Islamic College of Melbourne

VCE & VCE VM

HANDBOOK

SUBJECT SELECTION GUIDE
2026-2027

Acknowledgement of Country

The Islamic College of Melbourne acknowledges the Traditional Custodians of the lands on which our College stands. We pay our respects to Elders past and present, and recognise their continuing connection to land, waters and culture. We extend our respects to all Aboriginal and Torres Strait Islander students and families in our College community.

Child Safe Standards statement

The Islamic College of Melbourne is committed to providing a safe and supportive learning environment for all students. The College has zero tolerance for child abuse and is committed to upholding the Victorian Child Safe Standards (Ministerial Order 1359). Students, families and staff are encouraged to raise any concerns about child safety with the Director of Student Services or the Principal.

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SENIOR SCHOOL STRUCTURE	
SCHOOL PRINCIPAL	Dr Abdul M Kamareddine
VICE PRINCIPAL & HEAD OF SECONDARY	Mr Fadi Koubar
DEPUTY HEAD OF SECONDARY & DIRECTOR OF TEACHING AND LEARNING	Ms Maha Elsayegh
DIRECTOR OF FAITH AND RTO MANAGER	Mr Omar Lahham
DIRECTOR OF STUDENT SERVICES	Mr Omar Dennaoui
HEADS OF TEACHING AND LEARNING	Science: Mrs Lina Koubar Humanities: Mr Adam Yassin Mathematics: Dr Mohsen Khalife English: Mrs Sonia Koubar
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VCE VM & VET COORDINATOR	Mrs Elise Truong
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SECONDARY COUNSELLORS	Ms Ruwaida Sarker Mr Melih Bal
STUDENT EDUCATION NEEDS COORDINATOR	Mrs Rayan Rifai

VCE Glossary

Key terms and definitions for the Victorian Certificate of Education

A

Assessing school

A school in which a student is enrolled for at least one study, in addition to their home school.

Assessment plan

A set of tasks relating to the assessment of units of competence/modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.

Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

D

Derived Examination Score (DES)

Provision available for students who are ill or affected by other personal circumstances at the time of an examination and whose result is unlikely to be a fair or accurate indication of their learning or achievement.

F

Flexible Delivery Program

A program allowing VCE VM studies to be delivered flexibly to meet the needs of students who may learn at different paces or transition into the VCE VM during the academic year.

G

General Achievement Test (GAT)

A test held in June for students enrolled in Unit 3–4 sequences. Section A assesses the Victorian Literacy and Numeracy Standards (reading, writing and numeracy). Section B assesses general knowledge and skills in writing, mathematics, science and technology, and the arts and humanities. GAT results are used in statistical moderation, in checking external assessment scores, and in calculating a Derived Examination Score (DES)

H

Home school

The school at which a student undertakes the majority of their studies.

N

Nominal Hours

The hour value assigned to individual units of competency by the Victorian Skills Authority, used by the VCAA to calculate VCE credit for completed VET.

O

On Track

A Victorian Government initiative designed to ensure that Years 10 to 12 government and non-government school students are on a pathway to further education, training or employment after leaving school.

R

Recognition of Learning Statement

A formal statement acknowledging students who have engaged meaningfully in learning throughout their education, including their senior secondary years, but for whom completion of the VCE, including the VCE VM, is not achievable due to individual circumstances.

Review Committee

The VCAA committee responsible for hearing cases of examination rule breaches and student appeals against penalties that have been imposed by schools for breaches of rules relating to School-based Assessment.

S

School

In this Handbook, as in the VCAA VCE Administrative Handbook 2027, “school” includes any organisation registered by the Victorian Registration and Qualifications Authority (VRQA) as a senior secondary provider.

School Based Apprenticeships & Traineeships (SBATs)

Structured training arrangements, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract while undertaking the VCE or VCE VM. These may include part-time apprenticeships or traineeships.

School-Assessed Coursework (SAC)

A school-based Assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.

School-Assessed Task (SAT)

A school-based Assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria.

Senior Secondary Qualification

The VCE and the VCE VM are senior secondary qualifications that are designed to be completed in Years 11 and 12.

Special Examination Arrangements (SEAs)

Arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examinations.

Statement of Attainment

A record of recognised learning that may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course that may contribute towards a qualification through recognition processes.

Statement of Study Score

A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee is charged for each statement.

Statistical moderation

The process used to ensure that schools' assessments are comparable throughout the state. It involves realigning the scale of each school's School-based Assessment scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

Structured Workplace Learning (SWL) Recognition

Recognition towards the VCE or VCE VM for workplace learning undertaken in an industry aligned to a student’s VET enrolment, recorded through a Workplace Learning Record.

Studies

The subjects available in the VCE.

Study Score

A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in School-based Assessments and examinations.

V

VCE and VPC audit

The VCAA's two-part audit program for all VCE and VPC providers. The Administrative Audit occurs in Term 2 and covers the administrative delivery of the VCE. The Subject Audit occurs in Term 4 and covers the delivery of VCE studies, including VCE VM studies and scored VCE VET units.

Victorian Assessment Software System (VASS)

The Internet-based system used by schools to register students and enter VCE, VET and VCE VM enrolments and results directly into the VCAA central database.

Victorian Certificate of Education (VCE)

An accredited senior secondary school qualification.

Victorian Literacy and Numeracy Standards

Standards in reading, writing and numeracy derived from the Australian Core Skills Framework, assessed in Section A of the GAT.

Victorian Student Number (VSN)

The unique number assigned to an individual who is aged between four and 24 years and who is enrolled in an educational program.

Victorian Tertiary Admissions Centre (VTAC)

Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.

VCE POLICIES

SENIOR SCHOOL VCE CURRICULUM

The VCE Handbook aims to provide students in Year 9-12 with information that will assist them to understand the VCE or the VCE-VM and choose their VCE subjects successfully.

It includes information drawn from the Victorian Curriculum and Assessment Authority's VCE Administrative Handbook 2027, and school policies. These policies are aligned with the VCAA VCE Administrative Handbook 2027 and must be read alongside that document

- Student Expectations
- Assessment Guidelines
- Attendance Policy
- Authentication Policy
- Subject Selection

For further information, refer to the following websites:

1. VCAA website: www.vcaa.vic.edu.au
2. ICOM website: www.icom.vic.edu.au

VCE OVERVIEW

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

VCE studies cover a wide range of learning areas, including English, mathematics, sciences, humanities, the arts, languages, technologies and VET.

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

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

Students undertaking the VCE will be required to complete externally set examinations as well as a wide range of assessment tasks which must be completed within class time and therefore within a limited time frame. Good organisation, time management and independent study habits are the keys to success in the VCE.

Students need to be aware that Units 1 and 2 studied in years 10 and 11 do contribute to the overall satisfactory completion of the minimum requirements of 16 units. Study scores for Units 3–4 sequences, calculated by the VCAA from school-based assessment and examinations, are used by VTAC to calculate the ATAR.

CHOOSING YOUR VCE PROGRAM, (INCLUDING VOCATIONAL MAJOR)

Students select a program of study from the end of Year 10, for VCE or VCE Vocational Major, from the subjects offered by the College. Each of the subjects offered are outlined in detail in this handbook with the assessment requirements including: the specific school assessed coursework, school assessed tasks, and examinations.

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

1. Research careers that may interest them (https://myfuture.edu.au/)
2. Research specific tertiary courses and the **pre-requisite requirements** for entry into those courses (https://vtac.edu.au/)
3. Read the structure of the VCE course (this booklet) or explore the ICOM Career Tools website (https://icom.careertools.com.au/)
4. Read the subject descriptions outlined in the Subject Selection section of this Handbook.
5. Speak to subject teachers, the VCE Coordinator, and the Careers Coordinators for additional information.

The VTAC website allows students to research courses and ensure that the study program they select meets the required prerequisites for future tertiary study. For some courses, the VTAC website also gives students an indication of the ATAR required for entry.

When deciding on subject choices, students need to keep in mind the movement to year 12 and the prerequisites needed for tertiary study, as it may be difficult to change subjects halfway through the year.

ELIGIBILITY FOR THE AWARD OF THE VCE

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

A student may be eligible for the award of the VCE if they have submitted a range of set work and assessment tasks, including school-based assessments, for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the work provided by the student, without assessing for levels of achievement.

A student must be assessed for levels of achievement in two of the graded assessments in order to receive a study score. If a unit result is not provided, an eligible VCE student will not receive a study score. When making their enrolment selection, students must consider the satisfactory completion requirements, as not undertaking graded assessments may limit their pathway options.

The VCE is normally completed over two years, but students may accumulate units over any number of years. It is possible for adults returning to study, and for students who have received credit equivalent to a full Year 11 in another jurisdiction, to complete their certificate in a single year.

Minimum requirements to obtain the VCE at ICOM:

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

- **S results in three units** from the English group, including a Unit 3–4 sequence. The minimum requirement English units may be selected from:
    - Bridging English as an Additional Language Units 1 and 2
    - Foundation English Units 1 and 2
    - English Units 1 – 4
    - English as an Additional Language Units 1 – 4
    - English Language Units 1 – 4
    - Literature Units 1 – 4
    - VCE VM Literacy Units 1 – 4 (for VCE VM students only)

- At least three sequences of other Unit 3–4 studies, which can include further sequences from the English group.

Satisfactory Completion of Units:

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

Achievement of an outcome means:

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

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

A student may not be granted satisfactory completion where:

- The work is not of the required standard or is below the satisfactory level
- The student has failed to meet the school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision
- The work cannot be authenticated
- There has been a substantive breach of rules, including school attendance rules

If any outcome is still not achieved after the redemption opportunities set out in the Redeeming Outcomes policy, the student will receive an N for the unit.

If a student receives an **N** result for an outcome, they will be entitled to a redemption of that outcome in accordance with the Redeeming Outcomes policy in this Handbook.

RECOGNITION OF LEARNING STATEMENT

The Recognition of Learning Statement formally acknowledges students who have engaged meaningfully in learning throughout their education, including their senior secondary years, but for whom completion of the VCE, including the VCE VM, is not achievable due to individual circumstances.

Eligibility

Eligibility is determined by the Principal, using professional judgement and in accordance with the following criteria. The student must have:

- engaged meaningfully in learning throughout their educational journey, including their senior secondary years, to the best of their ability, and
- been unable to participate in or complete the VCE, including the VCE VM, due to individual circumstances, and
- be at least 18 years old, or turning 18 before 30 April of the following year, and
- be exiting schooling at the end of the school year.

Important limitations

The Recognition of Learning Statement is not a qualification or certificate, and it is not a pathway to the VCE, VCE VM or VPC. The College must register with the VCAA each year to issue it.

Families who wish to discuss whether a Recognition of Learning Statement may be appropriate for their child should contact the Director of Teaching and Learning in the first instance. Registration and issuance dates are published in the VCAA's Important administrative dates.

VCE - THE VCE BACCALAUREATE

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

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

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

COMPLETION OF VCE UNITS WITHOUT CALCULATION OF A STUDY SCORE

At ICOM we encourage and support all students to undertake scored assessment wherever possible. Scored assessment provides a more detailed record of student achievement and is the best way to maximise opportunities and pathways to further education and training.

The VCE does provide flexibility to complete units without completing all or any graded assessments (two graded assessment scores are required to achieve a study score).

Where a student has valid reasons for not undertaking scored assessments, the College may advise them to undertake one or more VCE units without being assessed for levels of achievement, or without sitting external assessments. This option is offered only to meet an individual student's needs. It is never used as an alternative program for a group or class of students.

Circumstances in which this option may be appropriate include:

- illness and/or absence
- mental health and wellbeing issues
- clear and well-supported post-school plans that do not require an ATAR (for example, an offer of an apprenticeship)
- other specific and personal circumstances (not based on academic results).

Students on this pathway must still be assessed for satisfactory completion and must still complete all school-based assessments, although the conditions under which they complete them may be varied.

In this case **a study score will not be calculated for the study and the student will not receive an ATAR**. All graded assessments must be entered as NA (not assessed) on VASS.

Students with a disability, illness or other circumstance should first be considered for Special Provision and reasonable adjustments, so that they can access scored assessment.

When a student, with the support of their parent or guardian, is considering completing one or more VCE units without the calculation of a study score, ICOM follows the three-step process required by the VCAA:

Step 1 - The Director of Teaching and Learning, the VCE Coordinator and the Careers Coordinator will use the VCAA Guidance for schools checklist to determine the suitability of an unscored pathway for the student.

Step 2 - Informed written consent will be obtained from both the student and their parent or guardian before the student is enrolled in the unscored pathway. Consent will only be sought once the implications for tertiary entrance and other pathways have been explained in full.

Step 3 - Ongoing support will be provided to the student through follow-up discussions with the VCE Coordinator and a periodic review of the student's support needs.

Note
A student following an unscored pathway is still required to sit both Section A and Section B of the GAT if they are enrolled in one or more scored VCE or scored VCE VET Unit 3–4 sequences. See the GAT section of this Handbook.

VCE - VOCATIONAL MAJOR (VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university **(via non-ATAR pathways)** or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy units or units from other studies in the VCE English group, including a Unit 3-4 sequence
- 2 VCE VM Numeracy units or units from other studies in the VCE Mathematics group
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. The VCE VM can be tailored to the needs and interests of the student. Students may also include other VCE studies and VET, and may receive Structured Workplace Learning Recognition. Most students will undertake 16–20 units over the two years.

VCE VM satisfactory completion requirements

Students can meet Unit 3–4 sequence requirements when studying Units 3 and 4 of VCE VM studies concurrently over two semesters, or over multiple years, provided they complete the requisite number of units and sequences. For example, if a student completes Unit 3 Personal Development Skills across Semesters 1 and 2 (a full year), and then completes Unit 4 Personal Development Skills over two semesters in the following academic year, this is considered a Unit 3–4 sequence. The VCAA also runs a VCE VM Flexible Delivery Program (for example, extended delivery or mid-year commencement). The College must apply to the VCAA each year by the published dates. Students interested in this should speak to the VCE VM & VET Coordinator.

VCE PATHWAY

Students choose the Victorian Certificate of Education (VCE) because it is Victoria's primary senior secondary qualification that provides flexible pathways into university, TAFE, apprenticeships, traineeships, and the workforce.

Most students study 5 or 6 subjects across Years 11 and 12. Most subjects are made up of 4 units, and Units 3 and 4 must be completed as a sequence.

1. Course advice for Years 11 and 12

Academic results, attendance and engagement are used to advise students and families on:

- the number of units and the combination of studies most likely to lead to successful completion
- whether a study should be taken at Units 1 and 2 before Units 3 and 4
- whether a scored VCE program, the VCE VM, or a program including VCE VET best suits the student's goals.

Students whose results suggest a study may be difficult for them will be advised about the support available and about alternative studies.

2. Progression from Year 11 to Year 12

Students progress to Year 12 automatically when they have achieved satisfactory (S) results in at least 10 of 12 units in Year 11, including two units from the English group. Students who do not meet this guideline remain enrolled in the VCE. The Director of Teaching and Learning, VCE Coordinator and Careers Coordinator will meet the student and their parents or guardians to agree a program.

This may include:

- completing or repeating units not yet satisfactorily completed
- an adjusted Unit 3–4 program
- completing the VCE over three years
- moving to the VCE VM

3. Attendance

ICOM expects a minimum attendance rate of 90% (excluding approved absences). This is an ICOM standard, not a VCAA requirement. Attendance is considered in course advice and in decisions about early commencement. It affects satisfactory completion only as set out in the Attendance Policy.

4. Engagement

Positive learning behaviour, including consistent participation, completing set work and meeting deadlines, is considered in course advice only. It is not used to decide entry to any VCE study.

5. Pathway planning interview

Every student completes a pathway planning interview with the Careers Coordinator or VCE Coordinator to discuss their career goals, interests and suitable studies.

VCE VM PATHWAY

Students choose the VCE Vocational Major (VCE VM) because they prefer hands-on, practical, real-world learning over traditional academic theory, and they want a direct pathway to trades, TAFE, apprenticeships, or the workforce without an ATAR.

The VCE Vocational Major is a program within the VCE, normally undertaken in Years 11 and 12.

VCE VM ENROLMENT AND COURSE ADVICE

Pathway Planning Interview:

Each student is offered a pathway planning interview with the Careers Coordinator or VCE VM & VET Coordinator, covering career goals, interests and the VET programs available. The interview provides advice only and is not a condition of enrolment.

Attendance and engagement

ICOM expects a minimum attendance rate of 90% (excluding approved absences). This is an ICOM standard, not a VCAA requirement. Attendance and learning behavior are considered in course advice.

RTOs and workplaces set their own attendance requirements for VET and Structured Workplace Learning, and students must meet these as well. Concerns about engagement are managed through the Student Code of Conduct and the College's support processes, not by refusing enrolment.

ELIGIBILITY FOR THE AWARD OF VCE VOCATIONAL MAJOR

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy units or units from other studies in the VCE English group, including a Unit 3–4 sequence
- 2 VCE VM Numeracy units or units from other studies in the VCE Mathematics group
- 2 VCE VM Work Related Skills (WRS) units
- 2 VCE VM Personal Development Skills (PDS) units
- 2 VET credits at Certificate II level or above (180 nominal hours)

There must also be a minimum of three Unit 3–4 sequences, in addition to Literacy or English, as part of their program.

ICOM numeracy pathway
At ICOM, VCE VM students satisfy the numeracy requirement by undertaking Foundation Mathematics Units 1–2 and the Units 3–4 sequence.

