



*Strength Through  
Understanding*

**VCE/VCAL/VET  
Course Selection Booklet  
2022-2023  
Unit Outlines**

## SENIOR SCHOOL CURRICULUM

### VICTORIAN CERTIFICATE OF EDUCATION (VCE)

#### WHAT IS THE VCE?

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting of both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

The VCE is awarded to students who satisfactorily complete a balanced program of studies. The program of a full-time student will normally comprise of about 22-24 units taken over a minimum of four semesters or two years. Students are required to complete a minimum of 16 units. Each VCE study is designed to provide a two-year program. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Levels of achievement for Units 1 and 2 are determined by schools and are not reported to the VCAA. Levels of achievement for Unit 3–4 sequences are assessed using School-based Assessment and external assessments (including examinations). Each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have two graded assessment components, comprising one School-based Assessment and one external examination. Graded assessments are reported on an 11-point scale with a range of A+, A, B+, B, C+, C, D+, D, E+, E or ungraded (UG).

The Victorian Certificate of Education provides a flexible vehicle to move from a general education to either employment or further education and training. Within the VCE there is a range of programs and pathways to consider. Students need to be aware of these options.

The four key pathways within the Senior Years education and training include:

1. **Victorian Certificate of Education Units (VCE)**
2. **Vocational Education and Training Units (VET)**
3. **The Victorian Certificate of Applied Learning (VCAL)**
4. **School Based Apprenticeships and Traineeships (SBAT)** May be part of a VCAL program at Timboon P-12. Students need to be aware of these options and mindful of the vocational and educational implications. Timboon P-12 does encourage School Based Apprenticeships and Traineeships (SBAT) and our goal is that students utilise these programs to attain Year 12 completion.

For further information please refer to the VCAA website: [www.vcaa.edu.au](http://www.vcaa.edu.au)

#### REQUIREMENTS OF THE VCE

##### Victorian Curriculum and Assessment Authority (VCAA) Requirements:

To meet the graduation requirements of the VCE, each continuing student (other than students returning to study) must satisfactorily complete a total of 16 units. These units must include:

- Three units from the English Group (English/EAL Units 1-4) English Language (Units 3 & 4) and Literature (Units 3 & 4).
- Three sequences of Units 3 and 4 studies other than English.

##### Victorian Tertiary Admissions Centre (VTAC) Requirements: Successful completion of the VCE

- VTAC advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an English study is required.
- VCE VET qualifications with revised requirements normally have a sequence at Unit 3 and 4 level. VCE VET qualifications may contribute up to eight units and two VCE VET sequences to the award of the VCE.
- No more than two sequences at Units 3 and 4 of the English group of studies can be included in the 'Primary Four'.

## THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL is a hands-on fully accredited senior secondary school certificate undertaken in Years 11 and 12. VCAL is designed to cater for students who wish to acquire skills that will lead towards further vocational training or employment such as apprenticeships and traineeships, employment and further training.

The course is focussed on the development of work-related skills and industry specific skills. These are focussed on participation in ongoing, compulsory study of Literacy, Numeracy and Professional Development strands. These are delivered at school in the VCAL classes. The Work-related strand is delivered by Structured Work Placement 1 day a week. The Industry Specific strand is covered with either a VET or Australian School Based Apprenticeship (SBAT).

VCAL students also complete a VCE subject and/or VET subject. This enables and recognises that students in the VCAL pathway are more than capable of completing a broad range of study options, particularly those focused on their strengths.

We work to support all VCAL students to have high expectations of their own learning and capacity to be excellent at what they achieve to do.

## REQUIREMENTS OF VCAL

To be awarded a VCAL qualification at any level, students must successfully complete a learning program that contains a minimum of 10 credits. The 10 credits must include:

- A minimum of one credit in each of the following strands: *Personal Development Skills Strand, Work Related Skills Strand and Industry Specific Skills Strand*.
- A minimum of two credits for *Literacy and Numeracy Skills Strand* – one for Literacy Skills and one for Numeracy Skills.
  - Include a VET at the intermediate and senior level.
  - Contain curriculum components drawn from:
    - VCE Units
    - VCAL Units
    - VCE VET Units
    - Vocational Education and Training (VET) accredited curriculum or Further Education (FE) accredited curriculum (one credit is awarded on successful completion of 100 nominal hours of accredited curriculum).

## SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP (SBATs)

This is a 'pre-apprenticeship' which can be completed while the student is still studying at school, it leads into and shortens the qualification period of a full apprenticeship upon leaving school. Enrolment in an SBAT along with satisfactory progress satisfies the Vocational Educational and Training requirements of the VCAL certificate. The workplace component of the SBAT is usually accommodated by the VCAL timetable one day per week.

- SBATs are paid employment while students are still enrolled in classes at school.
- SBATs give a nationally recognised qualification (eg. Certificate II in Building and Construction) and students can continue their qualifications anywhere in Australia.
- Most full apprenticeships (traineeships) are at Certificate IV level and students completing SBATs have usually completed a significant part of this.
- Work Placement gives students an opportunity to be 'job ready'.
- At least one timetabled day spent on the job or in training during the normal school week.
- At least seven hours of employment and six hours of training undertaken per week.
- Employers are seeking out successful students to take up fulltime traineeships and apprenticeships.

Timboon P-12 seeks to provide the opportunity of accessing the widest possible range of options in order to cater for the needs of all students in our community. Students and parents wishing to learn more about School Based Apprenticeships and Traineeships should make an appointment to meet with the Careers Practitioner.

## VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VETiS)

Students can choose a VETiS subject just as they would choose another VCE subject. Typically, VETiS subjects count as four units of the VCE (Units 1, 2, 3 and 4) and if a scored assessment is available, this counts towards the student's ATAR in the same way as a VCE subject. If a scored assessment is not available, students receive a 10% increment on their VCE score. Some VETiS subjects are taught at Timboon P-12 as part of the Corangamite Trade Training Cluster (CTTC) others are off site at Cobden, Terang, Camperdown, Derrinallum and Warrnambool.

### Who can do a VETiS subject?

A VETiS program at Timboon P-12 is offered to students undertaking VCE or VCAL and is also offered to Year 10 students with a keen interest in a particular vocational pathway. Timboon P-12 offers VETiS Music, Engineering and Kitchen Operations onsite and there are also a range of other VETiS subjects on offer via the Corangamite Trade Training Cluster and South West TAFE, Warrnambool. We encourage students to explore these options during the Year 9 and 10 course counselling processes.

### STUDY SCORES

For each student, the Victorian Curriculum and Assessment Authority calculates a Study Score for each Unit 3-4 VCE study which has been satisfactorily completed and for which the student has received grades for the various school-assessed work components and the examinations. The Study Score is a score on a scale of 0 to 50 showing the students achievement relative to that of all other students doing a particular study. The Study Scores are normalised to a mean of 30 and a standard deviation of 7. Scores of 23 – 37 indicate that the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of students taking this study. For studies with large enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values. For studies with fewer enrolments, the proportion may vary slightly.

If a result is not provided for the unit, the student will not receive a Study Score. When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Not achieving graded assessments may limit a student's options for further training, study and work. Students should be encouraged to attempt all graded assessments, as much as possible.

Study Scores are the starting points for the calculation of the Australian Tertiary Admission Rank (ATAR). Note that it is the VCAA which calculates the Study Score and the Victorian Tertiary Admissions Centre which calculates the ATAR.

#### Study Score Reference Table

Study Score (Relative Position)	Percentage Ranking
25	top 76 per cent
30	top 50 per cent
35	top 34 per cent
40	top 8 per cent
45	top 2 per cent

### GENERAL ACHIEVEMENT TEST (GAT)

Students undertaking any Units 1, 2, 3 and 4 studies will complete the General Achievement Test (GAT). As the name suggests, this is a general test – it is not a test of knowledge about a subject area or topic. The GAT is designed to measure the level of general achievement a student has accomplished across three broad areas:

- written communication
- mathematics, science, technology
- humanities, arts, social sciences

These areas are very broad and represent a body of general knowledge and skills that students are likely to have built up through their school years. As it is a general test, no special study is required for the GAT, however, students are given the opportunity to complete a practice GAT in the lead-up to the actual test. Students will have also completed preparation for the GAT in past and current study of subjects like English, Mathematics, Science and History, where they have built up general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.

We conduct a practice GAT with feedback and students can gain further understanding of the questions by looking at [previous GAT papers](#). Students are encouraged to familiarise themselves with these questions and note that all the information needed to work out their response is provided in the resources on the day of the test.

## **Purpose of the GAT**

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and external assessments have been accurately assessed. The VCAA uses GAT results, along with VCE external assessments, to align each school's local graded assessment scores to the statewide scale. The VCAA applies a process known as statistical moderation to all school-based assessment to account for the differences in tasks and markings that may occur from school to school. This ensures the final results are comparable across the state and are fair to all students. The statistical moderation process compares the level and spread of school-based scores with that of the same group for the external assessment and the GAT. Based upon this comparison, the alignment to a statewide scale is determined. This process allows schools to take into account their unique needs when delivering the VCE and ensures fairness in the calculation of student study scores.

## **STATISTICAL MODERATION**

The statistically moderated School-Assessed Coursework score and the examination score are used to calculate study scores by the same procedures as for other VCE studies. Statistically moderated School-based Assessment is an important part of the VCE and in many studies it contributes 50 per cent towards the calculation of a student's study score. To ensure fairness when study scores are calculated, it is important that School-based Assessments made by all schools are comparable.

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

The VCAA acknowledges that teachers are best placed to measure students' academic achievement; however, measurements are only comparable when they are expressed on the same scale. It is important to remember that statistical moderation does not change the relative performance of students within the statistical moderation group. For each VCE and VCE VET program, the VCAA uses statistical moderation to express students' achievement from all schools on the same scale. This provides fairness for students across the state. To ensure comparability of assessment of School-based Assessment from different schools, the VCAA will apply statistical procedures to each moderation group, study by study.

For VCE studies, moderation groups are the cohort of students in each school undertaking the study, or the total cohort of students from schools that combine for the purposes of assessment and moderation for a particular study. For VCE VET programs with scored assessment, the requirements of the moderation group have changed from the registered training organisation (RTO) to the identified Assessing Group. An Assessing Group can be:

- Home school: a teacher from the school delivers and assesses the scored Unit 3–4 sequence from the VCE VET program.
- RTO: students attend an external RTO for delivery of the scored Unit 3–4 sequence from the VCE VET program.
- other: students attend another school as part of a VET cluster for delivery of the scored Unit 3–4 sequence from the VCE VET program.

The Assessing Group will be used to define which moderation group students are placed into and subsequently which group statistical moderation will be applied to when completing a scored VCE VET Units 3–4 sequence. Statistical moderation realigns the level and spread of each school's assessments of its students in a particular study, to match the level and spread of the same students' scores on a common external score. The external score is based on examinations done by all students across Victoria, it is a common standard against which school assessments can be compared.

Each VCE study includes at least one external assessment and the VCAA will use the external assessments in each study as the basis for statistical moderation of school assessments. In studies with two external assessments, scores from both will be used.

The VCE assessment program also includes the General Achievement Test (GAT). Rather than using examination scores alone, statistical moderation uses GAT and examination scores if they are a better match with school assessments in the same cohort. In all such cases, the examination scores will always be the major influence. Further information on statistical moderation can be found on the VCAA website.

## **Internal comparability of assessments**

For statistical moderation, each school's assessments in a study are treated as a single group, not as separate teaching classes. Each school should have established procedures for making School-based Assessments and should apply these procedures consistently. There should be consistency of decisions made by teachers of individual studies and consistency of decisions made by multiple teachers of one study.

## **Final grades**

All VCE studies have three graded assessments for each Unit 3–4 sequence. Scored VCE VET studies have two graded assessments for each Unit 3–4 sequence. Levels of performance in graded assessments are reported to VCAA as A+ to E, UG (ungraded) and NA (not assessed). UG indicates that the score achieved was too low to assign a grade. NA indicates that the School-based Assessment was not submitted, or the examination was not undertaken. Graded Assessment provides information on a student's rank within that subject.

All VCE studies include at least one external assessment, and all except Studio Arts have School-assessed Coursework for either a combined Unit 3 and 4 assessments, separate Unit 3 and Unit 4 assessments, or a Unit 3 assessment only. Some studies have School-assessed Tasks; Music Style and Composition and Extended Investigation have an externally assessed task. Performance in Senior Secondary Certificate Assessment, which includes distribution of grade ranges for all assessment components in each study, is published on the VCAA website.

## **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

Students completing Units 3 and 4 studies will receive a criteria-based letter grade from the VCAA and a Study Score (maximum 50) for each study attempted. An applicant's ATAR is the percentile ranking of that applicant in the population of VCE candidates applying for tertiary study in that year. The ATAR will take into account an applicant's scaled study score in English (or a study from the English studies group) and the applicant's best three other scaled study scores, and 10 per cent of the applicant's next two best scaled study scores.

In summary, each student undertaking a VCE study will receive from the VCAA for each study:

- A letter grade for each assessment component in that study.
- A VCE study score (relative position) for that study, indicating the student's position in the cohort of students taking the study. This will be a numerical score out of 50. The rank order derived from the VCE result is based on Equivalent National Tertiary Entrance Ranks. These are developed from an aggregate produced by adding:
  - The scaled score in English/ ESL.
  - The highest scaled study scores for three additional permissible studies.
  - 10% of the scaled study scores for the fifth and sixth permissible studies.
- The ranking is amongst the relevant age group rather than being restricted to successful VCE candidates. In all up to six study scores may be used in calculating the aggregate, and all study scores are scaled, that is, adjusted to reflect the differences in the cohort of students taking the study compared to other studies and differences in the difficulties of the studies. The 'Primary four' refers to the studies that will be counted first when creating an ATAR. These are English study plus three other studies with the highest scaled scores.

The Victorian Tertiary Admissions Centre (VTAC) administers a joint selection system on behalf of Universities and TAFE colleges. VTAC use the ATAR in conjunction with the tertiary institutions to determine student placement into tertiary courses.

## **OTHER EXPECTATIONS & CONSIDERATIONS**

### **COURSE AUDITING**

Each year the VCAA will audit schools' Coursework assessments in selected studies.

The audit material requested will be supporting documentation from teachers which should include:

- Details of each School-assessed Coursework (SAC) set by the teacher.
- Details of the assessment criteria and marking scheme used by the teacher for each task.
- A sample of student work may be required upon request.

## **DISTANCE EDUCATION**

Timboon P-12 School offers Distance Education under specific circumstances and this is negotiated during the subject selection and course counselling process. Students may study VCE subjects via Virtual Schools Victoria (VSV) and Victorian Virtual Learning Network (VVLN) at Timboon P-12. To complete VCE subjects by Distance Education, a student will need to satisfy criteria such as the subject fitting their pathway, is an independent learner and has no possible alternative to the subject wishing to be studied within the school's curriculum. Students are encouraged to speak to their Year Level Coordinator or the Careers Practitioner for further information and necessary VCAA Distance Education application paperwork.

## **SPECIAL PROVISIONS**

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access a VCE external assessment. Special Examination Arrangement applications are made to the VCAA through the student's school and must be endorsed by the Principal. Such applications will be considered by the VCAA in accordance with its policies.

In designing and approving Special Examination Arrangements, the VCAA is mindful of the need to balance the competing demands of providing students with the opportunity to perform at their optimum with the need to preserve the academic integrity of the assessment process. See more on Special Provisions, with respect to Timboon P-12 VCAA Adherence & Local Policies.

