3 **Practical investigation:** students design and undertake an investigation related to the survival of an organism or species	

UNIT 2: How is continuity of life maintained?

Area of Study 1	Area of Study 2
How does reproduction maintain the continuity of life? • The cell cycle • Asexual reproduction • Sexual reproduction • Cell growth and differentiation	**How is inheritance explained?** • Genomes, genes and alleles • Chromosomes • Genotypes and phenotypes • Pedigree charts, genetic cross outcomes and genetic decision-making
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	Area of Study 2
How do cellular processes work? • Plasma membranes • Nucleic acids and proteins • Gene structure and regulation • Structure and regulation of biochemical pathways • Photosynthesis • Cellular respiration	**How do cells communicate?** • Cellular signals • Responding to antigens • Immunity

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

Area of Study 1	Area of Study 2
How are species related? • Changes in the genetic makeup of a population • Changes in biodiversity over time • Determining relatedness between species • Human change over time	**How do humans impact on biological processes?** • DNA manipulation • Biological knowledge and society
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 and continuity over time	

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?

Area of Study 1	Area of Study 2
How can knowledge of elements explain the properties of matter? • Elements and the periodic table • Metals • Ionic compounds • Quantifying atoms and compounds	**How can the versatility of non-metals be explained?** • Materials from molecules • Carbon lattices and carbon nanomaterials • Organic compounds • Polymers
Areas of Study 3 **Research Investigations** The research investigation is relation to one of 10 options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.	

Unit 2: What makes water such a unique chemical?

Area of Study 1	Area of Study 2
How do substances interact with water? • Properties of water • Water as a solvent • Acid-base reactions in water • Redox reactions in water	**How are substances in water measured and analysed?** • Water sample analysis • Measurement of solubility and concentration • Analysis for salts in water • Analysis for organics compounds in water • Analysis for acids and bases in water
Areas of Study 3 **Practical Investigations** The practical investigation is related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and is conducted by the student through laboratory and/or field work.	

Unit 3: How can chemical processes be designed to optimise efficiency?

Area of Study 1	Area of Study 2
How are the options for energy production? • Obtaining energy from fuels • Fuel choices • Galvanic cells as a source of energy • Fuel cells as a source of energy	**How can the yield of a chemical product be optimised?** • Rate of chemical • Extent of chemical reactions • Production of chemicals by electrolysis • Rechargeable batteries

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

Area of Study 1	Area of Study 2
How can the diversity of organic compounds be explained and categorised? • Structure and nomenclature of organic compounds • Categories, properties and reactions of organic compounds • Analysis of organic compounds	**What is the chemistry of food?** • Key food molecules • Metabolism of food in the human body • Energy content of food
Area of Study 3 (Unit 3 and/or Unit 4) **Practical investigation:** students design and undertake a practical investigation related to energy and/or food completed as a scientific poster.	

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

Physics:

Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. The areas of study are:

1. **How can thermal effects be explained?**
   Thermodynamics principles, Thermodynamics and climate science, issues relation to thermodynamics

2. **How do electric circuits work?**
   Concepts used to model electricity, Circuit electricity, Using electricity, Electrical safety

3. **What is matter and how is it formed?**
   Origins of atoms, Particles in the nucleus, Energy from the atom

Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. The areas of study are:

1. **How can motion be described and explained?**
   Concepts used to model motion, Forces and motion, Energy and motion

2. **Options**
   The option enables students to pursue an area of interest by investigating <u>one</u> of the following questions: What are stars? Is there life beyond Earth's Solar System? How do forces act on the human body? How can AC electricity charge a DC device? How do heavy things fly? How do fusion and fission compare as viable nuclear energy power sources? How is radiation used to maintain human health? How do particle accelerators work? How can human vision be enhanced? How do instruments make music? How can performance in ball sports be improved? How does the human body use electricity?

3. **Practical Investigation**
   Students design and undertake an investigation of a physics question.

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?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. Students design and undertake investigations involving at least two continuous independent variables.

The areas of study are:

1. **How do things move without contact?**
   Students analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. **How are fields used to move electrical energy?**
   Students analyse and evaluate an electricity generation and distribution system.
3. **How fast can things go?**
   Students investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students design and undertake investigations involving at least two continuous independent variables.

The areas of study are:

1. **How can waves explain the behaviour of light?**
   Students apply wave concepts to analyse, interpret and explain the behaviour of light.
2. **How are light and matter similar?**
   Students provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. **Practical Investigation**
   Students design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment:

School based assessment (40% of final score)

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

- annotations of at least two practical activities from
- a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- * data analysis
- * media analysis/response
- * activities or in response to an issue
- * a test (short answer and extended response)

The practical investigation will be assessed via a structured scientific poster using the VCAA template

End-of-year examination (60% of final score)

2 ½ hours duration, summary notes allowed, covering all areas of study.