Structured Workplace Learning Recognition

Students may undertake Structured Workplace Learning on a negotiated basis and receive recognition towards their certificate. To be enrolled in a Structured Workplace Learning Recognition unit, and to be awarded an S result, a student must:

- be enrolled in at least 180 nominal hours of units of competency in a VCE VET program qualification (VE1) or a school-based apprenticeship or traineeship (VE2), and
- hold an S result for the work health and safety unit of competency specified in the applicable Workplace Learning Record, for a VE1 qualification, or in the student's SBAT training plan, for a VE2 qualification.

Each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of placement in an industry aligned to the student's VET enrolment. Students must maintain a Workplace Learning Record for the placement.
Students may also include other VCE studies and VET studies depending on their timetable.

VCE VM assessment

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks. VCE VM studies are designed around the Approaches to Applied Learning.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 sequences, and must achieve two or more graded assessments in those scored sequences.

English requirement

The minimum requirement English units may be selected from:

- Bridging English as an Additional Language Units 1 and 2
- Foundation English Units 1 and 2
- English Units 1–4
- English as an Additional Language Units 1–4
- English Language Units 1–4
- Literature Units 1–4
- VCE VM Literacy Units 1–4 (for VM students only)

English and English as an Additional Language (EAL) are equivalent studies, so only one study at each unit level may be counted towards the award of the VCE.

Further units from the English group may contribute to the requirement for other Unit 3-4 sequences. A student's English units are calculated first to determine if they have met the minimum requirements for the award of the VCE. Once a student has met the English requirement by satisfactorily completing an English sequence, any additional sequences from the English group will be credited towards the requirement for at least three other Unit 3-4 sequences.

EAL Enrolment

Eligibility to enrol in EAL Units 3 and 4 is determined against VCAA criteria. An application to the VCAA is needed only where the College cannot determine a student's eligibility, or where the student's country of origin is Singapore or India.

ASSESSMENT POLICIES AND PROCEDURES OVERVIEW

OUTCOMES

Each VCE unit includes a set of two to four specific outcomes set by the Victorian Curriculum and Assessment Authority (VCAA). Each outcome is described in terms of key knowledge and skills students are required to demonstrate. To satisfactorily complete a unit, a student must demonstrate that they have achieved the outcomes specified for the unit. In other words, students must demonstrate an understanding of the knowledge and skills that have been taught within that unit.

If a student fails to achieve the set outcomes for the unit, the student cannot be considered to have satisfied the requirements of the unit; therefore, after redemption opportunities have been provided, the student receives an 'N' (not completed satisfactorily) for the unit and this unit will not count towards the VCE.

Only units for which an `S' (completed satisfactorily) has been awarded can count towards the 16 units required for the award of the certificate.

Unit results: S, N and J

- **S (Satisfactory):** the student has demonstrated achievement of the outcomes. The unit counts towards the VCE or VCE VM.
- **N (Not Satisfactory):** the student has not demonstrated achievement of one or more outcomes, has not met a deadline, has work that cannot be authenticated, or has substantially breached VCAA or College rules. The unit does not count towards the 16 units or towards any Unit 3–4 sequence.
- **J:** recorded when a student is no longer attending a unit and has not submitted work for assessment, but has not formally withdrawn by signing a Student exit form. A J does not appear on the Statement of Results, but it is reported to VTAC and treated as an N.

  Consequences: an N or J may stop a student from completing a Unit 3–4 sequence, receiving a study score, being awarded the VCE or VCE VM, or receiving an ATAR. Students who stop attending a unit should speak to the VCE Coordinator or VCE VM & VET Coordinator about withdrawing formally.

Satisfactory completion of VET units
Satisfactory VET unit of competency result

Students will receive an S for a unit of competency if they have been assessed as competent in the unit. The final assessment decision is made 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. The exceptions are some smaller Certificate II qualifications where credit is only available at Units 1 and 2 level, and some larger Certificate III qualifications that may provide two Unit 3–4 sequences.

Satisfactory VM unit result

A student will receive an S for a VCE VM unit when they have demonstrated achievement in all learning outcomes for the unit. All VM assessment activities should be reviewed by the teacher to verify their successful completion. The elements in the curriculum documents further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks, to ensure consistency in how learning outcomes are interpreted and assessed. The decision about satisfactory completion is based on the teacher's holistic judgement across all set work and assessment tasks. Attendance below the College's minimum standard of 90% may constitute a substantive breach of College rules, and may result in an N where it has prevented the student from completing the required work or demonstrating achievement of the outcomes. Attendance alone is not the basis for the satisfactory completion decision. See the Attendance Policy.

SCHOOL-ASSESSED COURSEWORK (SAC)

School-Assessed Coursework tasks are appropriate learning activities which enable students to develop the knowledge and skills described in the set of outcomes for each unit. These activities may include practical work, written reports, essays, oral presentations, posters and multimedia presentations, assignments, folios of exercises, modelling activities, use of computer software and applications, and structured questions.

School-Assessed Coursework tasks will be mainly undertaken during class time and within a limited time. This is necessary to enable teachers to authenticate the work undertaken by students.

ASSESSMENT OF UNITS 1&2

Assessment is based on the satisfactory completion of School-Assessed Coursework which demonstrates that students have achieved the specific outcomes for the unit. Teachers may select the tasks considered most appropriate for the School-Assessed Coursework.

Students must satisfactorily complete the tasks set by the teacher in order to satisfactorily complete the specified outcome. All studies in Units 1 and 2 will have both school-based assessments prescribed by the VCAA study design and school-based end-of-unit examinations. The College is responsible for creating, setting and marking school-based assessments and examinations throughout Units 1 and 2.

The award of satisfactory completion for a VCE unit is based on the teacher's decision that the student has demonstrated achievement of each of the outcomes for the unit as specified in the VCE study design. Demonstration of achievement of outcomes will be based on the student's:

- performance on a selection of assessment tasks, which enable students to demonstrate their understanding of key knowledge and skills
- ability to produce work that meets the required standards
- ability to submit work by the required deadline
- ability to submit work that is genuinely their own
- observation of College policies as described in this Handbook in relation to work submitted for assessment and attendance

In addition to awarding satisfactory completion for outcomes of a unit, the teacher will also determine the student's level of achievement for the selected assessment tasks by using a set of performance descriptors for each outcome. Subject performance descriptors will be adopted from the Units 3 and 4 support materials published by the VCAA for each study design, and act as a guide for the descriptors teachers use to address outcomes at Units 1 and 2.

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

VCE SUBJECT INDICATORS					
Progress Indicators	**VERY LOW**	**LOW**	**MEDIUM**	**HIGH**	**VERY HIGH**
	0 - 49%	50 - 60%	61-74%	75-89%	90 - 100%

Any assessed outcome below 60% will trigger a review by a VCE panel to support the student. A score below 60% does not by itself mean the outcome has not been achieved; the S/N decision remains the teacher's holistic judgement

Students who receive an '**N**' for an outcome must be provided with further and alternative opportunities to redeem that outcome. These may include:

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

The full redemption requirements, including the minimum number of opportunities that must be offered, are set out in the Redeeming Outcomes section of this Handbook.

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

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

Important
An S grade is not the same as an achievement grade. A student who receives an S grade is not guaranteed final success in Year 12.

ASSESSMENT OF UNITS 3&4

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

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

Demonstration of achievement of outcomes will be based on the students:

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

In addition to awarding satisfactory completion for outcomes of a unit, the teacher will determine the student's level of achievement for the selected assessment tasks by using performance descriptors from the Units 3 and 4 support materials published by the VCAA for each study design. Level of achievement for selected outcome assessment tasks will be reported as a progress indicator using the rubric shown in the Units 1 and 2 section of this Handbook.

- Any assessed outcome below 60% will trigger a review by a VCE panel, including the subject teacher, to establish whether the student has met the outcomes of the study and whether further redemption is needed.

Students who receive an N for an outcome must be provided with further and alternative opportunities to redeem that outcome. The teacher must report this to the VCE or VM Coordinator, discuss the student's case with the Coordinator, and provide those opportunities in accordance with the Redeeming Outcomes section of this Handbook.

Where an assessment task is not completed or submitted, no score is awarded for that task (recorded as NA on VASS for a graded assessment), and the student is given opportunities to redeem the outcome under the Redeeming Outcomes policy. S and N are recorded for outcomes and units only, based on the teacher's holistic judgement across all set work and assessment tasks.

At Units 3 and 4, all School-Assessed Coursework scores and School-Assessed Tasks are reportable on VASS to the VCAA. The combination of school-based assessment scores and external examination scores determines the student's study score out of 50 for a specific subject, as determined by the VCAA.

Feedback to students:

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

- Written comments on students' performance against each outcome.
- Advice on particular problem areas
- Advice on areas that demonstrate strength of understanding
- Advice on where and how improvements can be made for further learning.
- Reporting of the S (Satisfactory) or N (Not Satisfactory) decision
- Reporting of the student's level for the outcome, based on the performance descriptors

This feedback is used as a basis for reporting to parents. In providing feedback, teachers may give students their performance indicator on individual School-Assessed Coursework tasks. The performance indicator allocated by teachers in each subject is an indicator of student performance only, and may change as a result of statistical moderation by the VCAA.

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

In Year 12, final school-based assessment scores contribute to the calculation of a study score. Where an assessment item combines the demonstration of outcomes and levels of achievement, students who did not meet the outcome through completion of the assessment item must be afforded additional opportunities to demonstrate the outcome. For example, a teacher may consider work previously submitted, provided it meets the requirement.

Important
Students may not resubmit work to improve a School-Assessed Coursework score. Further work submitted under the Redeeming Outcomes process is solely to redeem an N to an S for satisfactory completion purposes.

ASSESSMENT POLICIES & PROCEDURES

ICOM is committed to ensuring that all school-based assessment is conducted with the highest standards of integrity, security and fairness. This section sets out the policies and procedures that govern assessment at ICOM for VCE and VCE VM students.

These policies are aligned with the VCAA VCE Administrative Handbook 2027 and must be read alongside that document.

ICOM policies may be more specific than VCAA requirements, but they cannot reduce or contradict them. Where there is any inconsistency, the VCAA VCE Administrative Handbook 2027 prevails.

Assessment Framework at ICOM

At ICOM, school-based assessment integrity is maintained through five interconnected policies that together form a complete framework:

Policy	Purpose
Integrity of School-Based Assessment	Sets out ICOM's obligations before, during and after delivery of SACs and SATs, including security and retention of assessment.
Communication to Students and Parents/Guardians	Describes the six channels through which ICOM meets VCAA communication obligations.
Breaches of School-Based Assessment Rules	Sets out the 4-stage investigation procedure for alleged breaches, with mandatory role separation and a defined resolution timeline.
Redeeming Outcomes	Describes how students may demonstrate satisfactory completion after an N result, including the minimum number of opportunities.
Authentication of Student Work	Details VCAA and ICOM rules for authenticating all school-based assessment tasks.

Where assessment combines demonstration of outcomes and levels of achievement, teachers must advise students that their initial SAC scores are conditional and may change following statistical moderation of school-based assessments by the VCAA.

REDEEMING OUTCOMES: SUBMITTING FURTHER WORK

Important — Holistic Judgement

The decision to award Satisfactory (S) or Not Satisfactory (N) completion must be based on the teacher's holistic judgement of the student's overall performance across all set work and assessment tasks related to the outcome.

Judgements must not be based on a single school-based assessment task.

When a Student Receives an N Result

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

1. Report this to the VCE or VM Coordinator immediately.
2. Discuss the individual case with the VCE or VM Coordinator.
3. Provide at least two further and alternative opportunities for the student to demonstrate satisfactory completion of the outcome. Each opportunity must allow the student to demonstrate their knowledge, skills and understanding of the outcome in a way that differs from the original task requirements, as appropriate to that outcome. These opportunities may include, but are not limited to:
   - Class work or learning activities
   - Homework or take-home tasks
   - Additional tasks of a different form to the original assessment
   - Oral discussions or interviews with the teacher
   - A supervised school-based redemption task (see note below)
4. Advise the student, before the work is undertaken, that the work is being used as a redemption opportunity. This advice must state the nature of the redemption opportunity, the conditions under which it is to be undertaken, and any submission requirements or deadlines that apply.
5. Not allow a student to resubmit a School-Assessed Coursework (SAC) task to improve an existing score. Further work submitted under this policy is solely to redeem an N to an S for satisfactory completion purposes.
6. Delay the decision about satisfactory completion to allow the student time to complete or submit further work. Work submitted for reconsideration does not need to be completed under test conditions unless the teacher determines this is appropriate.

A minimum of two redemption opportunities must be offered after the student receives the N outcome. There is no upper limit on the number of opportunities provided, subject to the College's deadlines and VCAA reporting timelines being met.

Supervised Redemption Sessions

Where a supervised redemption task is deemed appropriate by the teacher and coordinator, a session will be scheduled after school at the College, ordinarily within one week of the student receiving the N result.

Attendance at a supervised session is one of several possible forms of further evidence — it does not replace the teacher's obligation to consider all available and appropriate opportunities.

REPEATING UNITS, LOST ASSESSMENT & DRAFTING

Repeating Units

There are no restrictions on students repeating units; however, students may only obtain credit once for each unit. Students who repeat a unit are required to:

- Repeat the full unit, including all assessments for the outcomes specified for the unit
- Complete all requirements in accordance with the current study design for the year of repetition

Students wishing to receive a study score when repeating VCE units must satisfactorily complete the Unit 3–4 sequence in the year of repetition.

Lost, stolen or damaged School-Assessed Tasks (SATs)

If a teacher or student has lost a School-Assessed Task (SAT), or the task has been stolen or damaged, the following procedure must be followed:

1. Complete a written statement of the circumstances. The statement must be signed and dated by the relevant teacher and filed at the College.
2. The College must complete the VCAA Report on lost, stolen or damaged school-assessed tasks and externally assessed tasks form.
3. Enter an estimated score on VASS and submit the completed form to the VCAA VCE Curriculum unit.
4. The Principal, acting on advice from the teacher and on the basis of records kept on the Authentication Record forms, will determine an initial assessment score.

Lost, stolen or damaged School-Assessed Coursework (SACs)

If a teacher or student has lost a SAC task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the College. The College must keep a record but is not required to report the matter to the VCAA. The Principal will determine an initial score for the assessment task, acting on advice from the teacher and based on their assessment records.

> **Note**
> Students are responsible for maintaining backup copies of all digital work submitted for assessment. Computer malfunction is not an acceptable reason for late or missing submission.

Drafting in Units 1–4

The nature of School-Assessed Coursework means that teachers are not required to formally sight drafts or record students' completion of drafts unless it is a requirement of the VCE study design or for authentication purposes, or both.

Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for SACs. However, students and teachers must follow the VCAA authentication rules regarding acceptable levels of assistance in relation to providing feedback on drafts, in order to maintain the integrity of SACs and ensure the authenticity of each student's work.

RESCHEDULING AN ASSESSMENT TASK & REQUESTING AN EXTENSION OF TIME

Rescheduling for an Individual Student

All applications for the rescheduling of an assessment task for an individual student should be accompanied by the appropriate documentation (for example, a medical certificate). Students should be aware that the VCE Coordinator and the Director of Teaching and Learning (DOTL) are responsible for deciding whether the absence is approved, regardless of documentation provided.

Rescheduling for an Entire Class

If required, VCE subject teachers must inform the DOTL and the VCE Coordinator of the need to reschedule a school-based assessment. Subject teachers must then provide adequate written notification to all students in the affected class or classes.

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

Requesting an Extension of Time

Extensions of time are granted only in special circumstances. The same rules apply in every VCE and VCE VM unit.

How to apply

- Where the need is known in advance, apply in writing to the VCE Coordinator (VCE VM & VET Coordinator for VM units) at least 72 hours before the deadline, with appropriate and current documentation.
- Where illness or an emergency happens within 72 hours of the deadline or on the day, notify the Coordinator on the day. Provide documentation within 2 school days of returning to school.

Who can approve and maximum period

- The VCE Coordinator may approve an extension of up to 24 hours.
- The Vice Principal & Head of Secondary may approve an extension of up to 5 school days.
- A longer extension is considered as Special Provision (see the Special Provision Policy).
- No extension may run into the next academic year or beyond the VCAA results submission dates. Extensions for scored VCE VET units cannot go beyond the final date for results submission.

Conditions

- The new due date is confirmed to the student in writing.
- Work completed during an extension must meet the same authentication requirements as the original task.
- A student refused an extension may use the Appealing a School Assessment Decision procedure.

Category	Examples
Acceptable reasons	• Severe illness that has materially affected the student's ability to complete the work (a mild cold or headache does not constitute severe illness) • Significant personal circumstances (e.g., bereavement, family crisis, traumatic event)
Not acceptable	• Airport farewells or family travel • Medical, dental or other routine appointments • Part-time work • Computer malfunction • Lack of time, organisation or planning

Reminder: LACK OF ORGANISATION AND PLANNING WILL NOT WARRANT AN EXTENSION OF TIME.

INTEGRITY OF SCHOOL-BASED ASSESSMENT

ICOM is committed to ensuring that all school-based assessment is conducted with the highest standards of integrity, security and fairness. This section describes how the College meets its obligations under the VCAA VCE Administrative Handbook 2027 to plan, implement and maintain the integrity of School-Assessed Coursework and School-Assessed Tasks across all VCE and VCE VM units.