## **TIMBOON P-12 SENIOR YEARS (10-12) CURRICULUM-VCAA ADHERENCE & LOCAL POLICIES**

The Timboon P-12 Principal Team, VCE and VCAL Coordinators, and the subject Domain Leaders are responsible for the smooth and efficient implementation of the VCE at Timboon P-12. The VCAA, as the governing body for the Senior Years Curriculum state-wide, acknowledge that some delivery policies and practices are unique to each education institution and as such support each of these institutions local implementation policies. Timboon P-12 VCE Administrative Staff Handbook outlines both the VCAA and College administration policies in place. The document is reviewed annually and in accordance with the local and VCAA guidelines, decisions relating to the VCE are final after approval by the Principal.

## **ADMINISTRATION OF THE VCE**

The Principal team and the VCE and VCAL Coordinators are responsible for liaising with the VCAA, monitoring Timboon P-12 implementation and delivery of the VCE, overseeing the performance of VCE students and approving all VCE academic related activities. The VASS Administrator and VCE Coordinator are responsible for communicating with the VCAA via the VASS system. The Timboon P-12 VCE Administrative Panel is responsible for tabling all matters relating to the local administration of the VCE, hearing appeals or adjudicating disputes. The Principal will determine the membership of this panel.

## **VICTORIAN CERTIFICATE OF EDUCATION**

### **SATISFACTORY COMPLETION - VCE**

For satisfactory completion of a Unit, a student must demonstrate attainment of each of the Outcomes for that Unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks (graded or non-graded), and any coursework designated for the unit. The key knowledge and skills and the Advice for Teachers included in the Study Design will assist teachers in making this judgment. The judgment of satisfactory completion is a school responsibility.

The student receives an **'S'** for a unit if the teacher determines that the following requirements are achieved. A student must:

- Produce work that demonstrates attainment of the outcomes.
- Submit work on time or under negotiated timelines.
- Submit work that is clearly their own.
- Observe the rules of the Victorian Curriculum and Assessment Authority (VCAA) and those of Timboon P-12 School.
- **NOT SATISFACTORY COMPLETION - VCE**

The student receives an **'N'** for the unit when one or more of the requirements listed above is not attained:

- The work does not demonstrate attainment of the outcomes.
- The student has failed to meet a Timboon P-12 data entry submission deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision. Timboon P-12 data entry submission deadlines are set in accordance with the VCAA deadlines. These deadlines allow reasonable time for Timboon P-12 submission of final student results and outcomes to be submitted accurately to the VCAA.
- The work cannot be authenticated.
- There has been a substantial breach of VCAA or Timboon P-12 Senior Curriculum policies.

Please Note: Examinations do not determine an 'S' or 'N' grade.

At Year 11 level examinations are extremely important as part of preparation for Unit 3 and 4 studies, however, it is work undertaken during the semester which determines whether learning outcomes have been attained. (Similarly Trial examinations are held towards the end of Term 3 for all Unit 3 & 4 VCE Studies, as part of their examination preparation).

## **REDEEMING OUTCOMES: SUBMITTING FURTHER EVIDENCE FOR SATISFACTORY ATTAINMENT**

If in the judgment of the teacher work submitted by a student does not provide satisfactory evidence for attainment of the set Outcome, the teacher may consider other evidence relating to the set Outcome undertaken and submitted by the student throughout the Unit. This work may include coursework, homework, additional tasks, or discussions with the student that demonstrate their understanding of the outcome. The teacher may, in consultation with the Timboon P-12 Senior Curriculum Administrative Panel decide to delay the decision about satisfactory completion to allow a student to complete or submit further evidence of the set Outcome attainment. Any delay must be in line with the VCAA deadlines and Timboon P-12 Assessment deadlines as published on the Timboon P-12 Senior School Compass Calendar. Both deadlines, VCAA and Timboon P-12 are inflexible, and staff must account for such deadlines in appropriate manner on their Unit Timelines.

A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an 'S' for the Outcome. Students may not resubmit to improve a Graded Assessment score relating to their individual study rank.

### **VCE UNIT RESULT OF 'J'**

A Unit result will be recorded as a 'S', 'N' or a 'J'.

If a student is no longer attending but they have not officially withdrawn by signing a Student Exit form the symbol 'J' is included on VASS. The J result should be used if the student:

- Is no longer attending class.
- Has not submitted any work for assessment.

The 'J' result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to the Victorian Tertiary Admissions Centre (VTAC) and are treated as equivalent to those with an N result.

## **VICTORIAN CERTIFICATE OF APPLIED LEARNING**

### **SATISFACTORY ACHIEVEMENT- VCAL UNIT COMPETENCY**

A student will receive an S (satisfactory achievement) for a unit in the Work-Related Skills, Personal Development Skills, Skills for Further Study – Senior, and some Literacy Skills units, when they have demonstrated achievement in all Units of Competency for the Victorian Certificate of Applied Learning (VCAL) unit.

The exceptions to this rule are:

- VCAL Numeracy Skills units – students need to achieve five out of the six learning outcomes for the Foundation and Intermediate levels and six out of the seven learning outcomes for the Senior level in order to receive an S.
- VCAL Senior Literacy Skills, Reading and Writing unit – students need to achieve seven out of the eight learning outcomes to receive an S.

The VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. Students will receive a 'satisfactory completion' (S) or 'not yet complete' (N) result for each VCAL unit.

## **VOCATIONAL EDUCATION AND TRAINING**

### **SATISFACTORY COMPLETION - VET UNIT COMPETENCY**

Students receive an 'S' for a unit of competency if they have demonstrated competence as assessed by their registered training organisation (RTO).

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete units of competency. Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence.

### **NOT YET COMPETENT- VET UNIT COMPETENCY**

Students will receive an 'N' for a unit of competency if they have not yet demonstrated competence. This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the unit of competency. If a student has not satisfied sufficient units of competency to be awarded satisfactory completion of a VCE VET unit, the result is left blank.

## **GRADED ASSESSMENT: SCHOOL-BASED ASSESSMENT**

There are two forms of School-based Assessment for Units 3 and 4:

- School-assessed Coursework (SAC) consists of a set of assessment tasks that assess each student's level of achievement in Unit 3 and 4 outcomes as specified in the study design.
- School-assessed Tasks (SAT) are set by the VCAA to assess specific sets of practical skills and knowledge.

School policies and procedures, including the conditions and rules under which School-based Assessment will take place, must be communicated to students and parents at the beginning of the academic year or when a student enrolls in any Victorian Certificate of Education (VCE) unit at the school.



Each VCE unit result must be determined on the basis of evidence of achievement completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs in the year prior to enrolment. These programs are generally one to three weeks in length but must not include formal School-based Assessment.

Timboon P-12 is committed to best preparing our students for future pathways including Tertiary. Given that entrance to Universities will be based on the aggregate of Unit 3-4 graded assessment scores, it is important that students experience Assessment Tasks in all Unit 1 & 2 studies.

In Units 1 and 2, teachers must set Assessment Tasks of which at least one is an examination. Teachers must set similar tasks to those, which students will encounter in Units 3 and 4. These tasks need not be daunting and should flow naturally out of the set learning outcomes. It is essential that students be given the criteria for assessing these Assessment tasks before attempting them.

### **SCHOOL-ASSESSED COURSEWORK (SAC) & TASKS (SAT)**

There are two forms of School-based Assessment for VCE Units 3 and 4:

- **School-assessed Coursework**, which consists of a set of assessment tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design. The Victorian Curriculum and Assessment Authority (VCAA) aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.

- **School-assessed Tasks**, which are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation. Each VCE unit result must be determined on the basis of evidence of achievement completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs in the year before enrolment. Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore to assist in the authentication process. Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study-specific School-assessed Task Authentication Record form. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. Subjects relevant include Wood, Media and Art.

### **SUBMISSION DATES**

A submission date is a due date when a task shall be completed and submitted. Teachers should avoid altering submission dates after they have been announced, however if require to do so must notify the Timboon P-12 Senior Curriculum Academic Review Panel. If a Submission date cannot be met by a student, the student must seek an extension. Extensions must be requested to the subject teacher in writing and then approved by the Timboon P-12 Senior Curriculum Academic Review Panel.

Submission dates are designed for the smooth running of a course, the spreading of workload over the semester and to help students to complete work requirements and assessment tasks satisfactorily.

- Students are encouraged to hand work in before the due date.
- SACs should be handed directly to the teacher concerned, must not be 'passed on' or 'left on desks' or 'pigeonholed'. Electronic submissions must be submitted in the required, readable format in a timely manner using the appropriate submission format (Compass). Submission errors or file corruptions are not valid reasons for late submissions. Submit early and backup your work regularly is the best advice.
- Students are to receive a signed submission slip from their teacher to ensure they have a record of when and to whom they handed their SAC/SAT to upon completion.

### **SCHEDULING OF ASSESSMENT TASKS**

Teachers are advised to give students the dates for completion of assessment tasks in advance (minimum two-week notice), taking into account the Important Administrative Dates. The coursework plan for the Unit is expected to be provided to students at the commencement of the course, indicating the relevant material studied and assessment dates. The Assessment Schedule has the dates by which schools must submit results to the VCAA, and should be used in conjunction with the Important Administrative Dates.

Schools should take into account issues of authentication and student workload in deciding when specific details of tasks are given to students.

An extension may be needed to account for circumstances in which an individual student or group of students has not been given appropriate time to undertake or complete School-based Assessment.

#### **Rescheduling assessment tasks for an entire class**

If teachers wish to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances, they are expected to inform the Timboon P-12 Senior Curriculum Academic Review Panel. The teacher must also ensure that once the new date has been set and approved, they should provide adequate notification (minimum two-week notice) to all students in the class or classes.

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

Should this policy and these conditions not be adhered to, students can appeal.

#### **Rescheduling an assessment task for an individual student**

Extension of time for an individual student to complete a task should be granted only in special circumstances. Extension requests must be requested through the Timboon P-12 Senior Curriculum Academic Review Panel. The Panel will, in accordance with the Extensions policy, consider the following when making a ruling:

- The formal process for applying for an extension of time was met.
- The request meets the rules of eligibility.
- The duration of the extension request.
- Conditions under which an extension will be allowed.

An extension of time may be permitted, but not into the next academic year.

Note: extensions for tasks related to units of competency contributing to scored VCE VET sequences cannot be permitted beyond the final date for results submission. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

Should this situation arise, approval will only be granted via the Timboon P-12 Senior Curriculum Academic Review Panel in line with the Timboon P-12 VCE Policy guidelines.

#### **EXTENSIONS**

Students seeking extensions must **not** do so on the day of the submission deadline. Extensions must be requested to the subject teacher in writing and then approved by the Timboon P-12 Senior Curriculum Academic Review Panel.

##### **Extension of time to complete SATs**

Students who are unable to complete a SAT by the due date must apply in writing to the Timboon P-12 Senior Curriculum Academic Review Panel, prior to the due date, for an extension of time and must provide a medical certificate or other documentation to support their application. Extensions of up to two weeks from the original date may be granted.

#### **RESUBMISSION/ REDEMPTION**

##### **Units 1- 2:**

Students may be permitted to resubmit unsatisfactory work up until the date of VASS Outcome (S/N) attainment submission is required on the Timboon P-12 Senior School Calendar. In consultation with the Timboon P-12 Senior Curriculum Academic Review Panel, the student will be provided with every opportunity to satisfactorily attain any Outcome of a unit up until such Timboon P-12 Senior School Calendar deadline.

##### **Units 3-4:**

If, in the judgment of the teacher, evidence submitted by a student for the assessment of an Outcome does not meet the required standard for satisfactory Outcome attainment, the teacher will allow the student to submit further evidence of Outcome attainment. This will be done in consultation with the Timboon P-12 Senior Curriculum Academic Review Panel. Students will not resubmit tasks for the reconsideration of Graded Assessment scores awarded by the school that form a student's individual subject rank. Normally, students complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow for a student to complete or resubmit work, however this must only be done following an approval from the Timboon P-12 Senior Curriculum Academic Review Panel and via adherence to the S/N attainment VASS deadline.

#### **LOST OR DAMAGED WORK**

It is the responsibility of students to see that work is handed to the teacher and that the work submitted has been recorded as being received. Work must not be left on teachers' desks but handed in during class time in accordance with Timboon P-12 VCE Submission requirements. Assessment tasks and coursework should be handed directly to the teacher concerned and must not be 'passed on' or 'left on desks' or 'pigeonholed'. Electronic submissions must be submitted in the required,

readable format in a timely manner using the appropriate submission format (Compass). Submission errors or file corruptions are not valid reasons for late submissions.

If the teacher is unavailable, the work should be personally delivered to staff at the front office to be date and time stamped. Where work is lost or damaged it must be reported to the VCE/VCAL Co-Ordinator's. A student who has lost or damaged work will need to complete the necessary form that will be passed on to the Timboon P-12 Senior Curriculum Academic Review Panel. The Panel, along with the subject teacher, shall determine an appropriate course of action, or appropriate assessment for the student given the circumstances outlined. Disputes about lost or damaged work unable to be resolved by the above process will be referred to the Principal.

Note that none of this applies to work lost or damaged due to computer misuse or malfunction. Students are responsible for proper management of computer material by ensuring that:

- There is an alternate system available in case of computer or printer malfunction or unavailability.
- Hard copies of the work in progress are produced regularly.
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.

#### **AVAILABILITY OF NON-SCORED ASSESSMENT**

Students may successfully complete their VCE by completing all class and coursework but not sitting external examinations. Any student who applies for a Non-Scored Assessment, must consider the option very carefully as the implications post VCE may significantly limit their future study or career options. In making the decision to be scored, or not scored, careful and thorough discussions must take place between Timboon P-12 Senior School Leaders, Careers Practitioner, the student involved and their guardians.

#### **TIMBOON P-12 COURSE SELECTION**

##### **TIMBOON P-12 SENIOR YEARS CURRICULUM PROGRAMS**

Timboon P-12's philosophy is to provide equal access and opportunity for success to all students undertaking a VCE or VCAL program of study. Timboon P-12 aims to offer a broad range of subjects and to encourage students to strive for excellence within their studies. We aim to prepare students for post school study, employment, and participation in a global community. All Year 11 and 12 students are engaged in courses which lead to the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). In delivering both qualifications, the College is bound by VCAA regulations and these have to be more formally implemented than students may have experienced in earlier years.

Timboon P-12 publishes a Course Information Handbook in Term 3 each year that outlines all relevant information on the courses available for students to elect into from Years 10-12 at Timboon P-12. Each student receives a personalised copy of the handbook at the Timboon P-12 Course Information Evening held in Term 3.

#### **COURSE COUNSELLING FOR STUDENTS**

It is important that students and their parents/guardians consider very carefully future education and career paths when selecting their Senior Year subjects. Many tertiary courses have prerequisite subjects that must be completed to a prescribed standard in order to be considered for entry. Publications such as the VTAC Guide can provide valuable information in making subject selections.

In addition, the Timboon P-12 Careers Practitioner is always available to discuss all viable options with students. During the Term 3 Course Counselling period, trained Timboon P-12 Counsellors will meet with all Year 9-11 students and their parents/guardians to negotiate an appropriate course for 2022. This interview will also include teacher recommendations for Acceleration, Sports Academy and Mathematics selections.