Sciences

Psychology:

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Areas of study include:

- AOS 1: How does the brain function?
- AOS 2: What influences psychological development?
- AOS 3: Student-directed research investigation

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of study include:

- AOS 1: What influences a person's perception of the world?
- AOS 2: Hoe are people influenced to behave in particular ways?
- AOS 3: Student-directed research investigation.

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

In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

Areas of study include:

- AOS 1: How does the nervous system enable psychological functioning?
- AOS 2: How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing

Areas of study include:

- AOS 1: How do levels of consciousness affect behaviour and mental processes?
- AOS 2: What influences mental wellbeing?
- AOS 3: Practical Investigation

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)
1 ½ hours duration, covering all outcomes
1½ hours duration, covering all outcomes

Technology

Product Design & Technology (Wood):
Product Design & Technology (Metal):

Unit 1: Product re-design and sustainability

This unit focuses on the tools, processes, techniques, knowledge and skills the designer has used to develop a solution to a problem. Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Using this process as a model, the student modifies an existing design with the purpose of improving the product. Consideration is given to protection of intellectual property of the design, the materials and issues of sustainability.

Unit 2: Collaborative design

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

Unit 3: Applying the product design process

In this unit, students are engaged in the design and development of a product that meets the needs and expectations of a client and/or end-user, developed through a design process influenced by a range of factors. After carrying out considerable research students develop a series of design options from which they select and justify their preferred option. They then complete a design plan and commence production of their project.

This unit also examines how a range of factors that influence the design and development of products within industrial/commercial settings.

Unit 4: Product development and evaluation

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

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

This policy covers satisfactory completion and assessment practices in:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)
- 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 Asessed 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 outcome task (completed SACs/SATs) and for each end of semester examination.

1.3 Non-Graded (Unscored) Assessment

In exceptional circumstances students can undertake one or more of their VCE units as unscored. Exceptional circumstances typically relate to, but are not limited to, significant health issues. Students must see their Student Coordinator if these circumstances occur. Classroom teachers will be notified and

the student's program will be adjusted appropriately in consultation with the classroom teacher, Year level Coordinator, VCE Manager, 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 their Year level 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 VCAL 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 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 their Year level 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 the school intranet. 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. The VCE Manager will also be notified.

1.6.3 Teachers must provide SAC documentation to students at least five school days before the commencement of the task. For Unit 1 & 2 this may be electronically (for example on the school intranet) 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. The VCE Manager will also be notified.

1.7.3 Teachers must provide SAT documentation to students at least five school days before the commencement of the task. For Unit 1 & 2 this may be electronically (for example on the school intranet) 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 numerical score of zero is given.

1.8.2 Students who cannot meet a deadline for medical or other serious personal or environmental causes should apply for Special Provision through their Year level 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 Manager 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 N for the Unit.
The class teacher will document evidence of parent/carer contact made.
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 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
- In some studies teachers may also give students their marks on individual SACs and/or results that represent the class average.

1.9.2 Reporting student results is an important aspect of the feedback to students. The timeline for this process will vary across units and will be determined by teachers in the subject team. Feedback will occur as soon as practicable but generally not before all students have completed the assessment task.

1.9.3 When providing marks for Units 3 & 4, teachers must advise students that their total course work grades may change following statistical moderation undertaken by the VCAA.

1.9.4 Teachers should use the advice from the relevant study design in the determination of grades for SACs.

1.9.5 Teachers will provide feedback to students on their grades for SATs. At Units 3 & 4 these grades are determined in line with VCAA assessment criteria but may change as a result of the review process.

1.9.6 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.

- Results on SACs are used in the first instance to determine an S or N for an outcome. If the result for a SAC does not reach a satisfactory standard, teachers will consider student performance on a range of Learning Activities that have been completed by the student;
- In situations where students have not completed set Learning Activities, teachers will provide a Supplementary Task that must be completed within one week.
- Failure to complete the Supplementary Task or to complete it 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 a progress report, a letter home or a phone call. Unless exceptional circumstances exist, students will have two weeks from this notification to satisfactorily complete the task or they will receive an N for the unit. Opportunities outside of class time will be provided for students to complete the Supplementary Task in a supported learning environment. Where Outcomes are assessed over the whole Semester, where necessary, Supplementary Tasks will be offered after each SAC/SAT. In instances where students do not satisfactorily complete the Supplementary Task, they must achieve a Semester SAC average of 50% or above for the relevant Outcome, or 50% or above on the end of Semester exam in order to pass the unit. This is represented in Appendix 1.
- There is no redemption process or supplementary tasks for Unit 3 & 4 SATs.
- At Unit 1 & 2 level, there is no redemption for Visual Communication & Design, Product Design & Technology, Food Technology and Systems Engineering.