PART A — SCHOOL OBLIGATIONS: ROLES AND RESPONSIBILITIES

Role	Responsibility
Principal, Vice Principal & Director of Teaching and Learning	• Administer VCAA rules and instructions; ensure teachers use only currently accredited study designs; maintain final authority for all satisfactory completion decisions. • Develop and publish a document that clearly states the school's expectations about the development and delivery of school-based assessment and the steps teachers must take to ensure the security of assessment content.
VCE Coordinator	• Provide all students and parents with clear written details of VCAA rules, school rules and procedures at the beginning of each academic year, including authentication rules. • Ensure this policy is included in the ICOM VCE Handbook, distributed at subject selection and available on the school website. • Maintain documented procedures for students to request an extension of time to complete an assessment task. • Maintain documented and accessible procedures for lodging an appeal against school decisions related to assessment. • Have students sign the ICOM Student General Declaration (including technology use and genAI rules) at the start of each academic year.
All Teachers	• Carefully plan, develop, document and implement strategies to ensure student work is their own and completed without undue assistance. • Maintain the integrity and security of all school-based assessment tasks at all times. • Use alternative forms of the SAC when delivering the same SAC across multiple classes; minimise time lag between classes. • Have students sign off on each SAC to acknowledge the work submitted is their own. • Ensure assessment tasks are not recycled from one academic year to another. • Not use commercially produced or publicly available materials as assessment tasks without suitable modification.

PART B — SECURITY OF ASSESSMENT TASKS

Before Delivery

- Assessment tasks in development must be kept entirely out of the reach, view and access of students until the point of formal delivery.
- Assessment tasks must not be stored on open school networks, unsecured shared drives or portable USB devices where possible.
- Assessment tasks must not be distributed or transmitted by unsecured means such as unencrypted email.
- Assessment tasks must not be recycled from one academic year to the next, to prevent students from accessing previously assessed tasks.
- Commercially produced or publicly available materials must be suitably modified before use as assessment tasks, so that the College can authenticate each student's work as genuinely their own.
- Where the same SAC is delivered across more than one class, the time lag between classes must be minimised. If an unavoidable time lag exists, the assessment task must be suitably modified for each class.
- Teaching programs commenced in the final weeks of the academic year preceding delivery of the study — including Year 10 early commencement and headstart programs — must not contain any formal school-based assessment used to determine levels of achievement or a unit result.

During Delivery

- All students must be informed of the conditions under which each assessment task is to be completed before the task commences — including whether it is open or closed book, individual or group, in-class or take-home, and any applicable time limits.
- Where assessment is conducted under test conditions, VCAA examination rules apply and must be observed by both students and supervising staff.
- Teachers must not provide undue assistance to students during an assessment task. Acceptable assistance is limited to general clarification of task instructions.
- If an assessment is delivered over more than one session, the teacher must ensure that work in progress is stored securely between sessions.

After Delivery: Feedback, Scores and Return of Work

- Provide written feedback to each student that advises on particular problem areas, advises on where and how improvements can be made, reports the S or N decision and provides written comments against each outcome.
- Provide the student with their initial SAC score for each assessment task, advising that initial SAC scores are conditional and may change following statistical moderation by the VCAA.
- Not apply any additional ranking processes after initial school-based assessment results have been calculated.
- Provide each student with a copy of their completed school-based assessment work and their initial results.

PART C — RETENTION OF SCHOOL-BASED ASSESSMENT

The College will retain, or maintain access to, all work completed for assessment until the end of the academic year in which the work was undertaken and results have been finalised by the VCAA.

- Teachers must maintain digital or physical copies of student work, or supervise its storage, to meet this obligation.
- Where original copies of school-based assessment are returned to students, students will be advised in writing that they must retain that work until results are finalised.
- Work assessed as N, and work that is the subject of a dispute, appeal or investigation, must be retained at the College as an original, photocopy or digital copy.
- Additional sector retention requirements may also apply.

PART D — MODERATION

ICOM conducts internal moderation of SAC tasks through its Assessment Moderation Framework. Where more than one class of a study is taught, teachers apply internal moderation or cross-marking to ensure consistency of assessment and to help identify possible authentication breaches.
Completed moderation records are filed with the Head of Faculty each semester and submitted to the Director of Teaching and Learning for archiving. Initial SAC scores reported to students are conditional and may be subject to change following VCAA statistical moderation.

PART E — THE VCE AND VPC AUDIT

The VCAA conducts a two-part audit program. The Administrative Audit takes place in Term 2 and covers the administrative delivery of the VCE. The Subject Audit takes place in Term 4 and covers the delivery of VCE studies, including VCE VM studies and scored VCE VET units. All VCE studies are subject to audit.

The Principal will support teachers whose studies are selected for audit. Teachers must ensure that assessment materials, unit outlines, authentication records and moderation records are maintained in a state that would allow them to be produced for audit at any time.

COMMUNICATION TO STUDENTS AND PARENTS/GUARDIANS

ICOM is committed to ensuring that all VCE and VCE VM students and their parents or guardians have timely, accurate and comprehensive access to information about the VCE. This section describes how ICOM fulfils its obligations under the VCAA 2027 Administrative Handbook to communicate required information in writing to students and families.

This policy applies to all students enrolled in VCE and VCE VM units (Years 10–12), their parents or guardians, and all teaching and administrative staff involved in VCE delivery.

PART A — ICOM'S SIX COMMUNICATION CHANNELS

ICOM uses six established channels to ensure VCE information reaches all students and families. Together, these channels satisfy the VCAA requirement that information be provided in writing at the beginning of the academic year and throughout the year as circumstances require.

1	**VCE Parent Information Night**	Held at the beginning of each academic year. An in-person session for parents/guardians and students covering VCE policies, assessment, and school expectations. Key policy documents are distributed.
2	**VCE Student Assemblies**	Held throughout the year for VCE students. Used to reinforce key messages, communicate policy updates, share important dates and deadlines, and address student questions.
3	**Student Weekly Bulletin**	Published weekly and distributed to all VCE students. Used for timely communication of deadlines, assessment reminders, policy updates and important VCAA or school notices.
4	**ICOM VCE Handbook (School Website)**	A comprehensive written policy document published on the school website and accessible to all students, parents and the broader community at any time.
5	**Subject Selection Process (Years 10–12)**	During the annual subject selection process, all students in Years 10–12 and their parents or guardians receive a printed or digital copy of the ICOM VCE Handbook, ensuring families are informed about policies before enrolment in VCE units.
6	**Semester Subject Outline Document**	Distributed at the start of each semester. Provides a week-by-week overview of each subject, including content, key knowledge and skills, and the full assessment schedule for the semester.

PART B — MANDATORY CONTENT: WHAT MUST BE COMMUNICATED

At or Before Enrolment (Channels 4 and 5)

ICOM must ensure students have access to written information on the following before or at the point of enrolment:

- VCAA rules and ICOM school rules for participation in the VCE, including all rules for assessment
- Eligibility requirements for the award of the VCE qualification
- Consequences of receiving an N (Not Satisfactory) or J result for a unit
- Rules on plagiarism, cheating and authentication of school-based assessments
- Procedures for requesting an extension of time for submitting school-based assessments
- Procedures for Special Provision — how students may apply and what support is available
- Procedures for lodging an internal school appeal against a school decision, including assessment decisions, and the subsequent avenue of appeal to the VCAA
- That initial SAC scores may change following statistical moderation of school-based assessments by the VCAA, and the conditional nature of SAC marks given to students before moderation
- Information about the VCAA's breaches of rules and investigation procedures, including the student's right of appeal under section 2.5.21 of the Education and Training Reform Act
- The College's attendance policy and the procedures for absence from set work and assessment tasks

At the Start of Each VCE Unit (Written Unit Outline)

For each VCE unit, the subject teacher must inform each student in writing at the beginning of that unit about:

- all set work and assessment tasks students must complete to achieve an S for the unit, and the conditions under which the work is to be completed
- all school-based assessment required for the assessment of levels of achievement, and the conditions under which that assessment is to be completed
- requirements for class attendance, including that all VCE units involve at least 50 hours of scheduled classroom instruction, and ICOM's minimum attendance standard
- instructions on how to submit work, including procedures for late submission and consequences for missed deadlines
- timelines and deadlines for completing all work within the unit

Examinations and Course Advice

- VCE examination timetables are provided to all students. For all students enrolled in a scored Unit 3–4 study, a copy of the VCE Exams Navigator is distributed via Channels 2 and 3 when the VCAA publishes the timetable each year.
- Comprehensive course advice, including subject selection guidance, pathway information and ATAR implications, is provided during the subject selection process (Channel 5) and at the Parent Information Night (Channel 1).
- Clear information on processes for appealing an adverse school decision, including a decision about an assessment result, is contained in this Handbook (Channel 4) and explained at the Parent Information Night (Channel 1).

BREACHES OF SCHOOL-BASED ASSESSMENT RULES

At the Islamic College of Melbourne, honesty is the cornerstone of academic integrity. The College is committed to promoting and maintaining the highest standards of personal integrity in teaching, learning and assessment. VCE students are encouraged to develop the skills and personal attributes of an honest learner and to take responsibility for ensuring that all work submitted is authentic, in accordance with task requirements, and acknowledges all ideas and sources that are not their own.

This section sets out the College's procedures for responding to alleged breaches of VCAA examination rules and authentication rules for school-based assessment, consistent with the VCAA VCE Administrative Handbook 2027 and the principles of procedural fairness. It applies to all VCE and VCE VM students and is made available and explained to teachers, students and parents or guardians at the start of each academic year.

Responsible Persons

The VCE or VCE VM Coordinator is the primary point of contact for receiving reports of alleged breaches.

The Principal, or the Principal's nominee (ordinarily the Vice Principal & Head of Secondary, who chairs the interview panel), is the decision-maker for all substantiated breach matters.

The Director of Teaching and Learning ordinarily acts as the investigator for full investigations at Stage 3.

These roles must remain separate throughout any investigation — the investigator must not be the decision-maker.

Timeline for Resolution

The College will ordinarily resolve an alleged breach within 20 school days of the alleged breach date. This period is inclusive of the preliminary investigation, the full investigation and the decision. Where a matter cannot be resolved within this period, the student and their parents or guardians will be advised in writing of the reason for the delay and of the revised expected date of resolution.

Communication the student can expect

Throughout the process, the student will receive written notice that an investigation is taking place, written notice of the outcome of the preliminary investigation, written notice of the nature of any allegation found to have substance, and written notice of the final decision and any penalty imposed.

PART A — THE FOUR-STAGE INVESTIGATION PROCESS

1

Receipt of Allegation & Work Handling

- Allegation received by VCE Coordinator.
- Student's work withheld from assessment pending investigation.
- Original work retained by the school; copy provided to student.
- Student notified in writing that an investigation is to take place.

2

Preliminary Investigation

- VCE Coordinator reviews the allegation to determine whether it has any substance before a full investigation begins.
- Purpose: to avoid subjecting students to unnecessary formal proceedings.
- If no substance found: student notified in writing; work accepted for assessment without penalty.
- If substance found: matter escalated to Stage 3 and student notified in writing.

3

Full Investigation

- Investigator, ordinarily the Director of Teaching and Learning, appointed by the Principal, gathers evidence and interviews relevant parties.
- Mandatory role separation: the investigator must not be the same person who makes the final decision.
- The investigator must approach the investigation with an open mind and act fairly and without bias.
- Exculpatory evidence must be given the same weight as evidence supporting the allegation.

4

Decision-Making & Outcome

- Principal or panel (separate from investigator) determines findings, imposes any penalty, and notifies student in writing.
- Student notified within 14 days of the decision.
- Student advised in writing of the right to appeal, first to the Principal (who responds in writing within 7 days) and then to the VCAA within 14 days of receiving the Principal's response.

PART B — STAGE 1: RECEIPT OF ALLEGATION AND WORK HANDLING

An allegation may be made by any person with information suggesting that VCAA examination rules or authentication rules have been breached — including a teacher, another student, a parent or guardian, or an external party such as a tutor.

Upon receipt of an allegation, the following steps must be taken immediately:

1. Work withheld. The student's work must not be accepted for formal assessment pending the outcome of the investigation.
2. Original retained. The original final version of the student's work must be retained by the College.
3. Copy to student. The student must be given a copy of their work.
4. Confidentiality. All allegations must be handled sensitively and remain confidential to those involved in the investigation and decision-making process.
5. Written notice to student. The student must be advised in writing that an investigation is to take place. This notice must be provided before the preliminary investigation is concluded.
6. Notification. The subject teacher must notify the VCE Coordinator immediately. The VCE Coordinator must inform the Vice Principal and Head of Secondary.

> **Teacher Obligation**
> Teachers must also write a factual statement describing the nature of the suspected breach, the circumstances in which it was identified, and any relevant observations about the student's work.

PART C — STAGE 2: PRELIMINARY INVESTIGATION

On receipt of an allegation, the VCE Coordinator must conduct a preliminary investigation to determine whether the allegation has any substance before a full formal investigation is initiated. The purpose of this stage is to avoid subjecting students to unnecessary formal proceedings. The preliminary investigation should include:

- A review of the student's submitted work
- A review of the teacher's statement and authentication records
- An initial discussion with the subject teacher
- Consideration of any other readily available information

Detailed records of the preliminary investigation must be kept and may be used in any later decision-making. If the preliminary investigation does not disclose any substance to the allegation, the VCE Coordinator must confirm this in writing to the student and advise that no further action will be taken. The student’s work is to be accepted for assessment without penalty. If the preliminary investigation suggests the allegation may have substance, the matter is escalated to a full investigation and the student must be notified in writing.

PART D — STAGE 3: FULL INVESTIGATION

Purpose and Approach

The purpose of the investigation is to determine whether there is any substance to the allegation. The investigator must:

- Approach the investigation with an open mind and act fairly and without bias
- Consider the allegation, evidence from any witnesses, and all relevant documents
- Not discount exculpatory evidence — evidence that undermines the allegation must be given the same weight as evidence supporting it.

Relevant Evidence

The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students. Relevant evidence includes:

- Any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
- The student's work
- Copies of any unauthorised notes, another student's work, or any other evidence of copying or cheating (including unacknowledged source material)
- Samples of other work by the student for comparison, if relevant
- The teacher's record of authentication
- The teacher's opinion about the student's work
- Accurate notes of all conversations with witnesses, the teacher and the student

Student Rights During the Investigation

If the investigation suggests there is any substance to the allegation, the student must be:

- Informed in writing of the nature of the allegation
- Invited to attend an interview with the investigator (ordinarily the Director of Teaching and Learning) to respond to the allegation, with adequate notice provided
- Given the opportunity to bring a support person to the interview (the support person is not to represent the student or speak on their behalf)
- Given the opportunity to respond in writing if they elect not to attend the interview

Parents or guardians may be advised of the nature of the allegation. If the allegation raises the suggestion that a student has submitted work that is not their own, the student will be required to provide evidence that demonstrates the work is their own. Students may be asked to provide evidence of the development of the work, discuss the content of the work with the teacher and answer questions to demonstrate knowledge and understanding, provide samples of other work for comparison, or complete a supplementary assessment task under supervision.

PART E — STAGE 4: DECISION-MAKING AND OUTCOMES

Where a breach is substantiated, the Principal or panel may impose one or more of the following outcomes:

Meeting or hearing

Before a decision is made, the student will receive at least 24 hours' written notice of the meeting or hearing. The notice will include:

- the date, time, place and likely duration
- the allegation(s) against the student
- the names of the decision-makers
- advice that the student may bring a support person
- the name of a contact person for any questions
- a copy of the evidence that will be considered, and whether any witnesses will attend
- the possible outcomes, including penalties.

At the meeting or hearing the student may respond to the evidence and ask questions of any witnesses present. The decision-maker considers all relevant evidence, including the student's response, and decides on the balance of probabilities whether each allegation is proven. The decision-maker tells the student the decision, any penalty and their right of appeal at the meeting, and the College confirms these in writing.

Outcome	When Applied
Verbal or written warning and reprimand	The student is cautioned and a formal record is made.
Opportunity to resubmit work	The student is given the opportunity to resubmit work if this can occur within VCAA-required dates.
Partial refusal — S/N on remainder	The infringing portion of the work is refused; an S or N is awarded on the basis of the remainder of the work.
Partial refusal — scored assessment	The infringing portion is refused and a SAC score is submitted based on the remainder of the work.
Full refusal — N awarded	If the infringement is judged by the Principal to merit it, no part of the work is accepted and an N is awarded for the work or outcome. NA is submitted for the SAC or SAT.
Score amendment	If a breach is detected after initial assessment, the Principal determines which action is imposed. This may result in a change from S to N. A Score Amendment Sheet must be generated through VASS and emailed to the VCAA Student Records and Results unit, with a letter signed by the Principal explaining the change.

Interview Panel Composition

Where a panel interview is required, the panel must be composed as follows:

- Vice Principal and Head of Secondary (Chair)
- Director of Teaching & Learning (Member, or another senior staff member if the DoTL is the investigator)
- VCE Coordinator (Member, unless they conducted the preliminary investigation; in that case, the VCE VM & VET Coordinator or another senior staff member)
- Subject Coordinator or another subject teacher (Member)
- The subject teacher in question (present, but not as a panel member)
- The student, accompanied by one support person (parent, another teacher, or welfare coordinator) — as support only, not as an advocate

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

Written Notification to Student

The student will be notified in writing by the College Vice Principal and Head of Secondary School of the outcome within 14 days of the decision being made. The written notification must include:

- The breach of rule(s) found to have occurred
- the decision reached and the evidence in support of the decision
- The penalty imposed
- Advice of the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act 2006. The notice will explain that the student must first appeal in writing to the Principal, who will respond in writing within 7 days, and that any appeal to the VCAA must be lodged no later than 14 days after the student receives the Principal's response. The College will retain all material related to any allegation, in case the student wishes to appeal a decision.

PART F — STUDENT'S RIGHT OF APPEAL

A student has the right to appeal against a decision made by the school and any penalty imposed as a result of a breach finding. The appeal process is as follows:

A student may appeal to the VCAA against the College's decision, and any penalty imposed, for a breach of VCAA rules relating to school-based assessment (section 2.5.21, Education and Training Reform Act 2006).