#### **ACCELERATION**

Timboon P-12, like many schools, offer students the opportunity to complete a Unit 3&4 (normally a Year 12 subject) sequence subject while they are in Year 11, and equally commence a Unit 1&2 subject (normally a Year 11 subject) whilst in Year 10. This is known as 'acceleration' and is offered to those students capable of succeeding in VCE ahead of the 'normal' schedule, and only via stringent consultation with the necessary stakeholders (student, Timboon P-12 parents, sub-school leaders, curriculum leaders, career counsellors and teachers). It should also be noted that Accelerating is not offered in all studies at Timboon P-12 and the decision to deliver a course rests with the school.

Students are identified for acceleration during Term 2 in Year 9, the student and their family will decide on whether they will opt to apply to accelerate in their course program for the following year. To be recommended to Accelerate, a student will need to have demonstrated:

- a high ability and interest in the subject area.
- a mature and disciplined approach to his/her work.
- excellent organisational and time-management skills.
- a commitment to completing a full allotment of subjects in year 11 and 12.

Acceleration in VCE can have its advantages as listed below:

- **Early & Valuable Experience of a VCE subject**

Students who accelerate in VCE in Year 10 are provided with a valuable insight into what is necessary for success in VCE, and equally those who accelerate at Year 11 gain an insight into a Unit 3&4 sequence. Work habits and practices, curriculum and assessment style and the necessary rigor can all be established prior to completing a 'normal' VCE load.

- **Student Focus Benefits**

A student who accelerates in VCE can focus significantly much more attention and energy on the accelerated subject. The student can focus much more significantly to it (compared to their other Year 10 or Year 11 subjects) and as such their chance of getting a high score dramatically increases.

- **ATAR Calculation Benefit (6<sup>th</sup> subject)**

Students who accelerate into a VCE Unit 1&2 subject in Year 10, usually follow through on the Unit 3&4 sequence at Year 11. Completing a Unit 3&4 subject sequence in Year 11 will usually allow students to accumulate six subjects to contribute towards your ATAR, rather than the 'normal' five gained as part of a 'standard' VCE student program through Year 11 and Year 12. As mentioned in the section on ATAR, English and the next 3 best study scores contribute towards your ATAR calculation (known as the 'Primary four'). The remaining component of an ATAR score is calculated as 10% of a student's fifth and sixth study.

Most importantly, six subjects are obviously better than five. A student who completes a subject early will have an automatic 10% advantage over a student who only completes the 'regular' five. On a more pragmatic note, a 6<sup>th</sup> subject will ensure that a poor mark in one subject will have significantly less of an impact on the student's overall score.

It should be emphasised that acceleration is not appropriate for all students. There is a risk that too high a proportion of a student's energy is devoted to one study, to the detriment of other studies being undertaken. The decision as to whether a student can proceed with an acceleration study depends upon an assessment of the likelihood of that student's capacity to succeed in the study, as well as the availability of places in classes and timetabling constraints. Acceleration does not preclude doing a full allotment of subjects at Year 11 and Year 12.

#### **VCE COURSE SELECTION**

As mentioned earlier, the VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. Study for the VCE is normally completed over two years, but students may accumulate units over any number of years. The minimum requirement for the award of the Victorian Certificate of Education and receiving an ATAR Score is satisfactory completion of 16 units (NB. Units 1 & 2 = Year 11; Units 3 & 4 = Year 12) which must include:

- Three units from the English group successfully completed, which must include a Unit 3 and 4 English/Sequence.
- At least another three sequences of Unit 3 and 4 studies (other than English) successfully completed.

#### **VCE Course Design - Timboon P-12 Year 11**

At Timboon P-12, students in Year 11 must undertake 12 units consisting of 6 units in Semester 1 and 6 units in Semester 2. Should a student in Year 11 undertake a Unit 3 and 4 study, it must be taken as a sequence during that year. The only compulsory units in Year 11 are English. Mathematics is strongly recommended.

#### **VCE Course Design - Timboon P-12 Year 12**

At Timboon P-12, students in Year 12 must undertake 10 units consisting of 5 units in Semester 1 and 5 units in Semester 2. Unit 3 and 4 studies must be taken as a sequence. The only compulsory units in Year 12 are Units 3 and 4 English. Mathematics is recommended. A Year 12 student who has achieved a scaled study score of 40 or more in the previous year may elect to complete 4 sequences in Year 12.

#### **VCAL COURSE SELECTION**

As mentioned earlier, the Victorian Certificate of Applied Learning (VCAL) is an Applied Learning option for students in Years 11 and 12. Like the VCE, VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, VCAL focuses on "applied learning". Students who do VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a trade after completing Year 12. VCAL's flexibility enables students to design a study program that suits their interests and learning needs.

#### **VCAL Course Design- Timboon P-12**

Students select accredited VCE and Vocational Education and Training (VET) modules and units from the following four compulsory strands:

- Literacy and Numeracy skills
- Work Related Skills
- Personal Development
- VET Subject
- VCE Subject

Year 12 VCAL students at Timboon P-12 typically complete a VCE subject and in addition VCAL students spend one day per week at Structured Workplace Learning (SWL) placements, gaining valuable experience in a range of different industries. All VCAL students complete a VETIS certificate in order to gain their VCAL qualification. VET subjects are offered at Timboon P-

12 and also through the Corangamite Trade Training Cluster at Camperdown, Cobden and Terang. Students can also attend a VET program at South West TAFE, in Warrnambool.

Students who start their VCAL and then decide they would like to complete their VCE, are able to transfer between certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE, however the cut off to do this is Week 3 Term 1 of their Year 11 course.

### **CHANGING OR WITHDRAWING FROM COURSES**

Students wishing to change their courses must first meet with the VCE/VCAL Co-ordinators to discuss their plans. Then a form will need to be completed by the student. A student will not be able to change courses until the form is complete and submitted. The completed form is then kept in the student's VASS file. The VASS Coordinator will then submit a Change of Entry Information to the VCAA. Year Level Coordinators and relevant staff members will be informed of all course changes. Late changes or changes that may affect a student's pathways may require a meeting with the Timboon P-12 Senior Curriculum Academic Review Panel.

### **STUDY DESIGNS, OUTCOMES, UNIT TIMELINES & COURSEWORK**

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCE delivery and assessment is governed by the VCAA and the local school administration policies. To administer a study, teachers [are guided by the VCAA](#) VCE Study Design. It is the key document to inform design and delivery in each study.

Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. Key documents for each Unit 3 and 4 teachers will be VCAA previous years Result Data Analysis by study, in particular results. By improving quality of delivery and assessment there is an improvement in the quality of teaching.

Coursework tasks should not be confused with assessment tasks. They make a valuable contribution to students' learning, but their completion cannot be used to pass or fail a student for a unit.

The Timboon P-12 Senior Curriculum Academic Review Panel members, VCE/VCAL Co-ordinators and Domain Leaders are available at any time to assist and advice regarding delivery and assessment of VCE Units.

### **STUDY DESIGNS**

A VCE study design is a document provided by the VCAA that informs teachers, parents and students of the requirements and curriculum of that study. The document includes information on the relevant Outcomes that need to be satisfied, the different Areas of Study (AOS) within each Outcome, the key skills and knowledge required to be taught to and demonstrated by students and the assessment necessary within the study. It is the requirement of the school or college to ensure that the Study Guide is administered to students as intended. The Study Guide also contains examples of methods teachers and students may use provide evidence of Outcome attainment and Graded Assessment rankings.

### **OUTCOMES & AREAS OF STUDY**

Each Study Design will detail the necessary Outcomes that students must attain in order to gain Satisfactory completion of the subject. The Outcome will be detailed in a statement within the Study Design and may include different Areas of Study for that particular Outcome.

The decision about satisfactory attainment of Outcomes is based on the teacher's assessment of the student's overall evidence provided on all tasks designated for the Unit. This decision is distinct from the assessment of levels of performance, of which come in the form of set Graded Assessment tasks, that contribute to the student's study rank.

The overall teaching program for the study should include a variety of task formats that allow for the student to have varied opportunities to provide satisfactory evidence of Outcome attainment including provision for authentication of student work and take into account the overall workload for students.

### **KEY KNOWLEDGE AND SKILLS**

Each Area of Study provides information about the Key Knowledge and Key Skills aimed at development within that area of the course. The Key Knowledge and Key Skills along with the Advice for Teachers statements, included in the Study Design will assist teachers in their assessment of a student's satisfactory attainment of an Outcome. However, it should be noted that the Key Knowledge and Key Skills do not constitute a checklist of elements that needs to be assessed separately.

### **TIMBOON P-12 COURSE TIMELINE- INFORMING STUDENTS AND PARENTS**

VCE teachers at Timboon P-12 will provide students (and parents) with a clear written Course Timeline at the outset of classes for each Unit. The Course Timeline will outline the subject coursework delivery schedule, including the set Outcomes and Areas of Study schedule for that Unit.

This document will also advise Students (and parents) well in advance of the necessary Assessment tasks and Coursework requirements that must be satisfactorily completed to attain each Outcome. Along with the information contained in the Study Design, the Course Timeline information will be made available to students (and parents) at the start of each unit and

provide them with the framework for their subject study highlighting the weekly Coursework plan, Private study task recommendations and Assessment task dates and Deadlines.

It is wise for all teachers to remind students of what is required of them repeatedly and frequently by referring to the Study Guides and Timboon P-12 Course Timelines. Armed with this information, students will be able to manage their workload, have time and support to catch up, and to plan for upcoming assessment. Students are encouraged to share this information with their Year Level Coordinator to ensure that they remain on top of their studies in what is a hectic time of their lives.

### **WHAT'S EXPECTED TO BE IN A COURSE?**

As mentioned above, the Study Guide and Course Timeline should inform and guide the delivery of all subject requirements to Timboon P-12 students.

Coursework tasks will be drawn from the list of designated tasks and expressed in the detail appropriate to the study. For some studies tasks will be explicit for example, attendance at a performance, summaries of textbook chapters, a glossary of terms, designated problems. For other studies tasks may be more generic including for example, the maintenance of a workbook or visual diary, participation in classroom discussions, a collection of cuttings from a newspaper or garden, etc. It is important to explain these requirements to students but inadvisable to provide fine detail as tasks may vary as the semester progresses.

There should be coherence between assessment procedures and teaching and learning. In each study there should be inter-relationship between the objectives of the study, its content, teaching strategies and assessment.

Assessment procedures should define and communicate educational expectations and ensure that these standards are maintained. These procedures should support a wide range of learning and teaching approaches and outcomes.

As noted, and in addition to the VCAA Study Design material, all Timboon P-12 teachers provide students a Course Timeline with details of the Course, Outcomes and Assessment task dates at the beginning of each Unit. In addition, teachers employ a range of class work, homework and coursework tasks, designed to engage students and ensure that they are provided opportunities to demonstrate their skills and knowledge in line with the Outcomes necessary and course/assessment task designs as published in the VCAA Study Design and Assessment Guidelines resources.

### **SPECIAL PROVISIONS**

The VCAA Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

The underlying principle of the VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special Provision should provide equivalent, alternative arrangements for students, but not confer an advantage to any student over other students.

Any students seeking Special Provision applications, must see the VCE/VCAL Co-ordinator, complete the necessary form in writing, have it tabled with the Timboon P-12 Academic Review Panel and sent off to the VCAA within their guideline expectations and deadlines.

Applications for Special Examination Arrangements for each student must be made through appropriate school staff, be endorsed by the principal and be supported by recent professional and/or other specialist reports and school-based evidence. The VCAA will only accept an application from a school on the Special Examination Arrangements application for students enrolled in one or more VCE or scored VCE VET Unit 3-4 sequence.

### **SPECIAL PROVISIONS (for Curriculum Delivery)**

Schools may approve special provisions and arrangements for both classroom learning and School-based Assessments. The VCAA recognises that school personnel, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances.

Once VCAA has approved Special Provision for a student, there are a number of ways in which schools can make alternative arrangements to assist the student with their learning and to enable them to be assessed against the unit outcomes, in line with the VCAA recommendations, such as:

- Rescheduling classroom activities and/or an assessment task.
- Allowing the student extra time to complete work or an assessment task.
- Setting a substitute task of the same type.
- Replacing a task with a different type.
- Using a planned task to assess more outcomes, or aspects of outcomes, than originally intended.
- Using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks.
- Deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).

The decision made by the school needs to reflect the best interest of the student and should be based on the available medical or other professional advice.

Students who are granted an extension of time are required to complete the work and undertake the task in the same way as all other students.

## **AUTHENTICATION**

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that students must ensure that all unacknowledged work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules. Any Authentication breaches or concerns must be raised with the Timboon P-12 Senior Curriculum Academic Review Panel.

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate texts and source material, no part of a student's work may be copied from any other person's work. Students are advised to keep rough notes or some evidence that the final product is the result of the students' research and drafting.

Authentication is only possible if teachers review the students' progress within class time. Learning outcome tasks/SACs are fundamental to the course and must be substantially completed within class time.

A student may not accept undue assistance from any other person in the preparation and submission of work. Plagiarism will not be tolerated. Teachers should explain to their students how to reference material with footnotes and bibliographies. The teacher will monitor the development of the task. The teacher will keep a record of this process.

Teachers will provide opportunities throughout the unit to check each student's work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of the work.

The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the outcome task at or about the time of submission of the work. If the teacher is not satisfied that the work is the student's own, then the student may be required to:

- Provide evidence of the development of the work.
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- Provide samples of other work.
- Complete, under supervision, a supplementary assessment task related to the original task.
- Attend an interview or complete a test to demonstrate an understanding of the work.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the College, the teacher will investigate the matter and report to the Timboon P-12 Senior Curriculum Academic Review Panel.

The Timboon P-12 Senior Curriculum Academic Review Panel will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.

## **DRAFTING**

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

## **SCHOOL ASSESSED COURSEWORK (SAC's)**

### **Coursework SAC tasks**

As Coursework tasks are done mainly in class and within a limited timeframe, the policy in relation to drafting for these tasks is different to those concerning School-Assessed Tasks. Authentication records by the teacher are not officially required for Coursework assessment in class, however, records kept of sightings of work is advantageous. In cases of a possible breach of rules, a student may be required to provide evidence of the development of work, for example drafts. The teacher will not have signed these drafts. Otherwise, the procedures for breach of rules should be followed.

- Students must not submit the same piece of work for completion of more than one outcome task.
- Students must not submit the same piece of work for assessment in more than one Assessment Task.

### **Multiple Classes SAC tasks**

When more than one class for same Study exists in a school, it is required that all students in that study are provided with equal conditions for Assessment tasks, in particular, Graded Assessment tasks. Teachers and teaching teams delivering VCE are to consider the following to ensure equality and fairness-

- SAC's are conducted at the same time with all students in that study.
- When a classes SAC runs at different times to other classes in the same study, each separate SAC for that same Area of Study or Outcome should be created dissimilar.

### **External Assessment Providers & Reproduction of SACs**

VCE teachers are expected to produce Assessment materials that are varied each year. Timboon P-12 expects Key Learning Areas and VCE teachers to alter Assessment tasks each year to eliminate the possibility of students gaining an advantage from being exposed to the Assessment task prior to sitting it themselves. This usually occurs when a sibling completes a course in the years prior and passes that material onto their fellow sibling who is completing the task currently.

Similarly, some students for who are tutored gain access to External Provider Assessment materials that they purchase. Timboon P-12 encourages staff not to rely on External Provider Assessment task materials for Graded Assessment purposes.

### **SCHOOL-ASSESSED TASKS (SATs)**

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

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. Subjects relevant include Wood, Media and Art.