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 rescheduled SAC under supervision at the most appropriate session time as negotiated by the teacher and the student. The VCE Manager should be provided with the details of the negotiated SAC date, time and conditions.

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.

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
- 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 Task (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 Manager.

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. Student's 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)

- All students enrolled in one or more sequences of Units 3 & 4 must sit the General Achievement Test (GAT) in June.
- Exemptions from the GAT may be given only in exceptional circumstances and students must see their Year level Coordinator to apply for an exemption.
- 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.
- Although GAT results do not count directly towards a student's VCE study score, they can play an important role in assessment:
- Where there is a clustering of marks state-wide, elements of the GAT can be used to separate student's marks;
- The GAT is also used to check that school assessments and examinations have been accurately assessed;
- If students require a Derived Exam Score the GAT is the major assessment used to calculate the exam score.
- 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	1. The student informs their Year level Coordinator of an intention to appeal and collects a form which is used to lodge an appeal. 2. The completed form must be returned to the Student Coordinator within three days of collection. 3. The appeal is referred to the VCE Manager who investigates the grievance and makes a recommendation to the Principal.

	4. The outcome of the appeal is provided to the student in writing. 5. A final appeal can be made to the college Principal in writing within three days of receiving advice of the outcome. 6. The outcome of this appeal will be provided to the student in writing according to VCAA policy. 7. Students can appeal to the VCAA within 14 days of receiving the outcome of the appeal from the Principal.
Breach of Assessment Rules	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. 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. .
Special Provision (School Based Assessment)	1. Student informs their Year Level Coordinator of an intention to appeal and collects a form which is used to lodge an appeal. 2. An appeal can be made to the college Principal in writing within 14 days of receiving the decision.

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:
Discuss the grievance with their teacher or trainer.
Refer the problem to the VET or VCAL Manager as applicable.
The Principal will consider the grievance.

3. VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

3.1 Completing Victorian Certificate of Applied Learning (VCAL) units

3.1.1 VCAL specific units pertain only to Work Related Skills and Personal Development Skills.

3.1.2 The decision to award an 'S' must be consistent with the requirements and guidelines outlined in the appropriate VCAL Strand Course Guides. There are specific requirements for the number of Learning Outcomes that must be met for each of the individual VCAL Strands.

3.1.3 Each VCAL unit Learning Outcome has a set of assessment criteria. They provide guidance to the teacher in determining if the Learning Outcome has been met and for the design of assessment activities. Students do not need to provide evidence for satisfactory completion of each individual assessment criteria for each learning outcome.

3.1.4 Students need to develop a portfolio that contains evidence of successful completion of the Learning Outcomes required for each VCAL 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.

3.1.5 Successful demonstration of the Learning Outcomes for a VCAL unit may be demonstrated during one integrated assessment activity or may be spread over a number of different activities.

3.1.6 Teachers must develop learning programs that provide students with opportunities to demonstrate achievement of the Learning Outcomes for a VCAL 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.

3.1.7 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.

3.1.8 The decision to award an 'S' will be made by classroom teachers using informed judgements based on the student portfolio of evidence. The on-balance judgement of formal and informal assessment tasks and learning experiences will be supported by a high level of familiarity with the VCAA guidelines for VCAL, a high level of shared understandings within specific VCAL subject teaching teams and the annual VCAA VCAL Quality Assurance process.

3.1.9 Students who have not satisfactorily completed all Learning Outcomes in a VCAL unit will receive an N for that unit. However, students will have the opportunity to complete the outstanding Learning Outcome/s in subsequent years (up to two years), to enable them to convert the N to a satisfactory result for the relevant Unit/s.

3.2 Completing a Victorian Certificate of Applied Learning (VCAL) Level.

3.2.1 Satisfactory completion of a VCAL level requires a student to gain 10 credits across specific curriculum strands. These strands are Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills. Six Credits must be at the level being attempted, one of which must be Literacy (Reading and Writing) and one of which must be Personal Development Skills. Within the 10 credits there must be at least two VCAL units and at least one credit for Numeracy.

3.2.2 At the Intermediate and Senior levels, the program must include at least one unit (100 nominal hours) 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 VCAL and the VCE (VET) Unit Assessment

3.4.1 Satisfactorily completed VCE or VCE VET units can constitute credit towards the VCAL 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 VCAL.

3.4.3 VCAL students are required to attend their VCE or VET classes until the cessation of timetabled classes for the semester.

3.4.4 VCAL 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.

SPECIAL PROVISION

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

- illness

- 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.