Step 1 – Appeal to the Principal

A student must first appeal the College's decision, in writing, to the principal. The principal will respond to the appeal in writing within 7 days.

Step 2 - Appeal to the VCAA

1. If the student is not satisfied with the Principal's response, they may appeal in writing to the Chief Executive Officer (CEO) of the VCAA no later than 14 days after receiving the Principal's written response to the appeal.

2. The VCAA CEO nominates an employee of the Secretary of the Department of Education to interview the parties and try to resolve the matter.

3. Within 7 days of the interviews, the College notifies the student and the VCAA in writing that it has: rescinded its decision and any penalty; rescinded the penalty; reduced the penalty; or confirmed both the decision and the penalty.

4. If the College rescinds its decision and any penalty, the appeal is treated as withdrawn. Otherwise, the VCAA asks the student to withdraw the appeal or confirm that it is to proceed.

5. If the student proceeds, the VCAA CEO refers the appeal to a review committee, which rehears the matter and makes its own decision on the evidence.

What cannot be appealed to the VCAA

- Decisions about satisfactory completion (S/N) of a unit, including those arising from attendance.
- Other disciplinary decisions that do not arise from a breach of VCAA assessment rules.

  These decisions can be reviewed through the College's Appealing a School Assessment Decision procedure.

After final results are released

There is no student appeal against final VCE grades. After results are released, students may apply to the VCAA for a Statement of Marks and to inspect their examination papers. Where a marking error is suspected, the Principal may apply to the VCAA for a VCE examination score review (the student must first have inspected the papers with their teacher) or a confirmation of grades.

> **Note**
> There is no right of appeal to the VCAA if the school refuses to accept a late submission of School-Assessed Coursework or School-Assessed Tasks.

APPEALING A SCHOOL ASSESSMENT DECISION

Students, with their parents or guardians, may ask the College to review an assessment decision, including:

- an N result for an outcome or unit
- a SAC or SAT score, where the student believes the published criteria or marking scheme were not applied correctly
- a decision to refuse an extension of time
- a decision about a missed or rescheduled assessment task
- a decision about Special Provision for classroom learning or school-based assessment.

Procedure

1. **Talk to the teacher.** The student first discusses the decision with the subject teacher within 2 school days.

2. **Lodge a written appeal.** If the matter is not resolved, the student lodges a written appeal with the Director of Teaching and Learning within 5 school days of being told of the decision (within 14 days for a Special Provision decision). The appeal must state the decision being appealed, the reasons, and any supporting evidence.

3. **Review.** The Director of Teaching and Learning, or a nominee who was not involved in the original decision, reviews the evidence. They may speak with the student, the teacher and the relevant Coordinator.

4. **Written outcome.** The student and parents or guardians receive a written decision within 10 school days of the appeal being lodged. The original decision will be confirmed, varied or overturned, with reasons.

5. **Further review.** If the student remains dissatisfied, they may write to the Principal within 5 school days. The College will respond in writing. If still not satisfied, the student or their parents or guardians may take the matter to the College Board. If they remain dissatisfied after the Board's decision, they may complain in writing to the CEO of the VCAA no later than 14 days after receiving written notice of the Board's decision.

Important

- There is no right of appeal to the VCAA against a school's decision on satisfactory completion of a unit.
- Decisions about breaches of assessment rules follow the separate process in Breaches Part F, which includes the statutory right of appeal to the VCAA.
- Students will not be disadvantaged for lodging an appeal in good faith.

AUTHENTICATION OF STUDENT WORK

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

PART A — VCAA AUTHENTICATION RULES

Students must observe and apply rules for the authentication of school-based assessment. These are the VCAA authentication rules as adopted by ICOM:

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise
- not cheat
- acknowledge all resources used, including texts, websites and other source material, and the name and status of any person or source who provided assistance and the type of assistance provided
- not receive undue assistance from another person, including their teacher, or from any source, in the preparation and submission of work
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

  Students who complete school-based assessment work outside class must sign and submit the VCAA Authentication record for school-based assessment form.

Acceptable assistance: incorporating ideas or material from other sources (for example, by reading, viewing or note-taking) that the student has transformed and used in a new context; prompting and general advice from another person or source that leads to refinements or self-correction.

Unacceptable assistance: using or copying another person's work (including the teacher's), another source's work or other resources without acknowledgement; using or copying sample answers provided by the teacher, another person or another source; corrections or improvements made or dictated by another person, including the teacher; unattributed or disallowed use of generative AI.

PART B — INDICATORS OF POTENTIAL BREACH

In considering whether a student's work is genuinely their own, teachers should consider whether the work:

- Is not typical of other work produced by the student
- Is inconsistent with the teacher's knowledge of the student's ability
- Contains unacknowledged or unreferenced material
- Has not been sighted and monitored by the teacher during its development

Where a teacher has doubts about the authenticity of submitted work, they must:

- Test the student by asking them to demonstrate their understanding of the task at the time of submitting the work
- Refer the work to relevant Subject Coordinators or other subject teachers for a second opinion where appropriate

- Refer the matter to the VCE Coordinator if the work cannot be authenticated — such cases must be dealt with as a breach of rules *(see Breaches of School-Based Assessment Rules).*

PART C — WORK COMPLETED OUTSIDE CLASS

Most work for the assessment of unit outcomes and SACs will be completed in class. However, this does not preclude normal teacher expectations for students to complete research and learning activities outside of class time. The amount of work to be completed outside class is decided by the subject teacher, taking into account the nature, scope and purpose of the task.

For School-Assessed Coursework undertaken outside class time, the subject teacher must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the VCAA Authentication record for school-based assessment, available from VASS.

PART D — GENERATIVE AI AND TECHNOLOGY

ICOM Policy on Generative AI in Assessment

The use of generative artificial intelligence tools in assessment tasks is subject to ICOM's Assessment Integrity Policy and the specific instructions provided by the teacher for each task.

Unless explicitly permitted by the teacher in writing, and in accordance with any applicable VCAA guidelines for the study, the use of genAI tools to generate, complete or substantially modify assessment work constitutes a breach of VCAA authentication rules.

Where genAI is permitted, any use must be clearly acknowledged in the student's work, including the tool used, the nature of the assistance, and how the student has transformed or built upon the output.

Students must sign the ICOM Student General Declaration at the beginning of each academic year confirming they understand and agree to these rules.

PART E — SATs AND EXTERNALLY ASSESSED TASKS

Teachers must make sure that there is a sufficient range of topics within their SATs to distinguish each 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 authentication record form.

For externally assessed tasks, the student and teacher authentication form, signed by both, must be included with the documents submitted for assessment. If the teacher is unable to authenticate the final student work, they must contact the VCAA prior to submitting the student's work for assessment.

VCE STUDENT GENERAL DECLARATION

Each academic year, all VCE and VCE VM students must complete and sign two declarations by the end of Week 2, Term 1:

- **The VCAA Student personal details and declarations form.** It includes the VCAA general declaration (an agreement to abide by VCAA rules for external assessments, the GAT and school-based assessment) and consent for the disclosure of personal information. A student who does not sign the general declaration may not be accepted for VCE enrolment.
- **The ICOM VCE Student General Declaration**, which covers College rules, the appropriate use of technology and generative AI, and authentication. Section 4: Confirmation that the student has also completed and signed the VCAA Student personal details and declarations form.

The declaration includes the following four sections:

Section	Content
Section 1	Agreement to abide by all VCAA examination rules and school-based assessment rules, including authentication rules and academic integrity rules covering plagiarism, cheating, collusion and generative AI.
Section 2	Agreement to comply with ICOM's policies on appropriate use of technology, including the internet and generative AI tools. Students acknowledge that unattributed or disallowed use of genAI constitutes a breach of academic integrity.
Section 3	Authentication of school-based assessment work — confirmation that the student understands and will comply with VCAA authentication rules.
Section 4	Confirmation that the student has also completed and signed the VCAA Student personal details and declarations form (which contains the student's consent for disclosure of personal information).

Coordinator Note

VCE Coordinators must ensure that all VCE and VCE VM students have signed and returned the General Declaration by the end of Week 2, Term 1.

Signed declarations are to be held on file by the VCE Coordinator for the duration of the student's VCE enrolment and for three years thereafter.

The Student General Declaration form is a standalone document (ICOM_VCE_Student_General_Declaration_2027.docx) and must be distributed alongside this Handbook.

Reference: VCAA VCE Administrative Handbook 2027 — Communication to students; Integrity of school-based assessment; Authentication rules.

GENERAL ACHIEVEMENT TEST (GAT) & STATISTICAL MODERATION

PART A — THE GENERAL ACHIEVEMENT TEST (GAT)

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they play an important role in checking that school-based assessments have been accurately assessed. GAT results are used in the calculation of a Derived Examination Score and in checking the accuracy of school-based assessments. The GAT also provides students with an opportunity to demonstrate that they meet the Victorian Literacy and Numeracy Standards.

The GAT is structured into Section A and Section B, each administered in a separate session on the same day. The GAT is held each year in June; the exact date is published by the VCAA.

Who sits the GAT

Requirement	Applies to
Both Section A and Section B	Students enrolled in one or more scored VCE or scored VCE VET Unit 3–4 sequences. This includes students who are not planning to undertake scored assessments, and students who have already met the Victorian Literacy and Numeracy Standards in a previous year.
Section A only	Students enrolled in one or more VCE VM Unit 3–4 sequences who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequence.

If a student who is enrolled in the VCE VM, but not in any VCE or scored VCE VET Unit 3–4 sequence, has met the Victorian Literacy and Numeracy Standards in a previous year, they are not expected to sit Section A, though they may choose to do so.

School-Based Assessment and the GAT

Statistical moderation compares the level and spread of each school's school-based assessment scores in a study with the same students' external assessment scores, and adjusts the school's scores if necessary. External assessment scores always have the major influence. In some studies GAT scores are also used, but only where they provide a better match. The GAT is also used as a final check on external assessment scores, and in calculating a Derived Examination Score.

Derived Examination Score (DES)

Students who are ill or affected by other personal circumstances at the time of an examination may apply for a Derived Examination Score. The DES is calculated using statistical relationships among school-based assessments provided by the College and the student's GAT component scores. A DES can only be calculated where a sound statistical relationship exists. The application is made by the student; the VCE Coordinator will assist with the process and provide the required school documentation, including indicative grades.

GAT Exemption

The VCAA may grant an exemption from the GAT where a student: has a condition or impairment for which arrangements cannot reasonably be made; is prevented from sitting by injury, illness, personal trauma or a serious intervening event; or is employed and cannot be absent from work (evidence from the employer is required). The College applies to the VCAA on the student's behalf, with evidence from an appropriate independent professional. An exemption is not granted only because a student is not completing graded assessments, needs Special Examination Arrangements, or is interstate or overseas.

PART B — STATISTICAL MODERATION

Statistical moderation is the process used by the VCAA to ensure that schools' assessments are comparable throughout the state. It involves realigning the scale of each school's school-based assessment scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

Important for Students

SAC scores given to students before moderation are initial scores only.
These scores are conditional and may change following statistical moderation by the VCAA.
Students should not make assumptions about their final study score based on initial SAC scores.

ATTENDANCE POLICY

Regular attendance is essential in the VCE and VCE VM. Each unit involves at least 50 hours of scheduled classroom instruction. Students must attend enough of this class time to complete the work of the unit and to allow their teachers to authenticate it.

ICOM attendance standard

ICOM sets a minimum attendance standard of 90% of scheduled classes in each unit. This is an ICOM rule, not a VCAA requirement.

- Attendance below 90% in any unit will be flagged by the VCE Coordinator (or VCE VM & VET Coordinator) and discussed with the student and their parents or guardians.
- Absences approved under Special Provision are not counted against the student.
- Students absent for any reason remain responsible for catching up on missed work and for meeting deadlines.
- Planned absences must be notified to the Coordinator in advance. The College records attendance at least twice daily, follows up unexplained absences on the same day, and notifies parents or guardians of unsatisfactory attendance.

How attendance affects satisfactory completion

The S/N decision is the teacher's holistic judgement across all set work and assessment tasks. Attendance alone does not decide it. Where a substantive breach of the attendance standard means the teacher cannot authenticate a student's work for an outcome:

1. the teacher refers the matter to the Coordinator;

2. the student and parents or guardians are told in writing, and the student is offered opportunities to redeem the outcome under the Redeeming Outcomes policy;

3. if the work still cannot be authenticated, an N is recorded for the outcome; and

4. an N is recorded for the unit only after an N has been recorded for the affected outcome(s).

There is no right of appeal to the VCAA against an S/N decision arising from attendance. Students may use the Appealing a School Assessment Decision procedure.

Special provision for attendance

A student who is absent for a prolonged period, or cannot complete school-based assessment because of illness or other special circumstances, may apply (with their parent or guardian) to the VCE Coordinator for special provision for classroom learning and school-based assessment. If it is granted, the student will not be penalised for lack of attendance. Arrangements may include working from home for a period, with additional measures to authenticate the student's work. Decisions and supporting documents are kept on file.

VCE VM

VCE VM programs include learning outside the College, such as VET classes and Structured Workplace Learning. The RTO or workplace sets attendance expectations for those settings, and students must meet them as well as the College standard.

ABSENCE FROM A SCHOOL-BASED ASSESSMENT

Sitting a SAC or SAT on the scheduled date is a student's responsibility. Where a student is absent on the day of a school-based assessment, the following procedure applies depending on the circumstances.

Scenario	Procedure
Approved absence with documentation	• Student provides the VCE Coordinator with appropriate documentation (e.g., medical certificate) promptly on return. • VCE Coordinator approves the absence. A date and time for an alternative or rescheduled assessment is arranged. • Student completes the rescheduled or alternative task and is eligible for a graded result. The S/N decision for the outcome is made in the usual way.
Unapproved absence / no documentation	• Student will not receive a score for the missed task (recorded as NA for a graded assessment). • Teacher and VCE Coordinator will consider the individual case. The student may be given an opportunity to complete an alternative task for the purpose of redeeming an S for the outcome only (no graded result). • Repeated unapproved absences from assessment tasks are referred to the Coordinator and may put satisfactory completion at risk. An N is recorded only where the student has not demonstrated the outcome after redemption opportunities.

Assessment Task Missed Without Approval

If a student misses a scheduled assessment task without an approved reason, they will not receive a score for that task (recorded as NA for a graded assessment). The outcome is not automatically N: redemption opportunities must still be provided under the Redeeming Outcomes policy, but the student will not be eligible for a graded result on the missed task.

The student's satisfactory completion of the unit remains at risk until all outcome evidence requirements are met.

SPECIAL PROVISION POLICY

Special Provision refers to the range of adjustments available to VCE students whose access to assessment has been, or is likely to be, significantly affected by a disability, illness or other personal circumstance. Special Provision is intended to place students in the same position as they would have been if the impairment had not occurred; it is not intended to give students an advantage over other students.

Who Can Apply?

Any VCE or VCE VM student who has a disability, illness or other personal circumstance that significantly affects their ability to access assessment may apply for Special Provision.

Applications must be supported by relevant documentation — medical, psychological or other professional evidence as appropriate.

Applications should be made as early as possible and must be submitted well before the relevant assessment.

Types of Special Provision

Special Provision may include, but is not limited to:

- Extra time for examinations and in-class assessments
- Use of a reader, scribe, or technology aid
- Alternative examination/assessment format
- Rest breaks during examinations
- Separate supervision arrangements

Special Provision – The Three Pathways

Special Provision operates through three distinct pathways. The pathway determines who decides and who applies.

1. School-based Special Provision (classroom learning and school-based assessment)

Approved by the College. No application to the VCAA is required.

1. The student, or their parent or guardian, discusses their circumstances with the VCE Coordinator.
2. The student obtains appropriate supporting documentation from a relevant professional.
3. The Principal, on the advice of the VCE Coordinator and the Student Education Needs Coordinator, approves the adjustments.
4. Approved adjustments are recorded and implemented by subject teachers for all classroom learning and school-based assessment.

2. Special Examination Arrangements (SEAs) for external assessment

Applied for by the College on the student's behalf.

1. The student, or their parent or guardian, discusses their circumstances with the VCE Coordinator and provides supporting professional documentation.
2. The VCE Coordinator submits the application to the VCAA via VASS by the date published in the VCAA's Important administrative dates.
3. The VCAA determines the application and notifies the College. The VCE Coordinator advises the student of the outcome.

3. Derived Examination Score (DES)

Applied for by the student. Where illness or other personal circumstances at the time of an examination mean a student's result is unlikely to be a fair indication of their achievement, the student lodges a DES application. The VCE Coordinator will assist students with the process and provide the required school documentation, including indicative grades.

If the College rejects all or part of an application, the student will be told the reasons in writing within 14 days. The student may appeal to the College within 14 days of receiving that decision, using the Appealing a School Assessment Decision procedure. The College keeps all documents used to support Special Provision decisions.

Students who believe they may need Special Provision are strongly encouraged to speak to the VCE Coordinator as early in the year as possible. Late applications may not be assessed in time for a relevant assessment.

Further information about Special Provision is available on the VCAA website: www.vcaa.vic.edu.au

The College provides a range of supports to assist students in achieving their best. Support may include:

- Academic support from subject teachers
- Study skills guidance
- Wellbeing and counselling services
- Support for students with additional learning needs
- Careers and pathway guidance

Students are encouraged to seek support early if they are experiencing difficulties.
Parents/carers are encouraged to work in partnership with the College to support student learning and wellbeing. Further information is available through the VCE Coordinator or Student Services Team.

VCE SUBJECT INFORMATION

VCE SUBJECT SELECTION INFORMATION

Your VCE subjects shape your options after school, so take time to choose them well.