### **EVIDENCE REQUIRED TO BE KEPT BY THE TEACHER**

All teachers must maintain up to date and accurate records of their delivery in each unit and assessment of student work. It is particularly important to maintain accurate records of the receipt of required work.

In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment to the Timboon P-12 Senior Curriculum Academic Review Panel.

The evidence required to substantiate a breach of authentication should include the following:

- A record of student attendance
- The teacher's Authentication Record (for School-assessed Tasks).
- A record of the teacher(s) judgment about the authenticity of work.
- The piece of work identified as breaching authentication requirements.
- Work of other student(s) work which is similar or identical to that presented by the student in question.
- Samples of other work produced by the student to provide a comparison of work which the school has been able to authenticate with that which it is unable to authentication.
- A copy of relevant source material from which unacknowledged work was obtained.
- A record of the outcome of any interview, discussion, supplementary assessment task or written test where the student has been asked to demonstrate his/her understanding of the work.
- Any admission from the student that work submitted was not his or her own.

If the subject teacher is satisfied that a student has submitted work that is not his or her own, or that a student is in breach of other rules relating to school assessment, then the VCE/VCAL Co-ordinator acting on advice from the Timboon P-12 Senior Curriculum Academic Review Panel shall determine what action should be taken.

The following penalties for a substantive breach of the rules are to:

- Reprimand a student.
- Make other arrangements for the re-submission of the outcome task.
- Cancel the result for a specific task or cancel the total assessment for the unit concerned.

If such a decision is made (Unit 3-4):

- The VCE Coordinator shall report to the VCAA the details of cases in which the school has determined that a breach of discipline has occurred and the penalty, which has been applied.
- In all cases in which a satisfactory completion decision for a unit, or a learning outcome, has been cancelled by the school as a result of school discipline procedures, the student shall have a right of appeal to the VCAA Discipline Committee, provided that the student, within 14 days after the date on which the Head of Senior School written decision was given to the student, gives written notice to the VCAA of his or her intention to appeal.



- The VCAA Discipline Committee, after taking advice and after giving the student an opportunity to be heard and after receiving a report from the VCE Coordinator concerning the matter, may recommend to the VCAA or its delegate that it confirm, quash or vary the determination of the school.

In varying the determination of the school, the VCAA Discipline Committee may direct that the Principal impose an appropriate penalty from those listed above. Teachers must monitor all School Assessed Tasks and any Coursework undertaken outside class time closely. A standard form must be signed by all students. Each SAT must be accompanied by the appropriate Authentication record (distributed by the VCE Coordinator) monitoring a student's work in progress. This form is the responsibility of the teacher.

### **STRATEGIES FOR AVOIDING AUTHENTICATION PROBLEMS**

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve, the following strategies are useful:

- Teachers should ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising of the assessment. They should not be sent by mail or electronically without due care.
- A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research.
- Copies of each student's written work should be filed at given stages in their development.
- Assessment tasks should not be recycled unless modifications are made to ensure that students are unable to use other students' work from a previous academic year.
- Where commercially produced tasks are being used for school-based assessment it is the responsibility of the school to ensure the tasks meet the requirements of the study design and that modifications are made for authentication purposes.
- If there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables earlier identification of possible authentication problems and the implementation of appropriate action.
- Students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

### **MODERATION**

Timboon P-12 is committed to providing resources, time and professional development to ensure that VCE processes are understood, course delivery methodologies are best practice and that assessment is thorough and consistent. Timboon P-12 Key Learning Areas will provide delivery planning and moderation/assessment support for teachers of all VCE units including past results Data Analysis sessions. Timboon P-12 expects and supports teachers thoroughly undertaking moderation processes where more than one class operates for any VCE unit.

### **DETERMINING INITIAL SCHOOL-BASED ASSESSMENTS**

The VCAA expects that each school should have established procedures for determining School-based Assessments and should apply these procedures consistently. There should be consistency in the decisions made by teachers of individual studies and in the decisions made by multiple teachers of one study. Timboon P-12 staff actively participate in Moderation of all VCE studies.

#### **Determining initial School-based Assessments where there is more than one class in the school.**

If there is more than one class in a study, teachers should engage in consultation to arrive at School-based Assessments. Schools have considerable experience in assessment, but the following suggestions will help schools and teachers to review their arrangements or establish new practices. For options on Moderation approaches and strategies, head to the VCAA website.

### **VCE School-assessed Coursework**

As previously mentioned, School-assessed Coursework (SACs) consists of a set of assessment tasks that contribute as a form of evidence of each student's level of attainment ('S' or 'N') towards the set Outcome and also as student's level of achievement with respect to their individual ranking (Graded Assessment).

#### **Preparation for School-assessed Coursework Advice for Teachers**

For each new or revised VCE study from 2015, information that was formerly contained in a separate Assessment Handbook has been incorporated into a single Advice for Teachers publication.

VCE Advice for Teachers Assessment Handbooks contain assessment information about Units 3 and 4 School-assessed Coursework and administrative details of examinations for individual studies. Advice is provided on how to construct and incorporate assessment tasks and how to grade these tasks using performance descriptors. VCE Advice for Teachers Assessment Handbooks are not published annually.

Advice for Teachers Assessment Handbooks are available from the VCE study pages on the VCAA website. Notification of any changes to assessment advice during the course of study will be made available to teachers via the VCAA Bulletin and VCAA website.

### **Initial assessment**

Schools are responsible for the initial assessment of School-assessed Coursework. The basis for this is the teacher's rating of the attainment and assessment performance of each student on the tasks specified in the study design. The Advice for Teachers/Assessment Handbook for each VCE study provides advice on the assessment of School-assessed Coursework tasks.

### **Managing score amendments**

When the due date for assessments has passed, student results that have been entered on VASS for that cycle will be locked. Any administrative errors in entering the results must be amended using a **Score Amendment Sheet (SAS)**, which is generated through VASS. The completed SAS must be signed by the principal or their delegate, and forwarded to the Manager, Student Records and Results Unit, with:

- a written explanation of the reason for the alteration to the score, signed by the principal
- a copy of the original assessment sheet. If the SAS is received after the final grade has been allocated, the VCAA will determine the final grade.

Timboon P-12 publishes a Senior School Calendar on Compass annually that stipulates the VASS deadlines for entry of VCE student information such as Graded Assessment Scores and Rankings. To ensure that the Timboon P-12 VASS Coordinator has sufficient time to enter the VASS data prior to the VASS deadline, Timboon P-12 specifies an earlier cut-off date on the calendar for which VCE teachers must strictly plan for and adhere too. Any breaches of the Timboon P-12 cut-off dates will be brought to the attention of the Timboon P-12 Senior Curriculum Academic Review Panel. Should a VCE teacher, due to unforeseen circumstances, not be able to satisfy a Timboon P-12 cut-off date, they must notify the Timboon P-12 Senior Curriculum Academic Review Panel in a timely manner to allow for alternate arrangements and appropriate support be put in place.

### **CLASSES OF LESS THAN FIVE STUDENTS**

Classes which have less than five students, are encouraged to combine with a class from another school for the requisite assessment. Although conducting a study of less than five students is not the preferred option for Timboon P-12, this is sometimes a reality. In such cases, the partnership with another school must occur, and in some cases, other schools will contact Timboon P-12 with a request to merge of their own. When this situation occurs, either by design of Timboon P-12 or via a request to merge from another school, the Timboon P-12 Senior Curriculum Academic Review Panel must be kept informed of the request situation. Initial contact is to be made to a school by the teacher of that subject and then approved by the Panel and College Principal. Once partnership is agreed, the details must be given to the VASS administrator entered on VASS.

### **FEEDBACK, REPORTING & INTERVIEWS**

Timboon P-12 has undertaken an extensive review of Assessment Feedback and Reporting practices in the last few years and in 2022 has adopted a revised system to provide feedback that is ongoing, timely and targeted. The review is by no means finalised, it continues, and recommendations and changes may be adopted. As such, Timboon P-12 strives to ensure that its Assessment and Reporting processes are best practice and most suitable to all college stakeholders.

### **FEEDBACK TO STUDENTS**

After assessment tasks are submitted and assessed, VCE teachers should provide detailed and appropriate feedback to students. Appropriate feedback includes:

- highlighted areas of strength
- advice on particular problem areas
- advice on where and how improvements can be made for further learning
- reporting S or N decisions and/or written comments on students' performance against each outcome

In providing feedback, teachers may give students their marks on individual School-assessed Coursework tasks. If providing marks, teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation.

Schools are strongly recommended to include the following in student VCE handbooks:

- advice about the 'conditional' nature of any School-assessed Coursework marks given to students
- total scores for School-assessed Coursework may change as a result of statistical moderation.

Although schools may permit students to submit further evidence for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of School-assessed Coursework Graded Assessment scores awarded by the school.

The decision about whether or not to return School-based Assessments to student's rests with the school.

### **Advice on developmental stages (SATs)**

Teachers are required to provide feedback to students on work in progress for a School-assessed Task.

All changes made in the various stages of development of a School-assessed Task must represent the student's own work. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice (for example, about alternative strategies); however, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to or actual reworking of a student's drafts, production or folio.
- providing structured outlines with detailed suggestions or instructions for completing work; this may constitute undue assistance.
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

### **Assessment sheets for School-assessed Tasks**

The VCAA provides assessment sheets, specifying the criteria for the awarding of grades, to all schools. Assessment sheets are published annually and made available on the relevant study page of the VCAA website. Schools must use the current year's assessment sheets.

Each criterion has a numerical scale of 0 to 10 and schools award a score for each criterion. Each criterion score is to be entered on VASS and must be submitted by the relevant date. Schools are advised to retain their copies of assessment sheets until the final results date at the end of the academic year.

### **REPORTING AND INTERVIEWS CHECK**

Timboon P-12 has introduced Common Assessment Tasks as the basis of reporting so that both Students and Parents can access student results and feedback as the year progresses. This can be accessed through Compass. Although the statement of results from the VCAA simply indicates when a student has passed ('S'), whereas our Year 11 reports will include Grades (A+ to E) and a comment.

Parent/Teacher Interviews are also held twice yearly, in Term 1 and Term 3. Timboon P-12 staff welcome dialogue with parents on student progress and are happy to meet with parents by arrangement.

Whilst students studying Unit 3-4 Subject get internal results, these are used to provide a ranking of students, with the results determined by the VCAA. Students studying Unit 3-4 Subjects will receive a mid-year report indicating their progress via a comment and S or N on assessments already completed. Results for VCE 3-4 Subjects form part of the ATAR and are released by the VCAA in December. Students may access results in Unit 3-4 studies via the Internet, phone or SMS text messaging. Results are also posted out to students.

## **ATTENDANCE**

### **ATTENDANCE POLICY**

The correlation between school attendance and student achievement levels is well established. The more time students spend at school, the more likely they are to experience school success. Conversely, according to a report for the Victorian Auditor General, students who are regularly absent from school are at the greatest risk of dropping out of school early and experiencing long term unemployment. Students will also be competing with those from other school who have attended 100% of their classes and are at an obvious disadvantage. Timboon P-12's Attendance Policy is designed to give students the fairest possible circumstances under which to complete their VCE.

NOTE: penalties for any breach of the attendance rules are not applicable to students absent from school for prolonged periods of time due to illness or other special circumstances. In this case, medical certificates must be provided. It should be noted, however, that considerable absence could lead to an inability to satisfy outcomes and therefore an 'N' will be awarded.

**The aims of the attendance policy are:**

1. To ensure a high standard of education at Timboon P-12 and the achievement of the best possible results by students undertaking their VCE.
2. To ensure that students attend class time in order to undertake the required coursework and to complete assessment tasks.
3. To provide enable judgements of authentication to be made through observations of students at work.
4. To ensure that the rules and regulations of the VCE are satisfied as required by the VCAA.

**Guidelines:**

1. Students are expected to attend **ALL** scheduled lessons of a unit (excluding absences due to excursions, sports carnivals or other school requirements).

2. Students who do not attend 90% of the scheduled lessons will be required to meet with the Timboon P-12 Senior Curriculum Academic Review Panel and may receive an 'N' for the Unit if the absences are unapproved.
3. Students are required to stay on campus for the entire school day.
4. Students who arrive late must sign in at the Student Access Window at the front office with a signed note from a parent/guardian.
5. Students who have a legitimate reason for leaving the school early must supply an appropriate written note from the parent/guardian and sign out at the Student Access Window. Failure to provide a satisfactory written note will require phone contact to be made with a parent/guardian and may result in departure being delayed or denied.
6. During study periods, students must be working in the designated study area, arranged separately with the Year Level Coordinator.
7. Attendance at home group meetings, year level meetings and school assemblies is compulsory.
8. Under VCAA guidelines, there is no appeal to the VCAA if you are penalised for breaching school attendance rules.

**When is a medical certificate/ official absence documentation required?**

1. A medical certificate is required for absences of more than two consecutive days.
2. A medical certificate is required for absences on days when SACs or SATs are due.
3. The medical certificate must be attached to a note from the parent/guardian and submitted to the Student Access Window
4. A grade of zero will be awarded to SATs and SACs when absences due to illness are not supported by a medical certificate.

**ATTENDANCE AT ASSESSMENT TASKS**

An unapproved absence during a scheduled SAC will automatically and permanently result in a score of zero. It should be noted that a SAC is an opportunity for students to show evidence towards satisfactory attainment of a Unit. That said, should the student's performance on the SAC still be required for attainment of an 'S' for the Unit, the student will receive an 'N' for that Unit until the teacher is able to arrange for an alternative task to be undertaken.

All student absences from a VCE assessment task should be collated by the Senior Sub School and must be reported to the Timboon P-12 Senior Curriculum Academic Review Panel.

**Role of the Timboon P-12 Senior Curriculum Academic Review Panel**

The Panel comprises of members from the-

- Principal Class
- VCE Coordinator
- VCAL Coordinator
- Year Level Managers
- Careers Practitioner

The Panel will meet fortnightly, unless otherwise necessary, to oversee the VCAA and local Policy adherence of the Senior Years Curriculum at Timboon P-12. The Panel will act and advise on matter tabled where necessary in accordance with VCAA and local Policies. The following items must be tabled with the Panel:

- Course Timeline alterations
- Graded Assessment changes and issues
- Student Attendance (including Assessment absences)
- Requests for Extensions & Special Provisions
- Student Wellbeing

## GLOSSARY OF TERMS

<b>Assessment</b> In Units 3 and 4 the student's level of graded achievement is determined by a combination of School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and Examinations.	<b>Semester</b> One half of the academic year. Most units are completed in one semester.
<b>Assessment task</b> A task set by the teacher to assess students' achievements levels within the Unit.	<b>Sequence</b> Units 3 and 4 are designed to be taken as a sequence at Year 12 level.
<b>Attainment</b> Evidence provided by students to meet the requirements of an Outcome. This is a teacher judgement based on a range of evidence which may include any Graded Assessment or other Coursework tasks.	<b>Special Provisions</b> Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.
<b>Australian Tertiary Admission Rank (ATAR)</b> The overall ranking on a scale of 0 – 100 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).	<b>Statement of Marks</b> For each examination including the GAT, students can apply to the Victorian Curriculum and Assessment Authority for a statement showing the marks they obtained for each question/criteria and the maximum mark available.
<b>Authentication</b> The process of ensuring that the work submitted by students for assessment is their own.	<b>Statement of Marks – Study Score</b> A Statement is also available containing the scores for each of the graded assessments and describing the calculation of the Study Score. See also Statement of Results.
<b>Chief Assessor</b> An expert appointed by the Victorian Curriculum and Assessment Authority in each study to supervise the marking of the external examination(s) in that study.	<b>Statement of Results</b> The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated. See also VCE Certificate.
<b>Coursework Assessment</b> See School-Assessed Coursework.	<b>Statistical Moderation</b> The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.
<b>Equivalent Qualification</b> For applicants who have recognised qualifications at Year 12 level or above, obtained either interstate or overseas, the Victorian Curriculum Assessment Authority issues Statements of Equivalent Qualification to the VCE. The VCAA also assesses interstate and overseas qualifications for their equivalency to Year 11.	<b>Studies</b> The subjects available in the VCE.