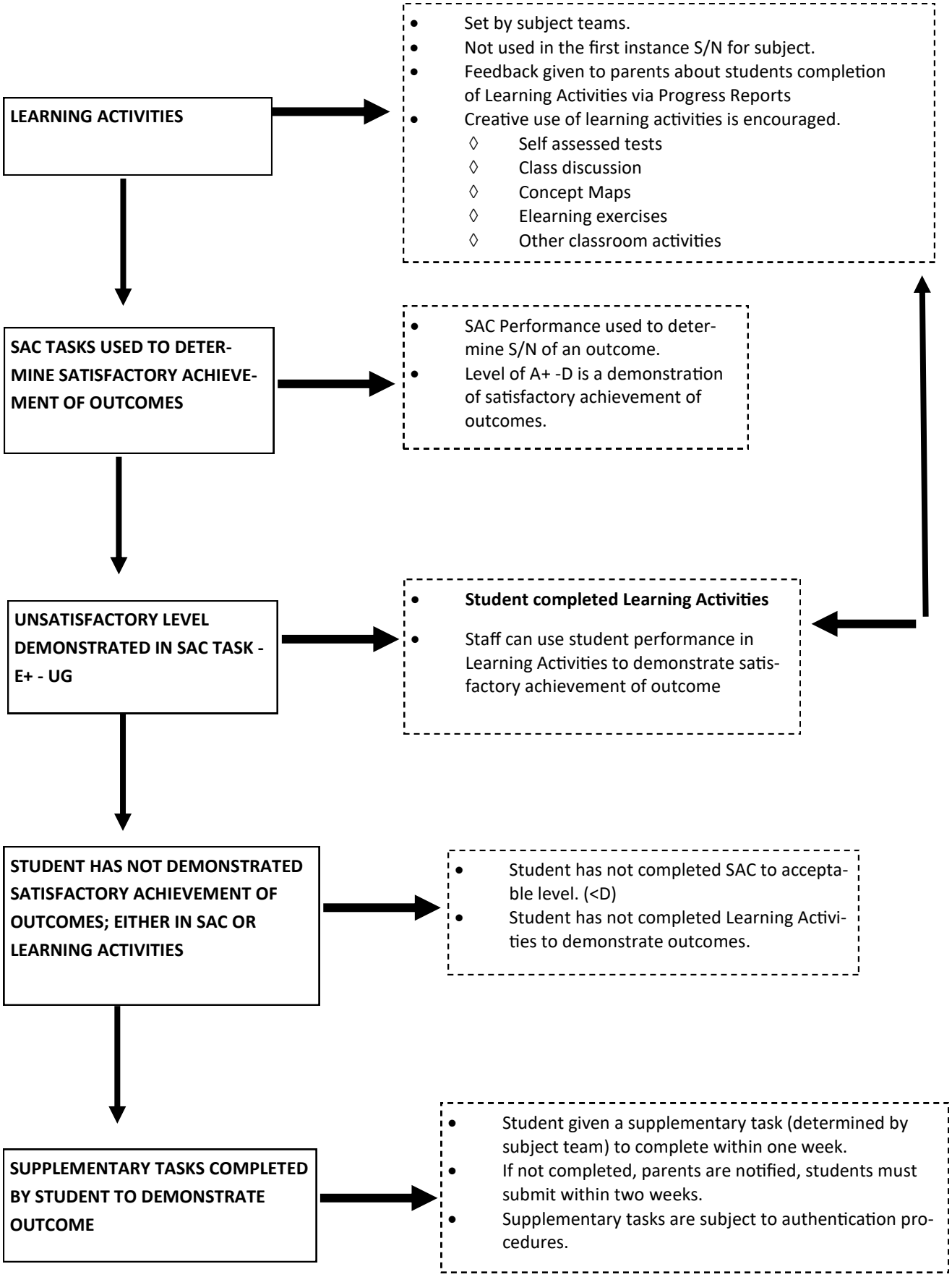
It is the student's responsibility to apply for Special Provision, and to supply the supporting documentation.

Any student who believes they may be eligible should speak to their Year Level Coordinator.

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

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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 the Year level 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, VCAL or VET Unit all teachers should ensure that they have fulfilled the following requirements:

All teachers will read and understood 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 Studio Arts, Visual Communication & Design, Product & Technology, Systems Engineering and Food Technology 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.

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 VCE Manager 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 come 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, VCAL 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 should 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, VCAL and VET teachers should attend and participate in scheduled Year 11/12 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.

If you have any questions or concerns about these matters please consult the VCE Coordinator or the Principal, as soon as possible.

Problems can usually be sorted out – but only if known about early!!!


Notes

Our Vision:

EXCELLAMUS - *Let us Excel.*

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.**

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