These steps will help:

1. **Start with your goals.** Think about the careers, courses or training that interest you. Use myfuture to explore careers, and the VTAC website to check the prerequisite VCE subjects for the university and TAFE courses you are considering.

2. **Include any prerequisites.** If a course you're interested in requires particular VCE subjects, include them in your program. Keep your options open if you're unsure, for example by choosing a Mathematics or Science study that many courses require.

3. **Choose subjects you enjoy and are good at.** Once prerequisites are covered, choose on interest and strengths. Students usually achieve best in subjects they enjoy.

4. **Plan your program as a whole.** Think about how your Units 1&2 and Units 3&4 subjects fit together across your VCE. Subjects you begin at Units 1&2 lead into Units 3&4, and Units 3&4 results contribute to your ATAR.

5. **Seek advice.** Talk with your parents or guardians, subject teachers, the VCE Coordinator and the Careers Coordinator. A pathway planning interview is available to help you plan.

6. **Make your selection on time.** Preliminary subject selections are made in Term 3 each year. The College confirms final programs based on subject availability and timetabling.

7. **Changing subjects.** Plan carefully, because changing subjects part-way through a unit can be difficult. Speak with the VCE Coordinator as early as possible if you're thinking about a change. Changes must be made before the dates published by the College, so that your enrolment can be updated with the VCAA.

VOCATIONAL EDUCATION & TRAINING (VET) SUBJECTS

In addition to normal VCE subjects the College offers some VET Subjects.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification usually a Certificate II or Certificate III qualification. All VCE VET programs provide credit towards the VCE and VCE VM. Some, including Certificate III in Sport, Aquatics and Recreation, include a scored Units 3–4 sequence that can contribute to an ATAR. Students enrolled in a scored VCE VET Units 3–4 sequence must sit both sections of the GAT.

The Certificate II or III qualification is issued by a registered training organisation (RTO).

SCHOOL-ASSESSED COURSEWORK

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

Websites to assist with Subject Selections and Career Pathways:

VTAC	The Victorian Tertiary Admissions Centre provides information related to university entrance such as ATAR scores, subject scaling report, subject prerequisites for university courses, electronic version of VTAC guide, and VICTER for Year 10 students. https://www.vtac.edu.au/
VCAA	The Victorian Curriculum and Assessment Authority provides information related to the Study Designs and Assessment, along with electronic version of past VCE examinations and answers (excellent for revision). https://www.vcaa.vic.edu.au/ Students will find the 'Where to now?' booklet to download. *Where to Now?* Is a guide for students about the options available for the last two years of secondary school, with information about the VCE and VCE VM and VET studies, school-based apprenticeships and traineeships. There is also a **VCE Course Planning document to plan VCE studies.** https://www.vcaa.vic.edu.au/
MY FUTURE	Through this website find out how interests can lead to a job, discover what you're really good at, get help finding work experience and search careers and information about TAFE, Apprenticeships and University courses. https://myfuture.edu.au/
ICOM	College specific information related to Senior School and a career Development area where students can access the latest VCAA and VTAC publications and career information. https://icom.vic.edu.au/

VCE & VET SUBJECTS

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

YEAR 10 PROGRAM

VCE UNITS 1&2 STUDIES	VCE VM UNITS 1& 2 STUDIES
➥ Psychology ➥ Business Management ➥ Health and Human Development	➥ Foundation English ➥ Foundation Mathematics ➥ VM Personal Development Skills ➥ VCE/VET Certificate III in Sport, Aquatics and Recreation
OTHER SUBJECT STUDIES ➥ English ➥ Quran and Islamic Studies ➥ Mathematics ➥ Careers ➥ Pastoral Care ➥ Physical Education **Science** ◊ Biology ◊ Chemistry ◊ Physics ◊ Laboratory Skills **Humanities** ◊ Accounting ◊ Global Politics ◊ Legal Studies ◊ Economics	**OTHER SUBJECT STUDIES** ➥ Quran and Islamic Studies ➥ Structured Work Placement ➥ Careers ➥ Pastoral Care ➥ Physical Education ➥ Sports Academy ➥ Food Technology

YEAR 11 & 12 VCE PROGRAM

VCE STUDIES		VCE/VET STUDIES	
UNITS 1&2	**UNITS 3&4**	**UNITS 1&2**	**UNITS 3&4**
• Accounting • Biology • Business Management • Chemistry • Economics • English • Health & Human Development • LOTE – Arabic • Legal Studies • General Mathematics • Mathematical Methods • Specialist Mathematics • Physics • Psychology • Texts & Traditions • Visual Communication Design	• Accounting • Biology • Economics • Business Management • Chemistry • English • General Mathematics • Health & Human Development • Legal Studies • LOTE – Arabic • Mathematical Methods • Physics • Foundation Mathematics • Psychology • Specialist Maths • Texts & Traditions • Visual Communication Design	• VCE/VET Certificate III in Sport, Aquatics & Recreation	• VCE/VET Certificate III in Sport, Aquatics & Recreation

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

YEAR 11 & 12 VCE VM PROGRAM

VCE VM STUDIES		VCE/VET STUDIES	
UNITS 1&2	**UNITS 3&4**	**UNITS 1&2**	**UNITS 3&4**
• VM Literacy • VM Work Related Skills • VM Personal Development Skills • Foundation Maths	• VM Literacy • VM Work Related Skills • VM Personal Development Skills • Foundation Maths	• VCE/VET Certificate III in Sport, Aquatics & Recreation • VCE/VET Certificate of choice at TAFE Structured Work Learning (SWL)	• VCE/VET Certificate III in Sport, Aquatics & Recreation • VCE/VET Certificate of choice at TAFE Structured Work Learning (SWL)

SELECTING A VCE PROGRAM

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

YEAR 10 STUDENTS

Students who begin their VCE in Year 10 have an opportunity to choose **one** other VCE subject from:

i. Units 1&2 Health & Human Development
ii. Units 1&2 Psychology
iii. Units 1&2 Business Management

YEAR 11 STUDENTS

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

- ◊ 4 other subjects from Unit 1&2 studies
- ◊ 1 Subject as Unit 3&4 commonly General Maths or Foundation Maths
- ◊ 1 Subject as Unit 3&4 from a range of subjects offered by the College

Subject selection is guided by the students' intended course or career.

YEAR 12 STUDENTS

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

Subject selection will be based on the course or career choice.

WHAT STUDIES CAN I CHOOSE?

You have a variety of study options in VCE through which you can pursue your interests and build your skills. These programs range from the areas of humanities, sciences, mathematics, technology, arts and languages, as well as vocational studies.

Things to consider:

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

Examples of VCE Student Programs

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

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

Year 10	Year 11	Year 12
	English 1&2	**English 3&4**
	Foundation Maths 3&4	
Business Management 1&2	**Business Management 3&4**	
	Biology 1&2	**Biology 3&4**
	Chemistry 1&2	**Chemistry 3&4**
	Mathematical Methods 1&2	**Mathematical Methods 3&4**

Eligible Courses: (this is a guide only not a full list)

Nursing, Biomedicine, Science, Engineering, Design, Applied Science, Health Science, Education, Pharmacy, Allied Health Science, Biomedicine, Business, Commerce, Arts, Finance, Engineering, Accounting etc..

Examples of VCE VM Student Programs

Year 10	Year 11	Year 12
Foundation English 1&2	VM Literacy 1&2	**VM Literacy 3&4**
Foundation Mathematics 1&2	**Foundation Maths 3&4**	
	VM Work Related Skills 3	**VM Work Related Skills 4**
	VM Personal Development Skills 3	**VM Personal Development Skills 4**
	VET Sports & Recreation Cert III	VET Sports & Recreation Cert III
	2nd VET Subject of Choice	**2nd VET Subject of Choice**
	Structured Work Placement	Structured Work Placement

Eligible Courses: (this is a guide only not a full list) – Diploma Courses, TAFE certificates or Apprenticeship Programs

VCE VM STUDIES OFFERED

FOUNDATION ENGLISH

Note: VCE Foundation English is a Units 1–2 only study. Students who undertake Foundation English Units 1&2 must subsequently complete a Units 3–4 sequence from another English-group study (VCE VM Students will complete VM Literacy Units 1–4 in Year 11 and 12 VCE VM, to meet the VCE English requirement.

VCE Foundation English focuses on how English is used to communicate through written, spoken and multimodal texts of varying complexity. The Foundation English study is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and English as an Additional Language (EAL), VCE Literature, or VCE English Language Units 1–4 and in other VCE studies.

Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The study may be taken as a bridging course into the VCE or by students completing technically orientated courses. Foundation English also provides an opportunity for students to develop stronger connections between the Australian Core Skills Framework and their English studies.

FOUNDATION ENGLISH UNITS 1&2

Structure

The study is made up of two units:

Unit 1: English for practical purposes

Unit 2: Thinking and learning through English

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

Unit 1: English for practical purposes

In this unit, students focus on developing language and communication skills, primarily through the study of a variety of texts. They develop communication skills in order to listen, speak, read and write effectively in academic, workplace and social contexts.

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

Area of Study 1: Reading and viewing texts

In this area of study students read a variety of academic, workplace or everyday texts to identify key information and ideas. They recognise the purposes, structures and features of different text types, for example narratives, arguments, reports, recounts and procedures.

Outcome 1: On completion of this unit the student should be able to produce prose and graphic summaries and explanations of specified texts.

Area of Study 2: Creating Texts

In this area of study students focus on the structures and features of written language in both handwritten and digital texts.

Outcome 2: On completion of this unit the student should be able to produce different text types for different purposes and audiences in response to academic, workplace or social contexts.

Area of Study 3: Listening to and presenting persuasive texts

In this area of study students focus on the structures and features of spoken language, including listening for gist and for detail, speaking in formal situations, such as oral presentations, and leading or actively participating in discussion groups.

Outcome 3: On completion of this unit the student should be able to listen, interact and speak in different formal contexts, for a range of audiences and persuasive purposes.

Unit 2: Thinking and learning through English

In this unit students develop a range of literacy skills and learning strategies. They extend the understandings and processes required to read and write effectively. Students employ learning strategies designed to enhance their achievement in and enjoyment of the English language.

Area of Study 1: Reading and viewing texts

In this area of study students read literary texts for enjoyment, insight and critical analysis. Students examine the generic conventions of different texts to identify and discuss purpose and intended audience. They explore techniques for identifying and discussing the themes, issues, ideas, characters and arguments in texts.

Outcome 1: On completion of this unit the student should be able to produce analytical or creative responses to a literary text.

Area of Study 2: Creating texts

In this area of study students develop skills in writing for different purposes and audiences in a variety of forms. They examine the ways in which purpose, context and audience influence the structure and language of texts that entertain, explain, analyse and persuade.

Outcome 2: On completion of this unit the student should be able to communicate ideas and information appropriately in writing for a particular target audience and purpose.

Area of Study 3: Listening to and presenting persuasive texts

In this area of study students explore the structures and features of spoken language for formal situations such as leading and participating in discussion groups, public speaking, debates and online presentations.

Outcome 3: On completion of this unit the student should be able to present a spoken or multimodal text to a specified audience, which conveys a reasoned and informed opinion on a topic of interest.

Assessment

- The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
- Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.
- All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
- For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

FOUNDATION MATHEMATICS

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

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

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

FOUNDATION MATHEMATICS UNITS 1&2

Course Outline:

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

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

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

Students also complete a Maths Investigation.

Mathematical investigation

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

There are three components to mathematical investigation:

Formulation

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

Exploration

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

Communication

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

Outcomes

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

Outcome 1

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

Outcome 2

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

Outcome 3

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

School Based Assessment:

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

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

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

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

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

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

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

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

VET SUBJECTS

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

VCE VET programs:

- are fully recognised within the Units 1 to 4 structure of the VCE & VCE VM and contribute towards satisfactory completion of the VCE. VCE VET units have the same status as other VCE units
- function within the National Skills Framework.

VET delivered to secondary students:

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

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

- ✓ Certificate III in Sport, Aquatics and Recreation

VET in the VCE Vocational Major

Vocational Education and Training (VET) is a mandatory component of the VCE Vocational Major (VCE VM), providing practical, industry-specific skills and a nationally recognized qualification while at school

- **The VCAA requires VCE VM students to complete at least 180 nominal hours of VET at Certificate II level or above. At ICOM, VM students complete two VET programs across Years 11 and 12.**

- **One VET program is completed at an external TAFE or RTO**

VET SPORTS & RECREATION

Qualification

Certificate III in Sport, Aquatics and Recreation (SIS30122)

Through the new Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Selected units in IVET's Certificate III program cover various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units provide students with a strong foundation for whichever direction they take in the industry.

• Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

	UNITS 1 & 2 (YEAR 1)	TYPE	NOMINAL HOURS	WEEKS DELIVERY
HLTWHS001	Participate in workplace health and safety	Core	20	3
BSBPEF301	Organise personal work priorities	Elective	30	4
SISXPLD001	Provide hire equipment for activities	Import	10	1
SISXFAC006	Maintain activity equipment	Core	5	1
SISOFLD001	Assist in conducting recreation sessions*	Import	30	4
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Core	50	7
HLTAID011	Provide first aid	Elective	18	2
SISXEMR003	Respond to emergency situations	Core	20	3
SISXCCS004	Provide quality service	Core	25	3
SISSPAR009	Participate in conditioning for sport	Elective	30	4
SISSSOF002	Continuously improve officiating skills and knowledge	Elective	20	3
		YEAR 1 TOTAL	258	35
	UNITS 3 & 4 (YEAR 2)			
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes	Core	50	9
SISSSCO001	Conduct sport coaching sessions with foundation level participants	Elective	50	9
SISXPLD002	Deliver recreation sessions	Elective	60	11
SISXPLD004	Facilitate groups	Elective	25	5
		YEAR 2 TOTAL	185	35

Refer to: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/sportrecreation.aspx
For full program details.

YEAR 11&12 STUDIES OFFERED & SUBJECT DETAILS

ACCOUNTING

Course Outline:

VCE Accounting explores and applies the financial recording, reporting, analysis and decision-making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and apply these principles in practice. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT-based methods.
Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use the financial information generated to give accounting advice to business owners, taking into account ethical as well as financial considerations.
Accounting is the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This information is used to model, forecast and give advice to stakeholders in a business, and it informs decision-making aimed at improving business performance.
VCE Accounting prepares students for university or TAFE pathways in commerce, management and accounting. It can lead to careers in financial accounting, management accounting, forensic (investigative) accounting, taxation, environmental accounting, management, and corporate or personal financial planning.

ACCOUNTING UNITS 1&2

Unit 1: The role of accounting in business

This unit explores how a business is established and the role of accounting in determining business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information, and use these evaluations to make recommendations about whether a business is a suitable investment.
Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, accounting procedures apply the IASB's Conceptual Framework and financial indicators to measure business performance. They also take into account the ethical considerations (financial, social and environmental) that business owners face when making decisions.
Students investigate the reasons for establishing a business and the alternatives to operating one. They explore types of business ownership, the factors that lead to business success or failure, sources of business finance, and ethical considerations. Students then use the accrual method to determine profit for a service business with cash and credit transactions, using both manual methods and ICT.

Outcomes:

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

School Based Assessment:

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

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

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

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, focusing on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.
Students use both the First-In, First-Out (FIFO) and Identified Cost methods to record and report the movement of inventory. They record and report credit transactions, examine strategies for managing them, and use indicators such as accounts receivable turnover and accounts payable turnover to analyse decisions. Students also account for non-current assets, consider the issues in valuing them, and calculate, record and report depreciation.
Students analyse and evaluate business performance and use financial and other information to predict, budget and compare the effects of alternative strategies. Using these evaluations, they develop strategies to improve business performance and suggest them to the owner, taking into account financial, social and environmental ethical considerations.

Outcomes:

1. To record and report for inventory and discuss the effects of relevant financial and non-financial factors, and ethical considerations, on the results of business decisions.
2. To record and report for accounts receivable and accounts payable, and analyse and discuss the effects of relevant decisions, including the influence of ethical considerations, on the performance of the business.
3. To record and report for non-current assets and depreciation.

School Based Assessment:

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

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

ACCOUNTING UNITS 3&4

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system to record financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.
Students identify and record financial data using double entry accounting, and generate accounting reports and graphical representations to help the owner make informed decisions. They complete the processes that apply at the end of a reporting period for a trading business. Students apply the accrual method to prepare accounting reports and distinguish between cash and profit, considering the implications when using reports to make decisions.
Students interpret reports and information presented in a variety of formats to evaluate business performance. They suggest strategies to the owner to improve performance, taking into account the Conceptual Framework, financial indicators and relevant ethical considerations.

Outcomes:

Recording and analysing financial data

1. Students should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of accounting reports and the accounting system, including ethical considerations.

Preparing and interpreting accounting reports

2. Students should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

School Based Assessment:

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of accounting reports and the accounting system, including ethical considerations.	60	The student's performance in each outcome will be assessed using one or more of the following: structured questions (manual and ICT-based); a folio of exercises (manual and ICT-based); a case study (manual and ICT-based).
Outcome 2 Record transactions and prepare, interpret and analyse accounting reports for a trading business.	40	As above.
Total marks	**100**	At least 30 marks must be allocated to ICT-based assessment.

Contribution to final assessment:

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

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor, and of the role of accounting as an information system. Students use the double entry system to record financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend the recording and reporting process to include balance day adjustments and alternative depreciation methods. They consider how balance day adjustments affect accounting reports, and how alternative depreciation methods affect the reports and business performance. Students also examine ethical considerations that may affect the recording and reporting of financial data.

Students investigate the role and importance of budgeting in decision-making. They prepare and analyse budgeted accounting reports, both manually and using ICT, and analyse and interpret accounting reports and graphical representations to evaluate business performance. Using this evaluation, they suggest strategies to business owners to improve performance and evaluate the ethical considerations involved.