<b>Examinations</b> Unit 3 and 4 external assessments set and marked by the Victorian Curriculum and Assessment Authority. All studies have at least one examination. Written examinations, Performance and Oral examinations are held in October and November.	<b>Study Design</b> A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.
<b>General Achievement Test (GAT)</b> The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results.	<b>Study Score</b> A score from zero to 50 which shows how a student performed in a study, relative to all other students doing the same study. It is based on students' results in school assessments and examinations.
<b>Graded Assessment</b> All VCE studies have graded assessments for each Unit 3 and 4 sequence in which form a rank for the student. Graded assessments arise from set defined assessment tasks such as SAC's, SAT's and Examinations.	<b>Units</b> The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.
<b>Outcomes</b> What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.	<b>VCE Certificate</b> The Certificate awarded to students who meet the requirements for graduation of the VCE. See also Statement of Results.
<b>Satisfactory Completion</b> The school's decision that a student has demonstrated achievement of outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.	<b>Victorian Curriculum and Assessment Authority (VCAA)</b> The Victorian Government Authority responsible to the Minister of Education for conducting the VCE, among other things.
<b>School-Assessed Coursework (SAC)</b> A school-based assessment which is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Unit 3 and 4 outcomes.	<b>Vocational Education and Training (VET)</b> Nationally recognised vocational certificates now integrated within the VCE.
<b>School-Assessed Task (SAT)</b> A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the Victorian Curriculum and Assessment Authority and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.	<b>VTAC</b> Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs coordinating the application process. It calculates and distributes the Australian Tertiary Admission Rank (ATAR).

## TIMBOON P-12 SENIOR YEARS STUDENT ENROLMENT AGREEMENT

Timboon P-12 will provide an education which allows all students to achieve. All students have different talents and, no matter how capable we are, all of us have an obligation to try our best in all our school endeavours. Both the Victorian Government and Timboon P-12 aim to have the maximum number of students complete Year 12. However, students over 17 may leave school and those who remain must 'take advantage of the educational opportunity provided by the school' (Victorian Government 'Student Code of Conduct').

We provide a vibrant, enjoyable and challenging environment and that means all students in the Year 10 and Senior School need to cooperate and strive for personal excellence.

Commitment I, (insert full name) \_\_\_\_\_ Home Group \_\_\_\_\_ agree to the following:

- To strive to achieve my best in all classes and for all examinations.
- To complete all coursework, assessment tasks, SATs, SACs and examinations on time and to the best of my ability.
- To spend at least the recommended time on homework: (six hours per week for Year 10, 8 hours per week for Year 11 and 10 hours per week for Year 12)
- To continue with all subjects in my course for the whole year unless agreed otherwise by the Senior School staff.
- To spend no more than 10 hours per week on employment.
- To follow all College rules.
- To participate fully in College activities.
- To treat all members of the College community with respect.
- To attend all classes and SACs unless ill or for an approved reason.
- To attend all exams and remain in the examination room for the full time.
- To strive to achieve my best in all classes.
- To be punctual and prepared for all classes.
- To attend all classes, Home Group, Focus Group and Enrichment activities on time, bringing the appropriate materials.
- To use study sessions appropriately and to sign into the designated locations eg. Senior Study Centre or Library unless given permission to be elsewhere by Senior School staff.
- To use my College Organiser consistently to record all set learning tasks.
- To remain in the College grounds at all times during the school day unless formal arrangements have been made with the Senior School.
- To observe the Timboon P-12 policy relating to student drivers and travelling in cars driven by other students.
- While on school camps, excursions and activities, I understand that all regular school rules and conditions apply.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# ENGLISH

The study of VCE English contributes to the development of literate individuals capable of critical and creative thinking. We focus on how English language is used to create meaning and generate significant ideas and values. Students read and view texts from the past as well as the contemporary world created by Australian and international authors and directors.



We seek to build student confidence in their ability to articulate their point-of-view and become critically aware communicators as well as further develop a sense of themselves, their world and their place within it. VCE English also develops students' ability to critically analyse and compare texts. English helps equip students for participation in a democratic society and the global community.

As students progress through the four units of study, they develop the skills by which they can produce increasingly complex ideas both in writing and orally. Success in English comes from a strong work ethic and a commitment to ongoing improvement.

## Year 11

### 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 generate a persuasive oral presentation on a current controversial issue.

#### Area of Study 1: Reading and creating texts

School-assessed coursework (SACs):

- Creative response to text
- Analytical text response

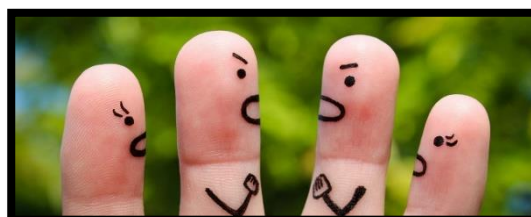
#### Area of Study 2: Analysing and presenting argument

School-assessed coursework (SACs):

- Argument and persuasive language analysis (single article with accompanying visual)
- Persuasive oral presentation

### Unit 2:

During this unit, students compare the presentation of ideas, issues and themes in texts. They also analyse arguments and the use of persuasive language in texts. Furthermore, they create their own written text which is intended to position their target audience to agree with their point of view.





### Area of Study 1: Reading and comparing texts

School-assessed coursework (SACs):

- Comparative response to two texts

### Area of Study 2: Analysing and presenting argument

School-assessed coursework (SACs):

- Argument and persuasive language analysis (comparing two articles plus a separate visual)
- Written persuasive speech (not presented)

## **Year 12**

### **Unit 3:**

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. This unit contributes 25% to the student's study score.

#### Area of Study 1: Reading and creating texts

School-assessed coursework (SACs):

- Creative response to text
- Analytical text response

#### Area of Study 2: Analysing argument

School-assessed coursework (SACs):

- Argument and persuasive language analysis of texts that present a point-of-view on an issue that has been debated in the media post September 1 of the previous year.



### **Unit 4:**

This unit contributes 25% to the study score in English. In this unit, students study two paired texts and compare and contrast the ways in which key ideas, issues and themes are presented. They also create an oral presentation intended to position audiences on an issue currently debated in the media.

#### Area of Study 1: Reading and comparing texts

School-assessed coursework (SACs):

- Comparative response to texts analysing how two selected texts present ideas, issues and themes.

#### Area of Study 2: Presenting argument

School-assessed coursework (SACs):

- Persuasive oral presentation reflecting a sustained and reasoned point of view on an issue that has been debated in the media post September 1 of the previous year.

### **End-of-year exam:**

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which contributes 50 per cent to the study score in English. The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA). All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable. The exam has a duration of three hours (with 15 minutes reading time) and consists of the following equally weighted sections:

- **Analytical interpretation of a text**

Assessment will be based on an analytical response to one of the two texts studied.

- **Comparative analysis of texts**

Assessment will be based on an analytical response to the pair of texts studied.

- **Analysing argument and persuasive language**

Assessment will be based on an analysis of argument and the use of persuasive language in unseen text/s. This is not a comparative task.

## **LITERATURE**

### **Scope of study**

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.



VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

### **Rationale**

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.



### **Structure**

The study is made up of four units. Each unit contains two areas of study.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the

final two years of secondary education.

## **Text selection and unit description**

### **Units 1 and 2**

In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the instructions provided on page 8 of the VCE Literature Study Design.

#### **Unit 1: Approaches to literature**

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

#### **Unit 2: Context and connections**

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

### **Units 3 and 4**

In Units 3 and 4, text selection must be made in accordance with the instructions provided on page 15 of the VCE Literature Study Design.

#### **Unit 3: Form and transformation**

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

#### **Unit 4: Interpreting texts**

In this unit students develop critical and analytical responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

### **Assessment**

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

### **Levels of achievement: Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for



school decision.

### **Levels of achievement: Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Literature, students' level of achievement will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE Literature are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 percent
- End-of-year examination: 50 per cent.

### **End-of-year exam**

The end-of-year exam is two hours in length (with 15 minutes reading time) consisting of two equally weighted sections:

1. Applying at least two critical interpretations of their set text in response to a set question.
2. Close passage analysis of at least one of three passages from their set text.

# MATHEMATICS

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modeling and problem solving.

## PATHWAYS

<b>Subject</b>	<b>Year 11</b>	<b>Year 12</b>
<i>Foundation Mathematics</i>	Unit 1&2	-
<i>General Mathematics</i>	Unit 1&2	To Further Math
<i>Further Mathematics</i>		Unit 3&4
<i>Mathematics Methods</i>	Unit 1&2	Unit 3&4
<i>Specialist Mathematics</i>	Unit 1&2	Unit 3&4

When Mathematics is not successfully completed at year 10 level the Mathematics pathways are limited in VCE.

## FOUNDATION MATHEMATICS

### Foundation Mathematics Units 1 and 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

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

- Space, shape and design
- Patterns and number
- Data
- Measurement

### Area of Study 1-Space, shape and design

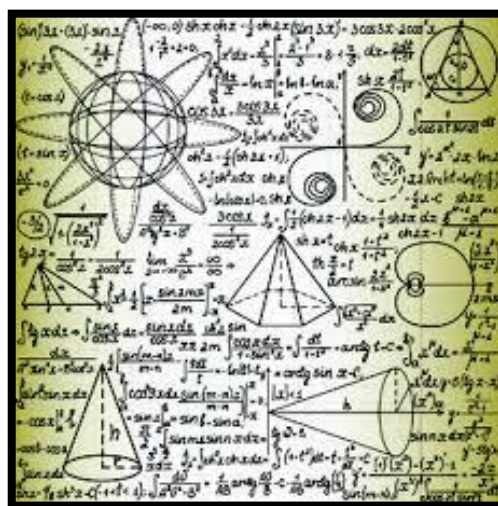
In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

### Area of Study 2-Patterns and number

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

### Area of Study 3-Data

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.





### **Area of Study 4-Measurement**

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

## **GENERAL MATHEMATICS**

### **Units 1 and 2**

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are

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

### **Area of Study 1-Algebra and structure**

In this area of study students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

### **Area of Study 2-Arithmetic and number**

In this area of study students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.

### **Area of Study 3-Discrete mathematics**

In this area of study students cover graphs, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

### **Area of Study 4-Geometry, measurement and trigonometry**

In this area of study students cover shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.

### **Area of Study 5-Graphs of linear and non-linear relations**

In this area study students cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation.

### **Area of Study 6-Statistics**

In this area of study students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

## **FURTHER MATHEMATICS**

### **Further Mathematics Units 3 and 4**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

The Core comprises

- Data analysis
- Recursion and financial modelling

The Applications comprises two modules to be completed in their entirety, which are the following two modules:

- Geometry and measurement
- Graphs and relation

### **Area of Study 1 – Unit 3**

Core units of study include:

- **Data analysis**
  - **Recursion and financial modelling**
- (Each with 3 outcomes)

### **Area of Study 2 – Unit 4**

#### **Applications**

Students must complete the following two modules.

#### **Geometry and measurement**

This module covers the use of measurement, geometry and trigonometry to formulate and solve problems involving angle, length, area and volume in two and three dimensions, with respect to objects, the plane and the surface of the earth.

#### **Graphs and relations**

This module covers the use of linear relations, including piecewise defined relations, and non-linear relations to model a range of practical situations and solve related problems, including optimisation problems by linear programming.

## **MATHEMATICAL METHODS**

### **Mathematical Methods Unit 1 and 2**

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

#### **Area of Study 1**

#### **Functions and graphs**

In unit 1 students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations

In unit 2 students cover graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry.

#### **Area of Study 2**

#### **Algebra**

In unit 1 supports students' work in the 'Functions and graphs', 'Calculus' and 'Probability and statistics' areas of study, and content is to be distributed between Units 1 and 2. In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.

In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane. This area of study provides an opportunity for the revision, further development and application of content prescribed in Unit 1,

### **Area of Study 3**

#### **Calculus**

In unit 1 students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

In unit 2 students cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.

### **Area of Study 4**

#### **Probability and statistics**

In unit 1 students cover the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

In unit 2 students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.

### **Units 3 and 4**

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Units 3 and 4 consist of the areas of study

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

## **SPECIALIST MATHEMATICS**

### **Units 1 and 2**

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



Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

### **Prescribed topics**

The prescribed topics are detailed below and are included in Areas of Study 2, 4 and 5. Two of these prescribed topics must be covered in their entirety in Unit 1 and the other two prescribed topics must be covered in their entirety in Unit 2.

### **Area of Study 1-Algebra and structure**

Logic and algebra

Transformations, trigonometry and matrices

### **Area of Study 2-Arithmetic and number**

Principles of counting

Number systems and recursion

### **Area of Study 3-Discrete mathematics**

Graph Theory

### **Area of Study 4-Geometry, measurement and trigonometry**

Geometry in the plane and proof

Vectors in the plane

### **Area of Study 5-Graphs of linear and non-linear relations**

Kinematics

Non-linear relations and functions

### **Area of Study 6-Statistics**

Simulation, sampling and sampling distributions

### **Units 3 and 4**

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

### **Area of Study 1**

#### **Functions and graphs**

In this area of study students cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points, points of inflection, periodicity, and symmetry.

### **Area of Study 2**

#### **Algebra**

In this area of study students cover the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra.

### **Area of Study 3**

#### **Calculus**

In this area of study students cover advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics.

#### **Area of Study 4**

##### **Vectors**

In this area of study students cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions.

#### **Area of Study 5**

##### **Mechanics**

In this area of study students cover an introduction to Newtonian mechanics, for both constant and variable acceleration.

#### **Area of Study 6**

##### **Probability and statistics**

In this area of study students cover statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

## THE ARTS

Art is an integral part of people's lives. It is a potent and dynamic means through which to communicate personal experiences, ideas, cultural values, beliefs, ideas and viewpoints on experiences and issues in contemporary society.

*"Now we have moved out the Industrial and Information Age and into the new Conceptual Age, visual literacy has become an equally fundamental skill for 21st century kids, to that of literacy and numeracy."* (Preparing Global Citizens; Globalisation and Education, Yong Zhao, Michigan State University)



### STUDIO ARTS

Studio Art gives you the freedom to express yourself in any way you like using whatever art form interests you. You can select from drawing, printmaking, photography, painting, sculpture, mosaics, textiles and video art. You need not be fantastic at drawing realistically to enjoy Studio Arts. You just have to enjoy exploring ideas using inspiration like music, poetry, films, books, other artist's work and most importantly communicating what you see, experience or are passionate about.