Outcomes:

Extension of recording and reporting

1. Students should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system, and evaluate the effects of balance day adjustments and alternative methods of depreciation on accounting reports.

Budgeting and decision-making

2. Students should be able to prepare budgeted accounting reports and variance reports for a trading business, using financial and other relevant information, and model, analyse and discuss the effects of alternative strategies on the performance of a business.

School Based Assessment:

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system, and evaluate the effects of balance day adjustments and alternative methods of depreciation on accounting reports.	50	The student's performance in each outcome will be assessed using one or more of the following: structured questions (manual and ICT-based); a folio of exercises (manual and ICT-based); a case study (manual and ICT-based); a report (written, oral or ICT-based).
Outcome 2 Prepare budgeted accounting reports and variance reports for a trading business, using financial and other relevant information, and model, analyse and discuss the effects of alternative strategies on the performance of a business.	50	As above.
Total marks	**100**	At least 30 marks must be allocated to ICT-based assessment.

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

End-of-year examination:
The end-of-year examination will contribute 50 per cent to the study score. It is a 2-hour written examination set by the VCAA, and all key knowledge and key skills from Units 3 and 4 are examinable.

BIOLOGY

Course Outline:

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

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

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

BIOLOGY UNITS 1&2

Course Outline:

Unit 1: How do organisms regulate their functions?

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

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

Outcomes:

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

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

For each outcome, at least one task selected from:

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

For Outcome 3

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

Unit 2: How does inheritance impact on diversity?

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

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

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

Outcomes:

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

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

For each outcome, at least one task selected from:

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

For Outcome 3

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

BIOLOGY UNITS 3&4

Course Outline:

Unit 3: How do cells maintain life?

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

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

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

Outcomes:

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

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

How are biochemical pathways regulated?

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

School Based Assessment

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

Contribution to final assessment:

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

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

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

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

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

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

Outcomes:

How do organisms respond to pathogens?

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

How are species related over time?

2. To analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

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

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

School Based Assessment

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

Contribution to final assessment:

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

External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

BUSINESS MANAGEMENT

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

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

BUSINESS MANAGEMENT UNITS 1&2

Course Outline:

Unit 1: Planning a business

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

Outcomes:

1. Describe how and why business ideas are created and developed and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how the macro and operating factor within it may affect business planning.
3. Describe the internal business environments and analyse how factors from within it may affect business planning.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise

- an essay
- a business survey and analysis
- a media analysis.

Unit 2: Establishing a business

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

Outcomes:

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

2. Explain the importance of establishing a customer base and marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis

BUSINESS MANAGEMENT UNITS 3&4

Course Outline:

Unit 3: Managing a Business

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

Outcomes:

1. To analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

School Based Assessment:

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

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

Contribution to final assessment

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

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

<u>Unit 4:</u> Transforming a business

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

Outcomes:

1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

School Based Assessment:

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

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

Contribution to final assessment

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

External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

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

CHEMISTRY

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

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

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

CHEMISTRY UNITS 1&2

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 structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

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

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

1. To explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

2. To calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
3. To investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcome 1 and Outcome 2

For each outcome, at least one task selected from:

- a report of a laboratory or fieldwork activity, including the generation of primary data
- comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- reflective annotations of one or more practical activities from a logbook
- a summary report of selected practical investigations
- critique of an experimental design, chemical process or apparatus
- analysis and evaluation of generated primary and/or collated secondary data
- a modelling or simulation activity
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues
- a report of an application of chemical concepts to a real-world context
- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles, sustainable development and/or the transition to a circular economy)
- an infographic
- a scientific poster.

For Outcome 3

- a response to a question involving the production or use of a selected material, including reference to sustainability

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

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

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

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

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

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

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

School Based Assessment:

Outcome 1 and Outcome 2

For each outcome, at least one task selected from:

- a report of a laboratory or fieldwork activity, including the generation of primary data
- comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- reflective annotations of one or more practical activities from a logbook
- a summary report of selected practical investigations
- critique of an experimental design, chemical process or apparatus
- analysis and evaluation of generated primary and/or collated secondary data
- a modelling or simulation activity
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues
- a report of an application of chemical concepts to a real-world context
- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles, sustainable development and/or the transition to a circular economy)
- an infographic
- a scientific poster.

Outcomes 3

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

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

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

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

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

Outcomes:

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

Assessments:

Contribution to final assessment

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

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

Practical work

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations and other direct experiences. A minimum of 10 hours of class time should be devoted to student practical activities and investigations across Areas of Study 1 and 2.

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

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

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

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

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

Outcomes:

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

Assessments:

Contribution to final assessment

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

External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

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

ECONOMICS

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

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

ECONOMICS UNITS 1&2

Unit 1: Economic decision-making

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

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

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

Outcomes:

1. To describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making.
2. To explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.
3. To explain how behavioural economics complements traditional understandings of decision- making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

Assessment:

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

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

Unit 2: Economic issues and living standards

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

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

Outcomes:

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

Assessment:

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

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

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

ECONOMICS UNITS 3&4

Unit 3: Australia's living standards

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

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

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

Outcomes:

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

Assessment:

Contribution to final assessment

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

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

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

<u>Unit 4:</u> Managing the economy

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

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes

towards the achievement of the domestic macroeconomic goals and living standards.

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

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

Outcomes:

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

Assessment:

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

External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Contribution to final assessment

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

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

ENGLISH

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

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

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

ENGLISH UNITS 1&2

Unit 1:

Area of Study 1 - Reading and exploring texts

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

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

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

For this outcome, students will read and explore one set text, or extracts from the set text (EAL). This text must be of a different text type from that selected for study in Unit 2. The text selected should reflect the interests of the students and be worthy of close study. Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback

Area of Study 2 - Crafting texts

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

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

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

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

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

demonstrate their understanding of ideas and application of effective writing strategies in their crafted texts, and can articulate their writing processes in their commentaries.

Outcomes:

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

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

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

- a personal response to a set text

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

Unit 2:

Area of Study 1 - Reading and exploring texts

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

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

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

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

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

Outcomes

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

Assessment

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

Suitable tasks for assessment in this unit include a combination of:

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

Area of Study 2 - Exploring Argument

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

Suitable texts for study should reflect a variety of persuasive texts. Appropriate texts could be drawn from print, digital, audio and audio visual sources. These texts may include speeches, digitally presented texts, opinion and comment pieces, and other texts designed to position audiences in relation to an issue. In selecting these texts, teachers should reflect on what students choose to read, view and listen to. Consideration and time should be given to the explicit teaching of contextual information and cultural knowledge required to support an understanding of the selected issue and texts.

Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. When working with audio or audio visual texts, they explore elements of spoken language including intonation, volume, pace, pausing and stress, and develop analysis of the ways these elements contribute to argument and the effect on the audience.

Students craft their writing using evidence from the texts to support their analysis. They draft and revise their writing and invite feedback from their teacher and other students to refine their ideas and expression. They aim for coherence, logic and accuracy in their writing.

Students employ their understanding of argument to create their own point of view text. They construct this text for oral presentation and learn about the conventions of oral presentation for persuasive purposes.

Suitable tasks for assessment in this unit include a combination of:

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

ENGLISH UNITS 3&4

Unit 3:

Area of Study 1 - Reading and responding to texts

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

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

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

Area of Study 2 Creating texts

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

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

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

Students use and experiment with vocabulary, text structures, language features, and standard and non-standard conventions of language, including the use of colloquial and idiomatic language such as slang or dialect where appropriate. Through this engagement they deepen their understanding of how writing can move, provoke and/or inspire when constructed in consideration of a specific and situated audience, purpose and context (including mode). They play with language as they explore ideas and aim for aesthetic appeal, to expand their writing into the possibilities of emotion, imagination, explanation and perspective.

Schools must select one idea from the Framework of Ideas for study. Mentor texts for each idea will be listed in the annual *VCAA VCE English and EAL Text List* (List 2). Schools select three mentor texts to support students' study and should augment this area of study with other print and digital texts, in consultation with their students. Consideration should be given to the context of the student cohort, including their wider community, when selecting the idea and the mentor texts. Teachers are encouraged to create meaningful and authentic connections with the selected idea and the experiences of their students, and to work with students to develop strategies to empower them to write confidently and intentionally.

Outcomes:

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

Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.	**40**	An analytical response to text in written form.
Outcome 2 • Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and • Explain their decisions made through writing processes.	**20** **20** **20**	A written text constructed in consideration of audience, purpose and context. A written text constructed in consideration of audience, purpose and context. A commentary reflecting on writing processes.
Total marks	**100**	

Unit 4:

Area of Study 1 - Reading and responding to texts

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

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

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

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

Area of Study 2 - Analysing argument

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

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

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

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

Outcomes:

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

Contribution to final assessment

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

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

External assessment

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

HEALTH & HUMAN DEVELOPMENT 1&2

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

VCE Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Course Outline:

Unit 1: Understanding health and wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Outcomes:

1. To explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth.
2. To interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.
3. To apply nutrition information, food selection models and initiatives to evaluate nutrition information.

School Based Assessment:

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

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

Unit 2: Managing health and development:

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply 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 explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Outcomes:

1. On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept

2. On completion of this unit, the student should be able to explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

School Based Assessment:

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

- a written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- an extended response question analysing a range of data sources with an emphasis on annotating, synthesising and planning the response
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- an oral presentation, such as a debate or a podcast
- structured questions, including data analysis.

HEALTH & HUMAN DEVELOPMENT UNITS 3&4

Unit 3: Australia's health in a globalised world

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Outcomes:

1. To explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
2. To explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.

Contribution to final assessment:

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.**	**50**	The student's performance on each outcome is assessed using one or more of the following. • a written report, such as a media analysis, a research investigation a blog post or a case study analysis • an extended response question analysing a range of stimuli with an emphasis on annotating, synthesising and planning the response • an oral presentation, such as a debate or a podcast • a visual presentation such as a concept map, an annotated poster, or a digital presentation • structured questions, including data analysis or case study analysis. Each task type can only be selected once across Outcome 1 and Outcome 2.
Outcome 2 **Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.**	**50**	
Total marks	**100**	

<u>Unit 4:</u> Health and human development in a global context

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development 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 health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the goal and objectives of the World Health Organization (WHO). They 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 own capacity to act.

Outcomes:

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

Contribution to final assessment:

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

External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.**	**50**	The student's performance on each outcome is assessed using one or more of the following: • a written report, such as a media analysis, a research investigation, a blog post or a case study analysis • an extended response question analysing a range of stimuli with an emphasis on annotating, synthesising and planning the response • an oral presentation, such as a debate or a podcast • a visual presentation, such as a concept map, an annotated poster, or a digital presentation • structured questions, including data analysis or case study analysis. Each task type can only be selected once across Outcome 1 and Outcome 2.
Outcome 2 **Analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.**	**50**	
Total marks	**100**	

LOTE - ARABIC

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

LOTE – ARABIC UNITS 1&2

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

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

Unit 1

Outcomes:

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

School Based Assessment:

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

Outcome 1

- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions.

Outcome 2

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

Outcome 3

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

Unit 2

Outcomes:

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

School Based Assessment:

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

Outcome 1

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

Outcome 2

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

Outcome 3

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

LOTE – ARABIC UNITS 3&4

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

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

Unit 3

Outcomes:

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

School Based Assessment:

Outcome 1

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

Outcome 2

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

Outcome 3

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

Unit 4

Outcomes:

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

School Based Assessment:

Outcome 1

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

Outcome 2

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

Outcome 3

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

Contribution to final assessment

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

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

LEGAL STUDIES

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system.
Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers. The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

LEGAL STUDIES UNITS 1&2

Course Outline:

Unit 1: The presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Outcomes:

1. To describe the main sources and types of law, and evaluate the effectiveness of laws.
2. To explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. To explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

School Based Assessment:

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

- a folio of exercises
- an oral or digital presentation, such as a podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate
- a research report or media analysis
- an essay
- a question-and-answer session.

Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Outcomes:

1. To explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
2. To explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
3. To explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

School Based Assessment:

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

- a folio of exercises
- an oral or digital presentation, such as a podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate
- a research report or media analysis
- an essay
- a question-and-answer session.

LEGAL STUDIES UNITS 3&4

Course Outline:

Unit 3: Rights and justice

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 criminal and civil 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 means and institutions used to determine and resolve cases. Students explore topics 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Outcomes:

1. To explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.
2. To explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

School Based Assessment:

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

The student's performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a folio of exercises.

Contribution to final assessment:

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.	**50**	The student's performance will be assessed using two or more of the following: • a case study • structured questions • an essay • a report • a folio of exercises.
Outcome 2 Explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.	**50**	
Total marks	**100**	

Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Outcomes:

1. To discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law- making.
2. To explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

School Based Assessment:

Suitable tasks for assessment in this unit may be selected from the following. The student's performance will be assessed using two or more of the following**:**

- a case study
- structured questions
- an essay
- a report
- a folio of exercises.

Contribution to final assessment

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

External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.	**60**	The student's performance will be assessed using two or more of the following: • a case study • structured questions • an essay • a report • a folio of exercises.
Outcome 2 Explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.	**40**	
Total marks	**100**	

MATHEMATICS

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

MATHEMATICS: FOUNDATION MATHEMATICS UNITS 3&4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Outcomes:

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

Contribution to final assessment

Unit 3

School-assessed Coursework for Unit 3 will contribute 40 per cent to the study score. Each area of study is to be covered in at least one of the three mathematical investigations across Units 3 and 4. There are three components to mathematical investigation:

Formulation

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

Exploration

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

Communication

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

Outcomes	Marks allocated	Assessment tasks	
Outcome 1 Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real- life contexts.	**15**	7 8	Mathematical Investigation 1 Mathematical Investigation 2
Outcome 2 Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem- solving techniques or approaches, and analyse and discuss these applications of mathematics.	**30**	15 15	Mathematical Investigation 1 Mathematical Investigation 2
Outcome 3 Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.	**15**	8 7	Mathematical Investigation 1 Mathematical Investigation 2
Total marks	**60**	Each mathematical investigation is to address content from two or more areas of study and is to be of 4–6 hours' duration over a period of 1–2 weeks.	

Unit 4

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score. Each area of study is to be covered in at least one of the three mathematical investigations across Units 3 and 4.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real- life contexts.	**7**	Mathematical Investigation 3
Outcome 2 Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem- solving techniques or approaches, and analyse and discuss these applications of mathematics.	**15**	Mathematical Investigation 3
Outcome 3 Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.	**8**	Mathematical Investigation 3
Total marks	**30**	The mathematical investigation is to address content from two or more areas of study and is to be of 4–6 hours' duration over a period of 1–2 weeks.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.
Contribution to final assessment: The examination will contribute 40 per cent to the study score.

MATHEMATICS: GENERAL MATHEMATICS UNITS 1&2

Course Outline:

General Mathematics Units 1 -4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Unit 1:

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

Outcomes:

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

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

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

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

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

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

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

Unit 2:

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are

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

Outcomes:

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

Assessment:

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

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

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

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

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

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

MATHEMATICS: GENERAL MATHEMATICS UNITS 3&4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

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

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

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

Outcomes:

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

Contribution to final assessment

Unit 3

School-assessed Coursework for Unit 3 will contribute 24 per cent to the study score.

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

- The construction, description and interpretation of data plots, including smoothed plots where time series data is used
- The calculation and interpretation of summary statistics, including seasonal indices and their application where time series data is used
- The modelling of linear associations, or trends where time series data is used, including the use of data transformation as appropriate.

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.	**15**	**10** Application task **5** Modelling or problem-solving task 1
Outcome 2 Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.	**30**	**10** Application task **5** Modelling or problem-solving task 1
Outcome 3 Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.	**15**	**10** Application task **5** Modelling or problem-solving task 1
Total marks	**60**	The Modelling or problem-solving task 1 is to relate to **Recursion and financial modelling.** The modelling or problem-solving task is to be of 2–3 hours' duration over a period of 1 week.

Unit 4

School-assessed Coursework for Unit 4 will contribute 16 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.	**10**	**5** Modelling or problem-solving task 2 **5** Modelling or problem-solving task 3
Outcome 2 Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.	**20**	**10** Modelling or problem-solving task 2 **10** Modelling or problem-solving task 3
Outcome 3 Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.	**10**	**5** Modelling or problem-solving task 2 **5** Modelling or problem-solving task
Total marks	**40**	One of the modelling or problem-solving tasks is to relate to **Matrices** and the other modelling or problem-solving task is to relate to **Networks and decision mathematics.** Each modelling or problem-solving task is to be of 2–3 hours' duration over a period of 1 week.

External assessment

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

Contribution to final assessment

The examinations will contribute 60 per cent to the study score. Each examination will contribute 30 per cent to the study score.

End-of-year examinations Description

The examinations will be set by a panel appointed by the VCAA. All of the content from the area of study and the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Examination 1 - This examination comprises multiple-choice questions covering all areas of study. The examination is designed to assess students' knowledge of mathematical concepts, models and techniques and their ability to reason, interpret and apply this knowledge in a range of contexts.

Examination 2 - This examination comprises written response questions covering all areas of study. The examination will be designed to assess students' ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

MATHEMATICS: MATHEMATICAL METHODS UNITS 1&2

Course Outline:

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

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

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

Unit 1

Outcomes:

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

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

For Outcome 1:

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

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

For Outcome 2:

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

For Outcome 3:

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

Unit 2

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

Material from the areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

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

Outcomes:

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

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

For Outcome 1:

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

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

For Outcome 2:

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

For Outcome 3:

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

MATHEMATICS: MATHEMATICAL METHODS UNITS 3&4

Course Outline:

Unit 3 & 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content

from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti- differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

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

learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 3 & 4 Outcomes:

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

Contribution to final assessment

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

Unit 3

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

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

Unit 4

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

Contribution to final assessment

Examination 1 will contribute 20 per cent to the study score and Examination 2 will contribute 40 per cent to the study score.