Studio Arts emphasises innovative thinking, experimentation and analytical evaluation. The development of original, personal concepts and refinement of practical skills is encouraged. Looking at where artists find their sources of

inspiration and the techniques and art elements they have explored, is a key focus. In each unit there is a practical and theory component:

#### Unit 1 - STUDIO INSPIRATION and TECHNIQUES:

Learn how to research sources of inspiration, develop individual ideas and explore a broad range of materials and techniques in different art forms. Progressively document your explorations, refine and resolve your skills and ideas to produce a final artwork. Analyse the ways in which artists from different times and cultures have developed their studio practice, used sources of inspiration and applied materials and techniques in their artworks.

#### Unit 2 - STUDIO EXPLORATION and CONCEPTS:

Use the studio process to explore a theme of your choice. Based on conceptual possibilities derived from your theme, generate a range of potential directions around which an artwork can be developed. Explore and develop ideas and subject matter, create aesthetic qualities

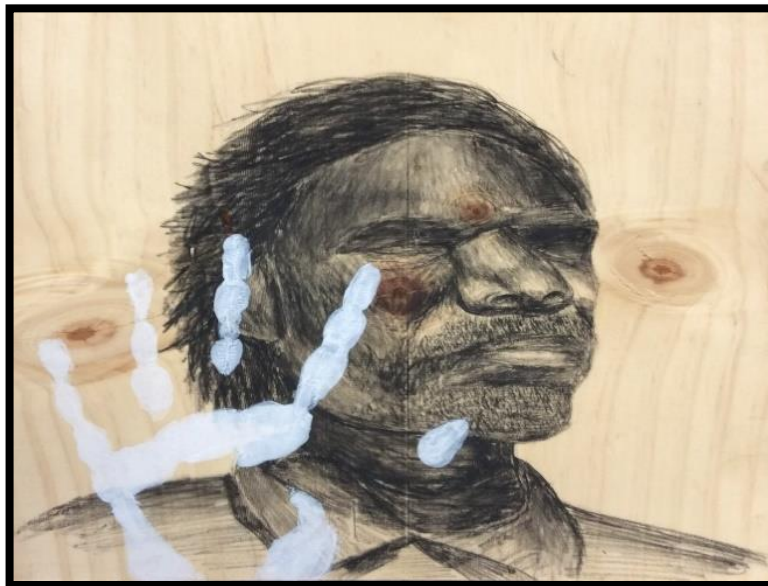


and record the development of the work in a visual diary. Analyse artist's use of art elements and art principles to create aesthetic qualities in an artwork, and the ways in which they communicate ideas and meaning. Discover the ways in which artists from different times and cultures have developed styles in their artworks. Learn of the issues concerning appropriation, copyright and artists' moral rights.



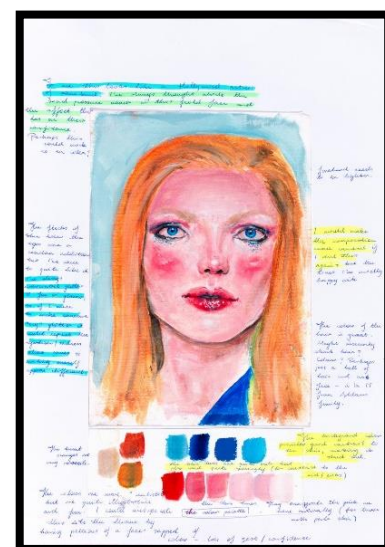
### Unit 3 - STUDIO PRACTICES and PROCESSES:

Develop an Exploration Proposal that outlines your aim, subject matter, inspiration sources and art forms to be used while exploring a theme of your choice in any art form you like. Explore ideas and experiment with media to develop a range of potential directions that will influence your final artworks in Unit 4. Present this development of concepts in a visual diary. Investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks.



### Unit 4-STUDIO PRACTICE and ART INDUSTRY CONTEXTS:

Produce two finished artworks based on your selected Potential Directions from Unit 3. Evaluate and discuss your selected directions and the final artworks. Examine a range of environments for the presentation of artworks and the practices of people working in the arts industry. Investigate the methods for storage, conservation, installation and presentation of art works.



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

### **Unit 2 – Applications of Visual Communication with Design Fields:**

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

### **Unit 3 – Visual Communication Design Practices**

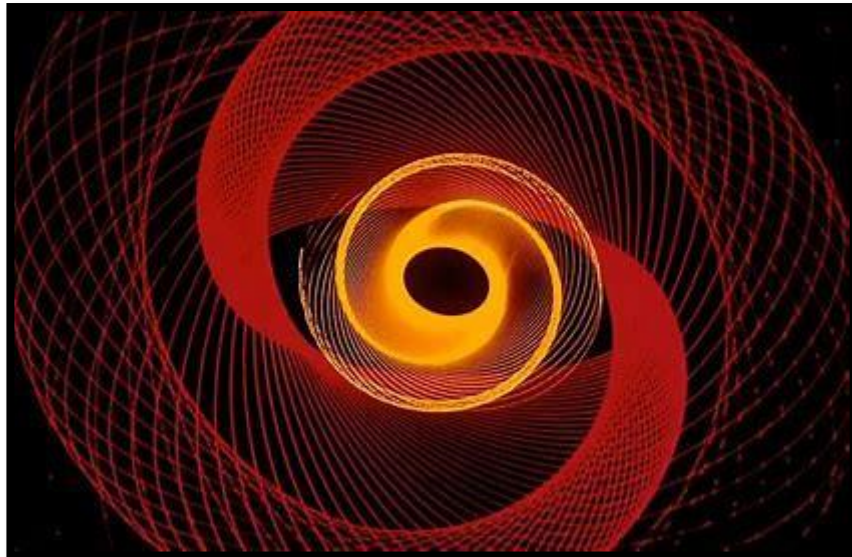
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is



considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

#### **Unit 4 – Visual Communication Design Development, Evaluation and Presentation**

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.



# **HUMANITIES**

## **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.

#### **Outcome 1:**

On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

#### **Outcome 2:**

On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

#### **Outcome 3:**

On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.



### **Unit 2: Establishing a Business.**

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

### Outcome 1:

On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

### Outcome 2:

On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

### Outcome 3:

On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.



## 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.

### Outcome 1:

On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

### Outcome 2:

On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

### Outcome 3:

On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.



## 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.

**Outcome 1:**

On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

**Outcome 2:**

On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

**Exam:** Unit 3 & 4 exam is worth 50% of the study score for this subject.

## LEGAL STUDIES

VCE Legal Studies is not just for students who want to be lawyers. It provides an opportunity to develop knowledge and skills that are applicable in everyday life.

Many careers and tertiary courses involve having some knowledge of the law. For example jobs in retail, computers, most trades and anything working with children have legal obligations and responsibilities. Also courses in nursing, business, science, technology, medicine and engineering generally have compulsory legal components, and having a general background in law can be very beneficial.

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operated in Australia and around the world.

As well as studying theory, students are able to experience the law's operation through real life case studies, visits to places such as J Ward, local and urban courts and through guest speakers.

**Unit 1:** In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.



**Unit 2:** Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law

and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

**Unit 3:** The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.



**Unit 4:** The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

# VCE AUSTRALIAN HISTORY

## Unit 1: Change & Conflict

### Area of study 1-Ideology and conflict:

- *How did significant events and ideas contribute to conflict and change?*
- *How did individuals and movements challenge existing political and economic conditions?*
- *What were the consequences of World War One?*
- *How did ideology influence the emergence of new nation states?*
- *To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?*



In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support. Communism emerged in Russia/USSR after the 1917 Bolshevik Revolution. Fascism first emerged in Italy when the Italian Fascist Party gained power in 1922, and before the end of the decade fascist parties existed in various countries around the world. In 1933, Adolf Hitler's National Socialist German Workers' Party (Nazi) gained power in Germany. In Japan, the government was increasingly influenced by the military and by anti-Western attitudes, shaping much of its political and social action, alongside growing imperial ambitions in Manchuria. In the wake of World War One, the USA pursued an isolationist policy. While the Roaring Twenties was a decade of economic growth, the 1930s saw considerable suffering as a result of the Great Depression, a global economic event that challenged and changed societies such as Germany and Australia.

As a result of the post-World War One treaties and despite the establishment of the League of Nations, the world became increasingly hostile and unstable. Widespread economic instability, failure of diplomacy, growing militarism and territorial aggression in Europe, Africa and Asia, along with totalitarianism, combined in 1939 to draw the world into a second major conflict.

### Outcome 1:

On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century and analyse how these contributed to the causes of World War Two.

## Area of Study 2-Social and cultural change:

- *How did society and culture change?*
- *How did cultural life both reflect and challenge the prevailing political, economic and social conditions?*
- *How did ideologies contribute to continuities and changes in society and culture?*
- *What role did individuals, groups and movements play in social and cultural continuity and/or change?*

In this area of study students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

The period between the wars was characterised by significant social and cultural change. While the 1920s, a time in Western society known as the Roaring Twenties, was largely marked by optimism and material prosperity in the West and Japan, by contrast the thirties was a period of severe economic hardship for many, dominated by the impact of the Great Depression.

At the end of World War One, new governments in Italy, Germany and Japan led to the emergence of societies driven by new ideologies and, in some countries, the oppression and persecution of certain groups, most especially the Jewish community in Nazi Germany. In the USSR, the establishment of a communist regime in 1917 was initially greeted with support by a large proportion of the people, but under Stalin millions of people were forced to work in state-owned factories and farms and dissenters were sent to labour camps.

In the USA, during the decades between the wars, controls such as prohibition and race segregation affected the lives of many people, as did the presence of groups such as the Ku Klux Klan. While the 1920s was characterised by material progress, new technologies, increased personal freedoms and unprecedented economic growth, the Great Depression brought hardship to many nations.

The creative arts both reflected and challenged social and political life and change in this period. Mass entertainment and information by means of radio and film became widespread.

## Outcome 2:

On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.







## Unit 2: The changing world order:

### Area of Study 1-Causes, course and consequences of the Cold War:

- *What were the causes of the Cold War?*
- *How did Cold War ideology contribute to increased tensions and conflict?*
- *What were the consequences of the Cold War on nations and peoples?*
- *What caused the end of the Cold War?*
- *How did the social, political, economic and cultural conditions influence and change the post-Cold War world?*

In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.

Students investigate the causes of the Cold War in the decades that followed World War Two. They analyse the significant contribution of events, ideologies and individuals, and the consequences for nations and people in the period 1945–1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts and proxy wars such as those in Berlin, Korea, Angola, Cuba and Vietnam. They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and a space race, with competition also extending to sport and the arts.

Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations.

### Outcome 1:

On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

## Area of Study 2-Challenge and change.

- *What caused the challenges to existing political and/or social structures and conditions?*
- *How did the actions and ideas of popular movements and individuals contribute to continuity and change?*
- *To what extent did change occur?*
- *What were the perspectives and experiences of those who demanded and/or resisted change?*

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

While the Cold War dominated the second half of the twentieth century, social and political challenges, continuities and changes occurred within and between nations based on religion, nationalism, race, gender and human rights. Nations were challenged by internal struggles over ideology such as the Islamic Revolution in Iran in 1979. Independence movements led to the emergence of new nations. Nations such as Algeria and Timor-Leste achieved sovereignty through armed struggle, while Papua New Guinea and other Pacific nations achieved independence through diplomatic means. Regional conflicts continued and emerged, including the Arab–Israeli conflict, the struggle against Apartheid in South Africa and civil and sectarian conflict in Northern Ireland, the Horn of Africa, Rwanda, Kashmir, and the breakup of the former Yugoslavia. Although, terrorism was not a new phenomenon, it took on new dimensions and became increasingly global, such as the attack in the USA on 11 September, 2001, and the Bali Bombings in 2002, particularly with the rise of prominent groups such as Al Qaeda.

Developments in media and mass communication including cable television, the internet and social media meant that many social and political ideas and movements transcended national boundaries. The digital revolution in the beginning of the 21st century saw the rise of social media, which played a key role in challenging traditional authority, work, lifestyle, and forms of communication and media, and in changing the nature of consumerism and destabilising authoritarian regimes and fuelling popular change. The speed at which these ideas and movements were shared with global audiences changed the social, political and economic features of states. Democratic systems and authoritarian regimes also used social media as a method for communicating their ideas as well as suppressing challenge and dissent.

In many societies, individuals and groups emerged to challenge the ways that power structures were organised, distributed and used. Traditional attitudes to race, war, gender, sexuality, religion, the environment and human rights were questioned, challenged and in some cases remained the same and/or changed.

### Outcome 2:

On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.



# Units 3 and 4-Australian History:

## Area of Study 1: Unit 3 and Unit 4

### Foundations:

- *What were the foundations of continuity and change in Australia?*
- *How did significant individuals and movements demand and/or resist change?*
- *How were Australians challenged over time by ideas and events?*
- *To what extent were there continuities and changes in Australian society?*
- *How did Australians influence and experience continuity and change?*

In this area of study students focus on the foundations of continuity and change in Australian history. They consider how ideas, perspectives, events and the differing social, political and economic experiences may have triggered changes and the extent of continuity and change in Australia and among Australians. The revolutionary nature of the Australian experience is explored, including how the continent's distinct environment and landscape has shaped and been shaped by human processes and actions, and the embrace of democratic experiments that placed Australia in the vanguard of individual and political rights and freedoms in the 19th and early 20th centuries.

Students examine the prominent trends, interactions and relationships between Aboriginal and Torres Strait Islander peoples, early European colonisers, settlers and migrants, as they debated how the new society should be governed and who should be excluded and included as citizens.

Students explore significant moments in Australia's history and consider the contributions of different individuals, groups and movements. They analyse a variety of diverse and competing perspectives and historical interpretations, and evaluate the actions and responses of those who advocated for, challenged and/or resisted change. These include the struggles over political rights and freedoms, shifting conceptions of who is an Australian, ways of thinking that were shaped by and responded to the environment and its management, and Australia's engagement in global and regional conflict.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- From custodianship to the Anthropocene (60,000 BCE–1901)
- Creating a nation (1834–1913)
- Power and resistance (1788–1913)
- War and upheaval (1909–1950)

### Outcome 1:

On completion of this unit the student should be able to analyse the foundations of continuity and change in Australia, and evaluate the contribution of significant events, ideas, perspectives and experiences to continuity and change.



## Area of Study 2: Unit 3 and Unit 4:

### Transformations

- *What were the motivations for seeking continuity and change in modern Australia?*
- *How did significant individuals and movements demand and/or resist change?*
- *How were Australians challenged over time by events and ideas?*
- *To what extent were there continuities and changes in Australian society?*
- *How did Australians influence and experience continuity and change?*



In this area of study students focus on the extent to which Australia was transformed and changed by social, political and economic events, ideas, experiences and movements that took place after World War Two.

Students consider how long-term trends in Australian history continue to resonate and be contested in contemporary Australian society. They explore how perspectives towards the environment, debates about race, immigration, citizenship, civil rights and land rights, and questions about Australia's participation in war and conflict, have changed or remained the same. They analyse a variety of diverse and competing perspectives, experiences and conditions of everyday life and consider how Australians were affected by, advocated for and challenged and/or resisted changes. Students evaluate the contested debates and historical interpretations about the extent of continuity and change, and the impact and depth of change, in Australian society in the 20th and early 21st centuries.

The historical investigation selected for Area of Study 2 in Unit 3 and in Unit 4 must be the same historical investigation that was chosen for Area of Study 1 in Unit 3 and Unit 4.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- From custodianship to the Anthropocene (1950–2010)
- Creating a nation (1945–2008)
- Power and resistance (1957–1998)
- War and upheaval (1950–1992).

### Outcome 2:

On completion of this unit the student should be able to analyse the changes in Australian society, and evaluate the extent to which continuity and change occurred.