Examination 1 - This examination comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills.

Examination 2 - This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

SPECIALIST MATHEMATICS

Course Outline:

VCE Specialist Mathematics provides for the study of mathematical structures, reasoning and proof. It is designed for students with a strong interest in mathematics who wish to undertake an in-depth study of the discipline, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof.

Units 3 and 4 extend the content of Mathematical Methods Units 3 and 4 to include rational and other quotient functions, as well as advanced topics such as logic and proof, complex numbers, vectors, differential equations, kinematics and statistical inference. Students use technology, including CAS, throughout the study for working mathematically, computational thinking and assessment, and also develop mental and by-hand approaches to estimation and computation.

Specialist Mathematics provides a sound background for further study in mathematics and in STEM fields such as engineering, physics, computer science, data science, actuarial studies, economics and finance.

Specialist Mathematics is taken alongside Mathematical Methods. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken together, give comprehensive preparation for Specialist Mathematics Units 3 and 4. The study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

SPECIALIST MATHEMATICS UNITS 1&2

Course Outline:

Unit 1

In this unit students study formal mathematical notation, definition, reasoning and proof. They apply these to number systems, sets, graph theory, logic and Boolean algebra, and develop algorithms to solve problems. Students also study sequences and series, first-order linear recurrence relations, combinatorics and matrices.

Algebra, number and structure: number systems and their properties, set notation, prime numbers, principles of proof (direct proof, contradiction, contrapositive and mathematical induction), graph theory (including Euler circuits and Hamiltonian cycles), logic, truth tables, Boolean algebra, logic gates and circuits, and algorithms using pseudocode.

Discrete mathematics: arithmetic and geometric sequences and series, recurrence relations applied to financial and population modelling, the pigeon-hole and inclusion-exclusion principles, permutations and combinations, and matrices.

Students undertake a one-to-two-week mathematical investigation into a practical or theoretical context, involving formulation, exploration and communication of findings. Possible contexts include financial and population modelling, approximating π using partial sums, simplifying electronic circuits, and systematic counting using technology and coding.

Outcomes:

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

School Based Assessment:

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

For Outcome 1

A selection of the following assessment tasks:

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

For Outcome 2

Mathematical investigations and a selection of modelling or problem-solving tasks.

For Outcome 3

Aspects of tasks completed for Outcomes 1 and 2 that give students the opportunity to use computational thinking and to use technology effectively and appropriately.

Unit 2

In this unit students study simulation and sampling distributions, trigonometry, transformations of the plane, vectors, complex numbers, and functions, relations and graphs.

- Data analysis, probability and statistics: linear combinations of random variables, simulation, and the distribution of sample means, including the effect of taking larger samples.
- Space and measurement: radian measure, the sine and cosine rules in two and three dimensions, trigonometric identities, translations, rotations and reflections of the plane, and vectors in the plane with applications to displacement, velocity and forces.
- Algebra, number and structure: complex numbers, the Argand diagram, solving quadratic equations over the complex numbers, regions in the complex plane, and polar form.
- Functions, relations and graphs: partial fractions, reciprocal and inverse circular functions and their graphs, locus definitions of lines, parabolas, circles, ellipses and hyperbolas, and the absolute value function.
- Students undertake a one-to-two-week mathematical investigation. Possible contexts include simulating sample mean distributions, resultant and relative velocity in navigation, loci and curves in the plane, compositions of transformations, and exact trigonometric values.

Outcomes:

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

School Based Assessment:

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

For Outcome 1

A selection of the following assessment tasks:

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

For Outcome 2

Mathematical investigations and a selection of modelling or problem-solving tasks.

For Outcome 3

Aspects of tasks completed for Outcomes 1 and 2 that give students the opportunity to use computational thinking and to use technology effectively and appropriately.

SPECIALIST MATHEMATICS UNITS 3&4

Course Outline:

Specialist Mathematics Units 3 and 4 consist of six areas of study: Discrete mathematics, Functions, relations and graphs, Algebra, number and structure, Calculus, Space and measurement, and Data analysis, probability and statistics. Course content highlights mathematical structure, reasoning and proof, and applications across a range of modelling contexts.

Unit 3

Unit 3 typically includes content from Discrete mathematics, Functions, relations and graphs, Algebra, number and structure, Space and measurement, and Calculus.

- Logic and proof: conjectures, implications and equivalences, direct proof, proof by cases, contradiction and contrapositive, quantifiers and counter-examples, and proof by mathematical induction.
- Functions, relations and graphs: rational and other quotient functions, and curve sketching, including asymptotes, stationary points, points of inflection and symmetry.
- Complex numbers: De Moivre's theorem, powers and roots of complex numbers in polar form, the nth roots of unity, and factorising polynomials over the complex numbers.
- Calculus: advanced techniques of differentiation and integration, and their application to curve sketching, arc length, area and volume.

Outcomes:

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

School Based Assessment

Unit 3

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

Contribution to final assessment:

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

Unit 4

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

Contribution to final assessment:

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

External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations. Examination 1 will contribute 20 per cent and Examination 2 will contribute 40 per cent to the study score.

TEXTS & TRADITIONS

TEXTS & TRADITIONS UNITS 3&4

Course Outline

Unit 3: Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

Sociocultural and literary criticisms are two exegetical methods introduced in Unit 3 and developed further in Unit 4. Sociocultural criticism is based on an understanding of the original social, cultural, religious, political and historical experience or situation at the time of the formation of the text. Literary criticism is an exegetical method used to analyse texts according to their structure, literary forms and techniques, and the development of themes. These methods rely on an understanding of the specific formation of the text and its intended audience. This can lead to a more accurate and detailed understanding of the original intention of the sacred text.

Outcomes:

1. To identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.
2. To discuss the major purposes of the set text, and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the intended audience.
3. To understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study.

Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.	**30**	The student's performance will be assessed using one of the following: • extended responses • a report • short-answer questions.
Outcome 2 Discuss the major purposes of the set text and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the intended audience.	**30**	The student's performance will be assessed using one of the following: • an essay • extended responses • a report • short-answer questions • a textual commentary.
Outcome 3 Understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study.	**40**	The student's performance will be assessed using one or more of the following: • textual notes • annotated passages • an exegetical framework report.
Total marks	**100**	

Unit 4: Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the religious tradition. In this unit students study a significant theme contained in the set text and consider the interpretation of the text in light of the theme.

Outcomes:

1. To apply exegetical methods to develop an interpretation of all the passages for special study.
2. To discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.
3. To analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and understand how the text is used to justify the interpretation.

Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Apply exegetical methods to develop an interpretation of all of the passages for special study.	**50**	One or more exegetical exercises.
Outcome 2 Discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.	**30**	An essay.
Outcome 3 Analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and understand how the text is used to justify the interpretation.	**20**	A report OR An extended response.
Total marks	**100**	

External assessment

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

PHYSICS

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

PHYSICS UNITS 1&2

Course Outline

The study is made up of four units, structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Outcomes:

1. To model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
2. To explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
3. To investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

School Based Assessment:

Suitable tasks for assessment of Outcomes 1, 2 and 3 may be selected from the following:

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Outcomes:

1. To investigate, analyse, mathematically model and apply force, energy and motion.
2. To investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
3. To draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

School Based Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster.

For Outcome 3

- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

PHYSICS UNITS 3&4

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Outcomes:

1. To investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
2. To analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
3. To analyse and evaluate an electricity generation and distribution system.

Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.	**40**	**For Outcomes 1, 2 and 3** For each outcome, one task selected from: • application of physics concepts to explain a model, theory, device, design or innovation • analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions • problem-solving, applying physics concepts and skills to real-world contexts • comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities. Each task can only be selected once across Units 3 and 4. For each task the time allocated should be approximately 50 minutes for a written response and 5 minutes for a multimodal or oral presentation.
Outcome 2 Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.	**40**	
Outcome 3 Analyse and evaluate an electricity generation and distribution system.	**40**	
Total marks	**120**	

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Outcomes:

1. To analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
2. To design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.	**40**	**For Outcome 1** One task selected from: • application of physics concepts to explain a model, theory, device, design or innovation • analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions • problem-solving, applying physics concepts and skills to real-world contexts • comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities. Each task can only be selected once across Units 3 and 4. For each task the time allocated should be approximately 50 minutes for a written response and 5 minutes for a multimodal or oral presentation.
Outcome 2 Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.	**40**	**For Outcome 2** Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words.
Total marks	**80**	

Contribution to final assessment

The end-of-year examination will contribute 50 per cent to the study score.

PSYCHOLOGY

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

PSYCHOLOGY UNITS 1&2

Course Outline:

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Outcomes:

1. to discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
2. to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
3. to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

School Based Assessment:

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

Outcome 1 and Outcome 2

For each outcome, at least one task selected from:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.

Outcome 3

- a response to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Outcomes

1. able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
2. to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
3. to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

School Based Assessment:

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

Outcome 1 and Outcome 2

For each outcome, at least one task selected from:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.

For Outcome 3

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

PSYCHOLOGY UNITS 3&4

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Outcomes

1. To analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.
2. To apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

School Based Assessment:

Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.	**40**	*For Outcomes 1 and 2* For each outcome, one task selected from: • analysis and evaluation of at least one psychological case study, experiment, model or simulation • analysis and evaluation of generated primary and/or collated secondary data • comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities • analysis and comparison of two or more contemporary media texts. Each task type can be selected only once across Units 3 and 4. For each task the time allocated should be approximately 50–70 minutes for a written response and 10 minutes for a multimodal or oral presentation.
Outcome 2 Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.	**40**	
Total marks	**80**	

<u>Unit 4:</u> How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Outcomes

1. To analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
2. To discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
3. To design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

School Based Assessment:

Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 **Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.**	**40**	*For Outcomes 1 and 2* For each outcome, one task selected from: • analysis and evaluation of at least one psychological case study, experiment, model or simulation • analysis and evaluation of generated primary and/or collated secondary data • comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities • analysis and comparison of two or more contemporary media texts. Each task type can be selected only once across Units 3 and 4. For each task the time allocated should be approximately 50–70 minutes for a written response and 10 minutes for a multimodal or oral presentation.
Outcome 2 **Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.**	**40**	
Outcome 3 **Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.**	**40**	*For Outcome 3* Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words.
Total marks	**120**	

External assessment

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

VISUAL COMMUNICATION DESIGN (VCD)

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledge, histories, traditions and practices.

VISUAL COMMUNICATION DESIGN UNITS 1&2

Course Outline:

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

Outcomes:

1. To use human-centred research methods to reframe a design problem and identify a communication need.
2. To create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
3. To develop a sustainable object, considering design's influence and factors that influence design.

School Based Assessment:

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

Outcome 1 - Reframing design problems and preparing a brief

- a report or presentation exploring conceptions of good design
- a presentation documenting human-centered research methods and findings relating to a design problem
- a written brief identifying a communication need.

Outcome 2 - Developing visual language

- a folio of work demonstrating the Develop and Deliver stages of the VCD design process to create visual language for a business or brand
- presentation of design concepts for a critique

Outcome 3 - Designing a sustainable object

- a folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object

Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Outcomes:

1. To present an environmental design solution that draws inspiration from its context and a chosen design style.
2. To apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
3. To apply the VCD design process to design an interface for a digital product, environment or service.

School Based Assessment:

Suitable tasks for assessment in this unit are:

Outcome 1 - Environmental design

- a folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style.

Outcome 2 - Culturally appropriate design practices

- investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge, presented in one of the following formats:
  - an extended written response
  - short-answer responses supported by visual references
  - an annotated visual report
  - a presentation using digital technologies such as an online presentation or interactive website
  - an oral presentation

  AND
- creation of personal iconography in a range of design exercises.

Outcome 3 - Digital interface

- a folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment or service.

VISUAL COMMUNICATION DESIGN UNITS 3&4

Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Outcomes:

1. To compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.
2. To compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
3. To identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Contribution to final assessment

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

The School-assessed Task contributes 50 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.	30 20	A comparative case study of designers in selected design field(s) presented in one of the following formats: • a written report • an annotated visual report • a response presented in a digital format, such as an online presentation or interactive website. AND Two practical design exercises documenting emerging skills in selected field(s) of practice.
Outcome 2 Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.	50	A comparative analysis of design examples presented in one of the following formats: • a written report • an annotated visual report • a response presented in a digital format, such as an online presentation or interactive website.
Total marks	100	

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements.

Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Students resolve selected design concepts and devise a pitch of one concept for each communication need to communicate their design thinking and decision making to an audience or user. Students explain the reasons for their selection and use of particular materials, media and methods, design elements and principles, and formats for presentation.

They consider responses to their pitch and further refine each selected concept, in preparation for the presentation of final design solutions.

Outcomes:

1. To refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.
2. To produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

School based assessment

Contribution to final assessment

The School-assessed Task contributes 50 per cent to the study score.

Outcomes	Assessment tasks
Unit 3 Outcome 3 Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.	• Research using divergent and convergent thinking to identify and analyse a design problem. • A brief that identifies two communication needs and develops design criteria including the purposes, contexts, audience or user characteristics and design constraints. • Generation of a range of ideas drawing on the design criteria documented in the brief. • Presentation and critique of design ideas to a group based on the client needs and criteria documented in the brief. • Deliver and respond to feedback using written reflective and critical evaluations.
Unit 4 Outcome 1 Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.	• A folio of work presenting the development of design concepts for two distinct communication needs. • Evaluation, testing and resolution of design concepts. • Devise and deliver a pitch of one design concept for each of the two distinct communication needs. • Documentation of the development, refinement and resolution of design concepts.
Unit 4 Outcome 2 Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.	• Two distinct final presentations in two separate presentation formats that fulfil the communication needs and design criteria outlined in Unit 3, Outcome 3. • Use of visual language and appropriate methods to communicate solutions to an audience or users.

End-of-year examination

Contribution to final assessment

The examination will contribute 30 per cent to the study score.

VCE
VOCATIONAL MAJOR

VCE VOCATIONAL MAJOR (VCE – VM) SUBJECT SELECTION INFORMATION

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empowering them to make informed decisions about the next stages of their lives through real- life workplace experiences.

VOCATIONAL MAJOR - VET

VM students will be required to complete the **SIS30122 Certificate III in Sport, Aquatics and Recreation at ICOM.** In addition to this VET subject students in VM will also take part in the **VCE Vocational Major - Vocational Education and Training Delivered to Secondary Students (VDSS) through Victoria University.**

This program allows secondary students to gain practical skills in a specific industry while undertaking the Victorian Certificate of Education (VCE) including the Vocational Major (VCE VM).

Programs are typically completed over two years and provide students with a qualification or partial completion of a nationally recognised certificate.

Programs are taught by industry-experienced practitioners in world-class training facilities, and often include a workplace-learning component.

BENEFITS

VDSS programs contribute directly to the VCE/VCE VM and can contribute towards the ATAR score. Other advantages for students who take part in our program include:

- gaining industry experience and employability skills
- creating a pathway to further study (certificate, diploma qualifications) at TAFE
- opportunities to develop effective relationships with industry employers
- enhancing knowledge of employer and workplace expectations
- developing the capacity for teamwork and leadership.
- Form strong connections with industry, award-winning learning model, state-of-the-art facilities and specialised course content mean you'll graduate with real-world experience.

For more information on programs offered: https://www.vu.edu.au/study-at-vu/information- for/secondary-school-students/vocational-education-training-delivered-to-secondary- students-vdss

Example of what students can study in VCE-VM

YEAR 10						
Units 1&2 Foundation English	Units 1&2 Foundation Maths	Science	Humanities	Unit 1 Personal Development Skills	VET 1 Certificate III in Sports & Recreation Yr1	Work Placement at ICOM
YEAR 11						
Units 1&2 Literacy	Units 3&4 Foundation Math	Unit 1&2 Work Related Skills		Unit 2 Personal Development Skills	VET 1 Certificate III in Sports & Recreation Yr2	VET 2 in schools at external RTO
YEAR 12						
Units 3&4 Literacy	Structured Work Placement	Unit 3&4 Work Related Skills		Unit 3&4 Personal Development	VET 2 in schools at External RTO	

VCE – VM SUBJECTS

VM LITERACY

VM LITERACY UNITS 1&2

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

Unit 1

Area of Study 1: Literacy for personal use

In this area of study students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

Outcome 1

On completion of this unit the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Area of Study 2: Understanding and creating digital texts

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Outcome 2

On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

Outcome	Assessment tasks
Outcome 1 **Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.**	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a reflective journal • a narrative, expository or informative piece • a performance. Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a research task • a record and reflection of the presentations of guest speaker/s • a record of discussion or debate • a report, explanatory or instructional piece or article • a record of interviews with members of the community and class • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
Outcome 2 **Apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.**	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • a digital presentation • an online report, explanatory or expository piece or article • a video, podcast or oral presentation Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a digital reflective journal • an online narrative, instructional or informative piece/content • a digital presentation of guest speaker/s • a recorded of discussion or debate • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

Unit 2

Area of Study 1: Understanding issues and voices

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

Outcome 1

On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning.