# **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. 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.



# PHYSICAL EDUCATION

Students undertake theoretical and practical sessions to explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. They examine behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Each unit comprises two areas of study, each based around a central question.

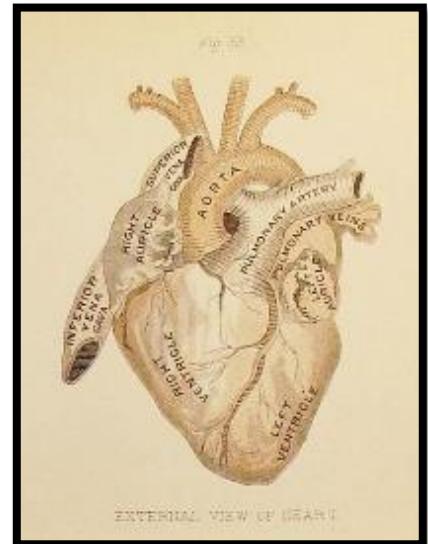
## **Unit 1: The human body in motion**

How does the musculoskeletal system work to produce movement?

Students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. They investigate possible causes of illness and injury to the musculoskeletal system and consider a variety of legal and illegal practices and substances used to enhance.

How does the cardiorespiratory system function at rest and during physical activity?

Students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. They explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.



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

What are the relationships between physical activity, sport, health and society?

Students focus on the role of physical activity, sport and society in developing and promoting healthy. They investigate benefits of physical activity and potential consequences of physical inactivity. Students use subjective and objective methods for assessing physical activity and sedentary behaviour and compare these to physical activity and sedentary behaviour guidelines. Students analyse different models used to critique strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. They also create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

What are the contemporary issues associated with physical activity and sport?

Students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

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

How are movement skills improved?

Students examine the biomechanical and skill acquisition principles in relation to improving movement skills. Students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

How does the body produce energy?

Students explore the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. Students also consider the many factors contributing to fatigue as well as recovery.

#### **Unit 4: Training to improve performance**

What are the foundations of an effective training program?

Students collect and use data from an activity analysis to identify fitness components and use fitness test results to inform the design of an effective training program.

How is training implemented effectively to improve fitness?

Students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.



# SCIENCE

## BIOLOGY

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity.

### Unit 1: How do living things stay alive?

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

### Unit 2: How is continuity of life maintained?

In this unit students explore reproduction and the transmission of biological information from generation to generation. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study adaptations that enhance an organism's survival and explore interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.





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

In this unit students explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.



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

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

In this unit students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.



## PHYSICS

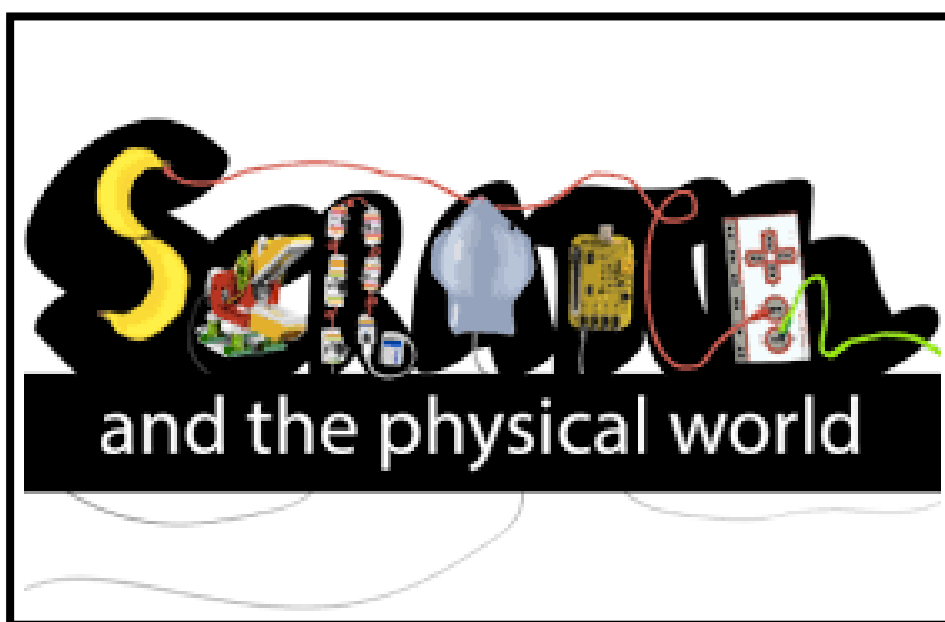
Physics is based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, solar systems and galaxies in the Universe. Whilst many scientific understandings in Physics have stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the role of careful and systematic experimentation, and modelling, in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

### Unit 1: What ideas explain the physical world?

Students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

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

Students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. Students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.



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

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories to investigate and describe motion.

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

Light and matter – which initially seem to be quite different – have been observed as having similar properties. 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 analyse 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 are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two independent variables, with at least one of the independent variables being continuous. A student-designed practical investigation related to waves, fields or motion.





## CHEMISTRY

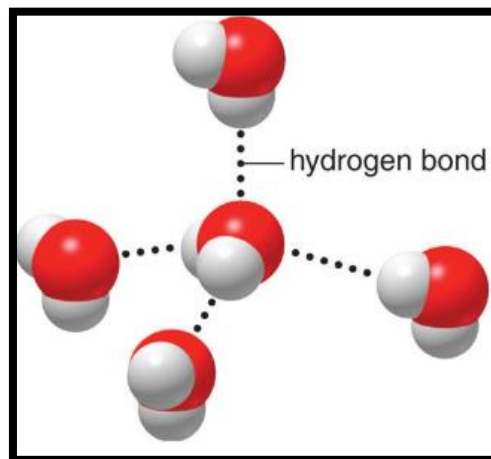
VCE Chemistry enables students to explore the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

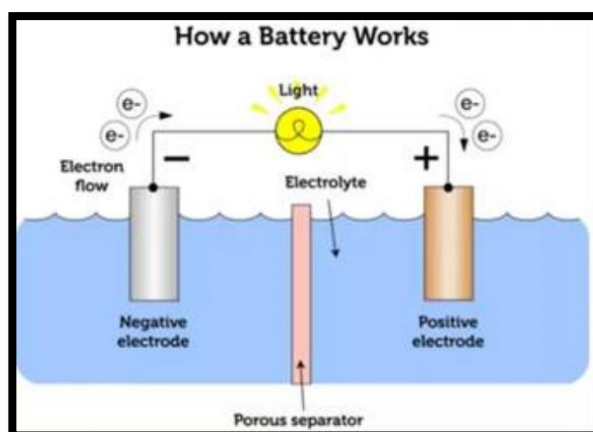
### Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.



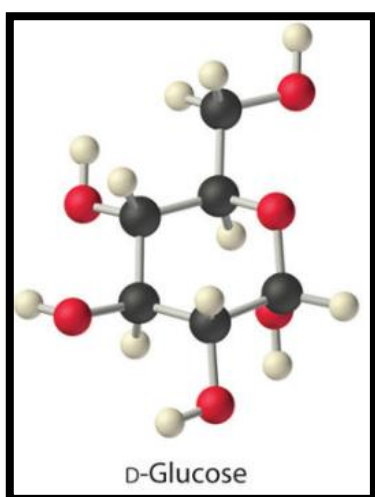
### Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.



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

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.



# PSYCHOLOGY

Psychology is a fascinating science, concerned with the study of the mind and behaviour. After English and Maths, VCE Psychology consistently attracts high numbers of students. The areas of study have direct relevance to students' current stages of life.

Students explore the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

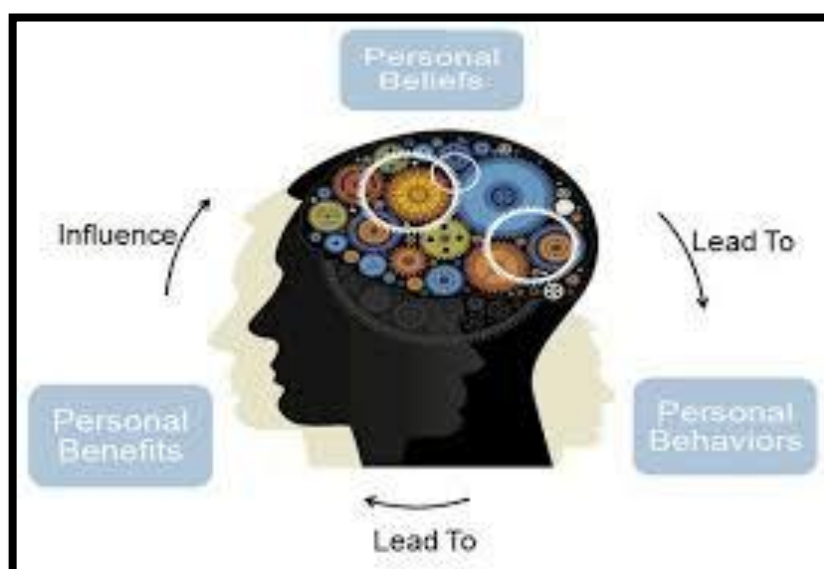
## **Unit 1: How are behaviour and mental processes shaped?**

We look at how the brain functions – its structure, how it works and the role it plays in the overall functioning of the human nervous system. We explore brain plasticity and the effect that brain injury, for example concussion, may have on a person's psychological functioning. We consider the complex nature of psychological development: the way we develop emotionally and socially, as well as how our thinking develops. We look at factors of mental health that assist individuals to cope, as well as situations where psychological development goes wrong – psychological, personality and psychotic disorders.

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

Sensation and perception. Using taste and vision as examples, we consider how information from the external environment is detected, perceived and understood. We investigate how different factors can cause distortions of perceptions.

How are people influenced to behave in particular ways? We look at social influence on behaviour, such as the development of attitudes, stereotypes and prejudice. We also investigate the influence of status and social power, helping behaviour, bullying (including cyber bullying) and the influence of media (such as television, social media on individual and group behaviour).



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

The nervous system influences behaviour and the way people experience the world. In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

### **Unit 4: How is wellbeing developed and maintained?**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

### ***JAPANESE (SECOND LANGUAGE)***

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The study of a Language Other Than English contributes to the overall education of students, most particularly in the area of communication, but also the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

#### **UNIT 1:**

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

#### **UNIT 2:**

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

#### **UNITS 3 and 4:**

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language and Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.





## Unit 1-Food Origins:

[illegible]

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines, and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing



industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

## **Unit 2: Food Makers**

### **Area of Study 1- Food industries:**

In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.



### **Area of Study 2 Food in the home.**

In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas



for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

## Unit 3-Food in daily life:

### Area of Study 1 The science of food.

In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.



### Area of Study 2- Food choice, health and wellbeing.

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. In this area of study students undertake a practical component developing a repertoire of healthy meals suitable for children and families.



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

### Area of Study 1 Environment and ethics.

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.







## Area of Study 2 Navigating food information.

In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

## PRODUCT DESIGN AND TECHNOLOGY

For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they consider factors influencing the design and address solutions. Product design is a response to changing needs, improving the quality of life by designing creative, innovative and sustainable products. Knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors impacts on design solutions. These factors influence the aesthetics, form and function of products.

**In the following units of work, students are expected to purchase all materials and hardware for their constructed products.**

### Unit 1: Sustainable Product Re-development

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.



## Unit 2: Collaborative Design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants, function, purpose and context for product design, aesthetics, materials and sustainability, and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.



## Unit 3: Applying the Product Design Process

In this unit students are engaged in the design and development of a product that addresses a personal problem or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centered design, innovation and creativity, design elements and principles, sustainability concern, economic limitations, legal responsibilities, material characteristics and properties and technology.

Design and product development and manufacture occur in a range of settings. An industrial setting provide a marked contrast to that of a one-off situation in a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

## Unit 4: Product Development and Evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analyzed and evaluated with reference to the product design factors.



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

## **WHAT IS IT?**

The Victorian Certificate of Applied Learning (VCAL) is a qualification that is accredited at three levels: Foundation, Intermediate and Senior. It is designed to improve the pathways for young people from secondary school to work and/or further education and training. The VCAL program will help each student improve their literacy and numeracy, acquire work and industry skills, increasing their employability. Students will gain experience in the adult world of work and get a qualification that helps them prepare for a job, apprenticeship, traineeship, further education and/or training.

### **Timboon P 12 offers Year 11 & 12**

A successful VCAL program must contain all of the four compulsory Curriculum Strands, and contain a minimum of 10 units. Satisfactory completion of all 10 units will enable a student to gain a VCAL Certificate at the end of one year. They may then return the following year to complete another VCAL program at a higher level.

VCAL is focused on applied learning and sits alongside the VCE. Programs are made up of:

1. Four units from the compulsory curriculum strands each semester

- Literacy
- Numeracy
- Personal Development Skills (PDS)
- Work Related Skills (WRS), Including Structured Work Placement 1 day per week

AND

2. **At least one additional unit each semester:**

- A unit from VCE
- A VET unit (see VET descriptions). This is a compulsory component and all students must enroll in a VET Unit, in order to achieve VCAL accreditation

### **A TOTAL OF 12 UNITS (6 PER SEMESTER)**

The learning program must also provide opportunities in which the student can develop and apply personal, social, and work-related skills to foster a commitment to learning and to prepare him/her for the world of work.

Any VCE units completed as part of a student's VCAL will count towards their VCE, if they decide to enroll in the VCE at a later stage. VCE results, including those for VET in the VCE, can be readily transferred and credited in this way.

### **SAMPLE PROGRAM**

Work placement students are required to organize a work placement for every work placement day (Wednesdays, or another negotiated day). This must be done within the first four weeks of term 1.

<b>DAY</b>	<b>UNITS / MODULES</b>
Monday, Tuesday and Friday	School based units – literacy, numeracy, personal development and work related skills, VCE unit
Wednesday	Structured Work Placement
Thursday	A VET unit at school or provider

### **VCAL Literacy**

VCAL Literacy aims to develop communication skills, to prepare students for the workplace and further study. Students are required to submit eight learning tasks during the year. There will be the opportunity to present their studies in different ways – from written reports to presentations. A practical, relevant course is offered, where there is focus on developing their awareness of their own vocation and interests.

This course will work to develop students' confidence and skills when interacting with other people. Topical social issues will be explored and discussed. Novels and films will be examined, as well as current events and interests. Students should form a greater understanding of their own opinions and values, as they examine the ideas offered by their peers, authors and the media.

### **VCAL Numeracy**

In VCAL Numeracy 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 are especially useful for developing knowledge associated with work and VET studies. The areas of study include: numerical skills and processes; financial literacy; planning and organising; and measurement, representation and design. Students undertake written and practical tasks in a range of areas relevant to school, work and community.



### **VCAL Personal Development Skills**

Personal Development Skills aims to develop working team skills and techniques relevant to vocational pathways. Students develop personal development skills through practical team participation in project delivery and interaction with the wider community. This learning leads to greater development of individual and group participation of teams. Team responsibility, enterprise and excellence, empowerment for active citizenship and social responsibility are explored in PDS. This subject focusses on developing attributes for employment through both self and team performance reflection.

### **VCAL Work Related Skills**

Work Related Skills allows students to develop employability skills, knowledge and attributes valued within community and work environments, as a preparation for employment. The development of employability skills within this subject provides learners with a capacity to consider and choose from a range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.





## VET

Vocational Education and Training (VET) in the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training that contributes to their VCE or VCAL. VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the Victorian Certificate of Education (VCE) and a nationally recognised Vocational Education and Training (VET) certificate.



### **VET DELIVERED TO SECONDARY STUDENTS**

VET enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. A VET qualification is issued by an RTO. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the workplace. VET delivered to secondary students is the same as all other VET. VCE VET programs are vocational studies approved by the VCAA as appropriate for senior secondary students. VCE VET programs lead to a nationally recognised qualification, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education training certificate. VCE VET programs are fully recognised within the unit 1-4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies.

The aims of VCE VET programs are to

- Provide students with the skills and abilities to achieve competencies that will enhance their employment and further training prospects in a particular industry.
- Provide students with “work ready” knowledge and skills applicable to a career path in the related industry.

### **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) and VCE VET**

Where Study Scores are not available

The contribution to the ATAR is as follows:

- Any contribution to the ATAR is subject to completion of the specified unit 3-4 sequence.
- Students who **successfully** complete the unit the unit 3-4 sequence will receive one ATAR increment.

An increment is calculated as **10 per cent of the average** of the scaled scores of the student’s primary four **VCE studies**.

When Study Scores become available in the respective VCE VET subjects, students who choose not to take a Study Score will not be eligible for an ATAR increment.

It is possible for students to undertake VET studies off Campus. For this to happen the school must enter into an agreement to purchase the delivery and assessment of modules of work from a registered provider (RTO). These providers are typically TAFE colleges, colleges, private providers, group training companies, industry organisations.

### **PLEASE NOTE**

***A VET fee is levied against each VET program to contribute towards off-setting some of the costs of purchasing programs.(Subject to Government directions)***

## **REPORTING**

VCE VET units are reported on the student's VCE Statement of Results, together with other VCE units completed. Students receive from the VCAA a separate VCE VET Statement of Results listing all units of competence achieved. The student receives 'S' for each unit of competence achieved. The VET Statement of Results includes only units of competence for which the student has been awarded as "S".

## **CERTIFICATION**

Students who complete all the requirements of a program will be awarded a certificate by the RTO (Registered Training Organisation). Partial completion is recorded on a Statement of Attainment issued by the RTO.

## **WORKLOAD**

Typically work involved in a Unit 1-2 sequence equates to approximately 175+ hours. Equine Studies estimates approximately 360 hours.

The work involved in a Unit 3-4 sequence equates to approximately 200-220 hours. Units 3 & 4 need to be completed in the same academic year for VCE recognition.

**Students who decide to study a VCE VET subjects "off Campus" need to be highly motivated and able to work well on their own and manage their time effectively.** If this is not "you" think carefully before committing yourself to a VCE VET subject.

## **VCE VET SUBJECTS UNDERTAKEN BY STUDENTS AT TIMBOON P-12 INCLUDE:**

- Certificate II Automotive Vocational Preparation (Corangamite Trade Training Centre) Cobden
- Certificate II Electrotechnology Studies (Corangamite Trade Training Centre) Cobden
- Certificate II Building Construction (Corangamite Trade Training Centre) Cobden
- Certificate II Engineering (Corangamite Trade Training Centre) Timboon
- Certificate II in Hospitality First Year (Corangamite Trade Training Centre) Timboon
- Certificate II Music Industry (Foundation) (Corangamite Trade Training Centre) Timboon
- Certificate III Music – (Corangamite Trade Training Centre) Timboon
- Certificate II Multimedia (2<sup>nd</sup> year Certificate III) Warrnambool
- Certificate II Furnishings (Warrnambool) – pre-apprenticeship
- Certificate II Community Services Work (Corangamite Trade Training Centre) Terang
- Certificate II Agriculture (Corangamite Trade Training Centre) Derrinallum
- Certificate II in Retail Makeup and Skin Care (Corangamite Trade Training Centre) Camperdown
- Certificate II in Hairdressing. Salon Assistant (Corangamite Trade Training Centre) Camperdown
- Certificate III in Visual Arts and Contemporary Craft (South West TAFE)

Other subjects may be available through South West TAFE.

## **PART-TIME APPRENTICESHIPS AND TRAINEESHIPS or SBA's (SCHOOL BASED APPRENTICESHIPS)**

This is another pathway option for students to study their VCE, work part time, get paid and get credit in the VCE for the work they do. Students need to have a **recognised part time**

**traineeship** in the work force. They need to complete approximately 200 days of training on the job, off the job and paid employment over either:

- Two years (average 15 hours per week)
- or three years (averaging 10 hours per week).

Courses are available in any recognised training Certificate – at least at a Certificate II level  
*Students at Timboon have traditionally taken up traineeships in – hospitality, agriculture, retail.*

## HOW IS VET UNDERTAKEN AS PART OF VCE/VCAL?

### **VCE VET Programs:**

VCE VET programs are put together by the VCAA, lead to nationally recognised qualifications and provide credit towards the VCE or VCAL.

### **What is Structured Workplace Learning (SWL)?**

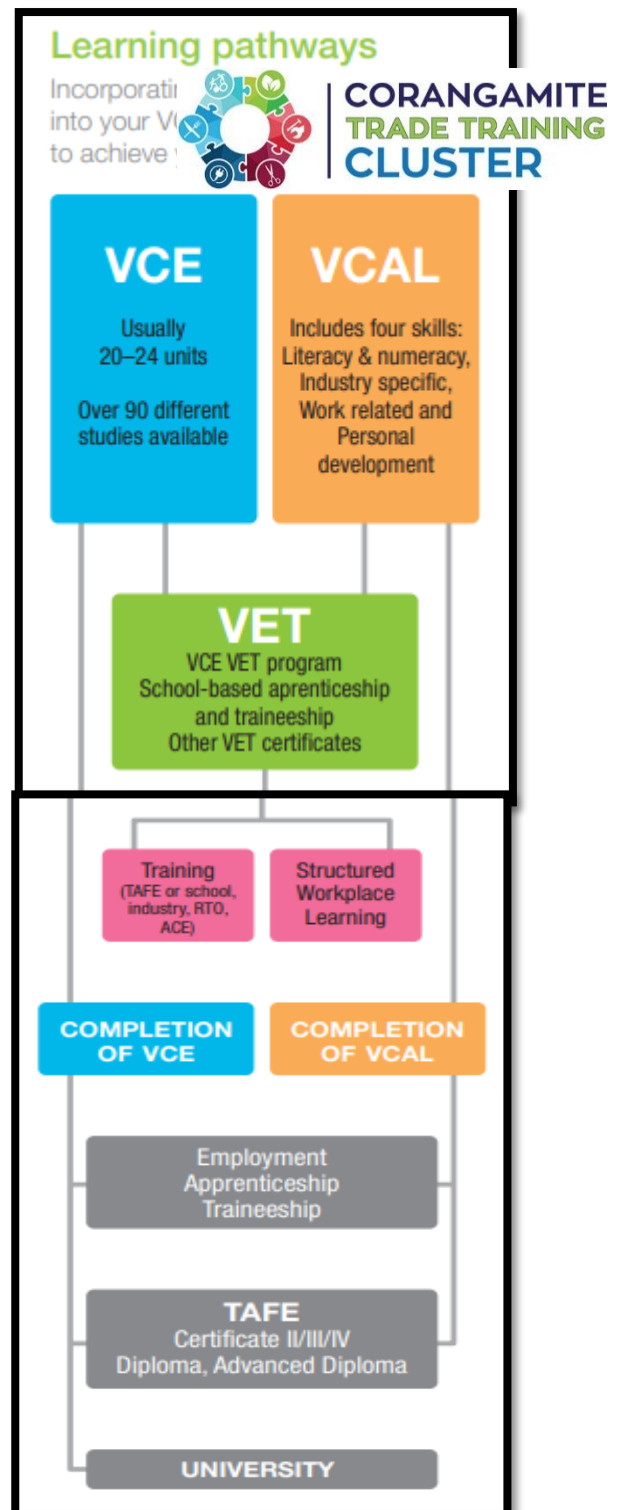
SWL involves on-the-job training where students are required to master a designated set of skills and competencies related to VCE VET programs. SWL complements the training undertaken and is spread across the duration of the VCE VET program. SWL provides students with:

- Practical application of industry knowledge.
- Enhanced skill development.
- Assessment of units of competency.
- Increased employment opportunities.

### **Apprenticeships and traineeships Students can undertake an apprenticeship or traineeship while still at school as either a:**

- School-based apprentice or trainee, or
- Part-time apprentice or trainee.

Apprenticeships and traineeships provide credit towards the VCE or VCAL. School-based apprenticeships and traineeships are available in many industry areas and allow students undertaking the VCE or VCAL to be employed part-time while completing a VET qualification. Students are released from school for a minimum of one day per week to undertake training and/or paid employment. Part-time apprenticeships and traineeships involve students undertaking an apprenticeship or traineeship that is not integrated into their school timetable.





## **How does VET contribute to the ATAR?**

The contribution of VCE VET programs to the ATAR is as follows:

- Where a scored Units 3 and 4 sequence is available it will contribute directly to the ATAR, either as one of the student's primary four studies or as a fifth or sixth study. Students must complete additional scored assessments and an exam.
- For unscored VCE VET programs, students who successfully complete a Units 3 and 4 sequence can receive a 10% increment towards their overall ATAR.
- The Victorian Tertiary Admission Centre (VTAC) may award students who receive a Units 3 and 4 sequence through Block Credit Recognition a 10% increment towards their overall ATAR.



## **VET SUBJECTS UNDERTAKEN BY STUDENTS AS PART OF THE CORANGAMITE TRADE TRADING CLUSTER (CTTC):**

### **Camperdown College:**

- Dual certificate-Retail Cosmetics and Salon Assistant.

### **Cobden Technical School:**

- Certificate II Automotive Vocational Preparation.
- Certificate II Building Construction.
- Certificate II Electrotechnology Studies.

### **Derrinallum:**

- Certificate II Business.

### **Terang College:**

- Certificate II Community Services Work.

### **Timboon P-12 School:**

- Certificate II Engineering.
- Certificate II in Hospitality 1<sup>st</sup> Year.
- Certificate II Music Industry (Foundation).
- Certificate III Music.

### South West TAFE: Warrnambool

- Certificate II Multimedia.
- Certificate III Community Services Work.
- Certificate III in Visual Arts and Contemporary Craft (South West TAFE)

*Other subjects may be available through South West TAFE.*

## **CERTIFICATE II IN ENGINEERING**

The Certificate II in Engineering Studies provides students with a solid foundation in the basic principles of engineering. It focuses on four main areas: Fabrication, Electrical/Electronics, Production and Mechanical. Students gain an overview of engineering and the career opportunities available.

### **Possible Job Outcomes**

The course provides students with an increased opportunity to gain an apprenticeship in Fitting and Turning or Electrical and Metal Fabrication.

**Special Requirements:** Student workbook, safety glasses, project material, overalls, safety boots, hat and drawing equipment.

### **Contribution to the VCE**

The certificate II in Engineering Studies provides a Unit 1-4 sequence for satisfactory completion purposes.



There is scored assessment and the study score can be fully counted as one of the student's best four studies for ENTER purposes, or will count as a fifth or sixth study increment.

**Units: Year one:-** apply principles of Occupational Health and Safety in work environment; develop an individual career plan for the engineering industry; perform basic machining process; apply basic fabrication techniques; use computers for engineering related work activities; apply basic computational principles in engineering work activities; use hand tools.

**Note: The computer module is currently completed at TAFE (Warrnambool Campus) – 2-3 days.**

**Units: Year two:-** Apply electro technology principles in an engineering work environment, produce basic engineering sketches and drawings; use basic engineering concepts to plan the manufacture of engineering components; handle engineering materials, produce basic engineering components and products using fabrication and machining.



**Note: The electrical module is currently completed At TAFE (Warrnambool) – 3 days.**

VET Engineering students: manufacturing shelving for the Engineering room.

## **CERTIFICATE II IN HOSPITALITY (OPERATIONS)**

SIT20316 Certificate II in Hospitality

Students must achieve twelve units of competency to gain SIT20316 Certificate II in Hospitality, including six core units of competency, and six elective units of competency. This qualification may prepare individuals with a defined and limited range of hospitality operational skills and basic industry knowledge. Graduates typically provide routine and repetitive tasks and work under direct supervision. Pathways may include employment into various workplaces within the hospitality industry such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. Typical roles include bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, porter, and room attendant.

VCE VET Hospitality units 1 and 2 (minimum 186 hours required) provide an overview of the Hospitality Industry and the potential career paths within it. In addition, these units provide training and skill development and the opportunity for students to become competent in areas leading to Food and Beverage Service, Front Office, Housekeeping and Commercial Cookery.

The VET in VCE program is fully recognised within the unit's 1-4 structure of the VCE and by successfully completing VCE VET units 1 and 2 in Hospitality; students receive a Certificate II in Hospitality (Operations). Students completing VCE VET units 3 and 4 participate in an enhancement program to gain credit units towards a Certificate III qualification.

The Training Package incorporates the following Modules.

- Use hygienic practices for food safety (SITXFSA001)
- Source and use information on the hospitality industry (SITHIND002)
- Work effectively with others (BSBWOR203)
- Interact with others (SITXCCS003)
- Participate in safe work practices (SITXWHS01)
- Use food preparation equipment (SITHCCC001)
- Prepare dishes using basic methods of cookery (SITHCCC005)
- Clean kitchen premises and equipment (SITHKOP001)
- Prepare Simple Dishes (SITHCCC002)
- Use hospitality skills effectively (SITHIND003)
- Show social and cultural sensitivity (SITXCOM002)
- Maintain the quality of perishable items (SITXINV002)





## *CERTIFICATE III IN MUSIC*

Certificate III in Music (Performance) is a nationally recognized qualification. Students who complete Certificate III in Music gain a Certificate III in Music as well as 4 Units towards their VCE. Their study score from Music is used as part of the calculation of their ATAR.

- Over 2 Years students will complete Units of Competency in:
- Applying Knowledge of Style and Genre to Music Industry Practice
- Contributing to Health and Safety of self and others
- Composing Simple Songs or Musical Pieces
- Implementing Copyright Arrangements
- Working Effectively in the Music Industry
- Developing Ensemble Skills for Playing or Singing Music
- Preparing for Performances
- Developing and Maintaining Stage Craft Skills
- Developing Technical Skills in Performance
- Developing Improvisation Skills
- Performing Music as Part of a Group or Performing Music as a Soloist

The course of study is designed to develop song writing and performance skills and is very focused on performance. Students write songs, record them and perform the songs, developing a repertoire of songs that they can perform at the end of the second year of the course.



At the completion of Certificate III in Music Industry students will be able to:

- Gain an insight into music industry sectors and career opportunities
- Explain how the music industry works in their local environment

- Identify music styles, production processes and promotional opportunities
- Write a song
- Gain basic skills in performance, technology and/or business practice
- Demonstrate appropriate health, safety and security procedures
- Work with others through organizing a music act and event
- Students in the past have had the opportunity to participate in song writing and recording workshops provided by APRA. These workshops have been facilitated by international recording artists and producers who deliver the 2-day workshops at Timboon. The songs written are recorded and published by APRA.



Certificate III in Music is designed to provide students with a wide range of knowledge and skills to be able to maximize their employment as a performer or composer in the music industry.

At the completion of Certificate III in Music, students will be able to:

- Explain how the Australian music industry works
- Promote their works
- Build business and management skills – depending on electives taken, students will be able to:
- Perform in a local amateur environment, in a group and/or as a soloist, using improvisation
- Compose, arrange, perform and record an original song.