Area of Study 2: Responding to opinions

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Outcome 2

On completion of this unit the student should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

Outcome	Assessment tasks
Outcome 1 **Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range annotations, written, oral and multimedia responses reflecting that reflect learning.**	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a case study • a response to structured questions • a digital presentation that offers a point of view Assessment should also include a range of the following activities (or equivalent tasks) where students could apply and demonstrate learning: • a research task • a report • a brochure • a record and reflection of the presentations of guest speaker/s • a record of a debate or discussion • a visual presentation, such as a graphic organiser • a concept/mind map or annotated poster • a comparison of two persuasive pieces • an animation or cartoon that provides a point of view.
Outcome 2 **Interpret the values and opinions of others and present in oral form points of view supported by evidence.**	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • an oral report • a video, podcast or oral presentation • a recorded debate or discussion Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a research task • a reflective journal • a report • a brochure • a record and reflection of the presentations of guest speaker/s • a record of interviews with members of the community or class • a comparison of two persuasive pieces.

Unit 3

Area of Study 1: Accessing and understanding informational, organisational and procedural texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

Outcome 1

On completion of this unit the student should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

Area of Study 2: Creating and responding to organisational, informational or procedural texts

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Outcome 2

On completion of this unit the student should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 3 and will assist teachers in determining the student attainment of the standard.

Outcome	Assessment tasks
Outcome 1 **Demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.**	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: ● a series of annotations and summaries ● a research task ● a case study analysis Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: ● a record and reflection of the presentations of guest speaker/s ● annotated photographs, signs or visuals ● a response to structured questions.
Outcome 2 **Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.**	Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following: ● a set of instructions including visuals/diagrams ● a brochure or report including visuals/diagrams ● a vlog. Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: ● a series of annotations and summaries ● annotated photographs, signs or visuals ● a video, podcast or oral presentation ● a response to structured questions ● a visual presentation, such as a graphic organiser, concept/mind map or annotated poster

Unit 4

Area of Study 1: Understanding and engaging with literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Outcome 1

On completion of this unit the student should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

Area of Study 2: Speaking to advise or to advocate

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: *Literacy for civic participation* or *Literacy for everyday contexts*.

Outcome 2

On completion of this unit the student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Option 1: Literacy for civic participation

Students deliver an informative or instructional presentation on an area of civic participation that is of personal interest.

Option 2: Literacy for everyday personal contexts

Students deliver an informative or instructional presentation on an area of personal management that is of interest.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An Assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

Outcome	Assessment tasks
Outcome 1 **Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or chosen community group.**	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a series of annotations and summaries • a blog or vlog • a multimodal presentation created for promotion Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a case study • a brochure or pamphlet • a video, podcast or oral presentation • a digital presentation • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
Outcome 2 **Negotiate the topic of choice for, and complete, an oral presentation that showcase reflections and evaluations of student learning.**	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • a video, podcast or oral presentation • a digital presentation of a portfolio Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a series of summaries • a reflective journal or diary

VM PERSONAL DEVELOPMENT SKILLS (PDS)

This study enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community
- recognise and describe the attributes of effective leaders and teams
- set and work towards the achievement of goals
- work independently and as part of a team to understand and respond to community need
- evaluate and respond to issues that have an impact on society
- develop capacities to participate in society as active, engaged and informed citizens.

Structure

This study is made up of four units.

Unit 1: Healthy individuals
Unit 2: Connecting with community
Unit 3: Leadership and teamwork
Unit 4: Community project

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

VM PDS UNITS 1&2

Unit 1: Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Area of Study 1: Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Outcome 1

On completion of this unit the student should be able to explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.

Area of Study 2: Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Outcome 2

On completion of this unit the student should be able to plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

Area of Study 3: Promoting a healthy life

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Outcome 3

On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Assessment Tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An Assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

Outcome	Assessment tasks
Outcome 1 Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a recorded reflection on personal attributes • a reflective journal • a case study Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a performance • a record and reflection of presentations by guest speaker/s • a record of discussion or debate • a video, podcast or oral presentation • a response to structured questions • a record of interviews with members of the community and class • a digital presentation • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
Outcome 2 Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • a project plan • a research task • annotated photographs Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a record and reflection on visit/s to a community-based program or organisation • a record and reflection of presentations by guest speaker/s • a record of discussion or consultation • a video or oral presentation • a record of interviews with members of the community • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
Outcome 3 Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following: • a critical evaluation of an activity or program • a digital or oral presentation reflecting on activity or program Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • annotated photographs • a record of survey responses • a record and reflection on visit/s to a community-based program or organisation • a video, podcast or oral presentation

Unit 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Area of Study 1: What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship.

Students investigate community participation and recognise that there are a range of ways to participate in community life.

Outcome 1

On completion of this unit the student should be able to describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

Area of Study 2: Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Outcome 2

On completion of this unit the student should be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.

Area of Study 3: Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Outcome 3

On completion of this unit students should be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Assessment Tools

Outcome	Assessment tasks
Outcome 1 Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster • an oral, digital or written report • a record and reflection of guest speaker/s or interview with community member/s Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a reflective journal of participation in practical tasks • annotated photographs • a case study • a video • a digital presentation • a record of survey result • a website
Outcome 2 Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • research task • an oral, digital or written report • a case study Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a written critical evaluation of community barriers • a record and reflection on visit/s to a community-based program or organisation • a record and reflection of presentations by guest speaker/s • a record of discussion or debate • a record of interview with community members or leaders • a video, podcast or oral presentation • a research task or case study analysis • a record of interview with members of the community • a digital presentation • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster • meeting minutes
Outcome 3 Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following: • a community engagement plan/ concept map • a digital, oral, or written presentation Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a record and reflection on visit/s to a community-based program or organisation • a reflective journal of participation in practical tasks • a record and reflection of presentations by guest speaker/s • annotated photographs • a record of discussion or debate • a video, podcast or oral presentation • a record of survey results • a record of interview with community engagement activity participants

Unit 3: Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Area of Study 1: Social awareness and interpersonal skills

In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. Implicit to this unit is that leadership begins at self, develops to leadership of others and then to communities.

Outcome 1

On completion of this unit the student should be able to apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.

Area of Study 2: Effective leadership

In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Outcome 2

On completion of this unit the student should be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.

Area of Study 3: Effective teamwork

In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Outcome 3

On completion of this unit the student should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Assessment tools

Outcome	Assessment tasks
Outcome 1 Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a critical reflection on the use of interpersonal skills • a digital, oral, or written presentation • a report • Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a reflective journal • a record and reflection of presentations by guest speaker/s • a record of discussion or debate • a case study • annotated photographs • a video, podcast or oral presentation • a response to structured questions
Outcome 2 Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • a personal reflection of participation in practical tasks • a critical evaluation of a team activity • a compilation and reflection on a variety of feedbacks Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a record and reflection on visit/s to a program or organisation • a reflective journal of participation in practical tasks • a record of discussion or debate • a video, podcast or oral presentation • a record of interviews with members of the community • a digital presentation • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster • meeting minutes
Outcome 3 Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following: • an evaluation report of participation in practical tasks • a critical reflection on team members' feedback Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a written critical evaluation of a leadership activity • a record and reflection on visit/s to a program or organisation • survey responses • a skills audit • a reflective journal • a record of discussion or debate • a blog or vlog • a video, podcast or oral presentation • a response to structured questions • a record of interview/s with members of the community • a digital presentation • meeting minutes

Unit 4: Community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Area of Study 1: Planning a community project

In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Outcome 1

On completion of this unit the student should be able to investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

Area of Study 2: Implementing a community project

In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Outcome 2

On completion of this unit the student should be able to use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.

Area of Study 3: Evaluating a community project

In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

Outcome 3

On completion of this unit the student should be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Assessment tools

Outcome	Assessment tasks
Outcome 1 Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern..	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a research or investigation report • a project plan. Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a record of survey results • a record of discussion or debate • a reflection on a site or organisation visit • a video, podcast or oral presentation • a digital presentation.
Outcome 2 Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.	Assessment tasks should provide opportunities for practical application of the outcome. The assessment of Outcome 2 should include: • a record of active implementation, participation and execution of a planned project Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • annotated photographs • a reflective journal of participation in practical tasks • a video • a record of survey results • a record of interviews with members of the community • a digital presentation.
Outcome 3 Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.	The assessment of Outcome 3 will include: • a presentation regarding individual or team effectiveness in executing planned project Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a video • an audio recording • a PowerPoint or Prezi • a website. • annotated photographs

VM WORK RELATED SKILLS (WRS)

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

Structure

This study is made up of four units:

Unit 1: Careers and learning for the future
Unit 2: Workplace skills and capabilities
Unit 3: Industrial relations, workplace environment and practice
Unit 4: Portfolio preparation and presentation

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

VM WRS UNITS 1&2

Unit 1: Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1: Future careers

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Outcome 1

On completion of this unit the student should be able to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

Area of Study 2: Presentation of career and education goals

In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Outcome 2

On completion of this unit the student should be able to forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Assessment tools

Outcome	Assessment tasks
Outcome 1 Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a record of data analysis • a research task Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning • job outlook, web scavenger hunt • participation/discussion/questions during incursions by industry • participation/discussion/questions during industry visits • participation in career speed-interviews • a reflection and collection of resources during career expos visits • refection and participation in industry immersion activities • a case study • a video, podcast or oral presentation • a response to structured questions • creation of a graph/chart.
Outcome 2 Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • a career and education report • a career and education presentation • a career and education research task • a career action plan Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning • creation of SMART goals • record of meeting with careers advisor • completion of career discovery quizzes • record of interview with an employer or employee • creation of a personal profile • a record and reflection on visit/s to a community-based program or organisation • a collection of annotated resources. • a record and reflection of presentations by guest speaker/s • a record of discussion or consultation • annotated photographs

Unit 2: Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Area of Study 1: Skills and capabilities for employment and further education

In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Outcome 1

On completion of this unit the student should be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

Area of Study 2: Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Outcome 2

On completion of this unit the student should be able to demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

Assessment tools

Outcome 1 Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a skills audit • participation in mock interview • a further education and/or training plan Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning • a collection of curated artefacts • completion of a careers quiz • completion of a personality type indicator survey • a reflective journal of participation in practical tasks • a record and reflection of presentations by guest speaker/s • annotated photographs • a video • a role play.
Outcome 2 Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • a cover letter • a resume • a mock interview Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning • a plan of action/response to feedback • a collection of annotated position description or advertisements • participation in mock job interview • a video, podcast or oral presentation • a role-play or performance • a record of survey responses • a digital presentation • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster

Unit 3: Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Area of Study 1: Workplace wellbeing and personal accountability

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Outcome 1
On completion of this unit the student should be able to analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.

Area of Study 2: Workplace responsibilities and rights

In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

Outcome 2
On completion of this unit the student should be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

Area of Study 3: Communication and collaboration

In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

Outcome 3
On completion of this unit the student should be able to apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Assessment tools

Outcome	Assessment tasks
Outcome 1 Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a case study • a research task • a presentation • a report Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning • participation in discussion and questions during excursions to: – Trades Hall Council – The Human Rights Commission – Union or advocacy body • a record and reflection of presentations by guest speaker/s • a record of discussion or debate • a response to structured questions • a digital presentation • a role-play or performance • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
Outcome 2 Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: • a case study • a role play or performance • a presentation Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning • participation in discussion and questions during excursions to: – Fair Work Australia – The Fair Work Commission – Community Legal Centre • a mock hearing • a record and reflection of presentations by guest speaker/s • a record of discussion or debate • a response to structured questions • a research task • a digital presentation • a graphic organiser, concept/mind map or annotated poster
Outcome 3 Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following: • a record of observed active listening techniques • a role play of performance • a presentation Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning. • participation in school council meetings • membership of student representative groups • committee membership • a case study • a record of interview • a record of discussion with guest speakers and/or community groups

Unit 4: Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high- quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Area of Study 1: Portfolio development

In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Outcome 1
On completion of this unit the student should be able to analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

Area of Study 2: Portfolio presentation

In this area of study, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.

Outcome 2
On completion of this unit the student should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

Assessment tools

Outcome	Assessment tasks
Outcome 1 Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.	The assessment of Outcome 1 will include: • evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.
Outcome 2 Present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements.	The assessment of Outcome 2 will include • presentation of a portfolio related to a target industry or target audience panel. • evaluation of presented portfolio

ADDITIONAL TERTIARY INFORMATION

Post-Secondary Options:

The following section provides students with options available once they have completed the VCE.

1. Universities:

Most universities select candidates through the Victorian Tertiary Admissions Centre (VTAC). The major points are:

- applicants must successfully complete their VCE
- some courses stipulate prerequisite VCE studies that must be satisfactorily completed to qualify for entry
- since the number of applicants usually exceeds available places, other criteria are often used to decide placements. Criteria vary from course to course. The standard practice for most university courses is to use the ATAR as the sole method of selection. Universities may also use interviews, tests, folios, auditions and acceleration study results. Course prerequisites and selection requirements are published on the VTAC website, including VICTER for Year 10 students.

2. College of Technical and Further Education (TAFE)

TAFE colleges offer the following types of courses:

- short courses
- bridging courses
- certificates I-IV
- diplomas and advanced diplomas
- Some bachelor's degrees

Year 12 students may wish to consider the option of TAFE courses as an alternative to tertiary study at university. Pathways from TAFE to university are well-established.

TAFE Entry:

Students may consider VTAC and non-VTAC TAFE courses. VTAC courses are for VCE graduates, whilst anyone can apply for non-VTAC courses.
Entry to TAFE courses is through VTAC or direct entry.

Briefly:

a. Applicants must successfully complete their VCE
b. Some courses also stipulate prerequisite VCE studies that must be satisfactorily completed
c. If the number of applicants exceeds available places, other criteria will be used to decide upon successful applicants. Criteria vary. Some TAFE courses use
    1. the ATAR, others select students by interviews, tests, folios, auditions or assessing talent or performance.

TAFE Credits:

VCE students may gain credit/RPLs towards some TAFE courses. Students apply for these credits/RPLs once they have been accepted into a TAFE course. Details are available from the Careers Coordinator.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Planning my VCE or VCE VM



Use this chart to plan your VCE program

Things to consider:

- If you want to complete your VCE in two or three years
- You must include an approved combination for the compulsory units from the English group
- The wide range of available VCE studies and VCE VET programs
- The student profiles in this booklet, and advice from your parents, teachers and careers counsellors that may help you identify the program that is best for you

	Year 10	Year 11	Year 12
Unit 1			
Unit 2			
Unit 3			
Unit 4			

YOUR RIGHTS AT ICOM

Islamic College of Melbourne — Every Student. Every Right. Every Day.

At ICOM, you have rights. Not just rules to follow — real rights that belong to you. This page tells you what those rights are and exactly who to go to if you ever need help.

YOUR THREE CORE RIGHTS

YOUR RIGHT TO SAFETY

- You have the right to feel safe at school — physically, emotionally, and online.
- No one has the right to hurt, bully, threaten, or discriminate against you.
- If you feel unsafe, you can tell any trusted adult at school and action must be taken.
- In Islam, protecting dignity (karama) is an obligation — your safety matters to us.

YOUR RIGHT TO INFORMATION

- You have the right to know how your work is assessed and what marks you received.
- You have the right to understand your learning plan, behaviour plan, or pathway options.
- You have the right to access information about your senior pathway.
- ICOM must give you clear, honest information — you can always ask for more.

YOUR RIGHT TO PARTICIPATE

- You have the right to have a say in decisions that affect your learning and wellbeing.
- You can contribute to your own learning plan or behaviour plan meetings.
- You can use Student Council or Year Level Council to raise ideas or concerns.
- Your voice matters — schools work better when students participate.

WHO TO TALK TO

Your Classroom Teacher
First step for anything about your learning, a task, or how you're going in class.

Your Student Services Coordinator
For concerns about your overall wellbeing, behaviour matters, or problems with a teacher.

The Wellbeing Team
For anything personal, emotional, or if you feel unsafe. Confidential support available.

Director of Teaching & Learning
For concerns about your learning plan, assessment decisions, or pathway choices.

The Vice Principal
If you've raised your concern and it hasn't been resolved. You have the right to escalate.

VCE Coordinator
For all VCE-specific rights: SAC rules, assessment appeals, subject changes, other VCE related concerns.

HOW TO RAISE A CONCERN — STEP BY STEP

1	Speak up	Talk to your teacher, Year Level Coordinator, or any trusted adult about your concern.
2	Follow up	If nothing happens within 5 school days, speak to the Director of Teaching & Learning.
3	Escalate	If still unresolved, speak to the Principal. You can bring a parent, guardian, or support person.
4	Go external	For serious child safety concerns, you can contact Child protection, the Commission for Children & Young People or VRQA. If you or another child is in immediate danger, call Victoria Police on 000.

You will NEVER be punished for raising a concern. Asking for help is your right.

In Islam, seeking justice (adl) and protecting dignity (karama) are obligations — not just options.

Related ICOM Policies

Reference list for VCE & VCE VM students

Islamic College of Melbourne

The policies listed below apply to all students at the Islamic College of Melbourne and should be read alongside this VCE Handbook. Students enrolled in the VCE and VCE VM are expected to be familiar with these policies and to comply with them throughout their senior secondary studies.

Copies of all policies are available through the school website, SEQTA, and from the relevant ICOM staff member listed under each policy. Where this Handbook is silent on a particular matter, the relevant ICOM policy applies.

1. Child Safety & Wellbeing Policy	
Purpose	Sets out ICOM's commitment to creating a safe, supportive, and inclusive environment for all students, in accordance with the Victorian Child Safe Standards and Ministerial Order 1359.
Key points for students	• ICOM has zero tolerance for child abuse and is committed to upholding the safety, wellbeing, and dignity of every student. • Every student has the right to feel safe, respected, and listened to at school. • Students are encouraged to speak up if they feel unsafe, see something concerning, or are worried about a friend. • Reports may be made to any trusted staff member, the Director of Student Services, the Head of Secondary, or the Principal. • ICOM staff are mandatory reporters and will respond to all concerns in accordance with the policy.
How to access	*Available on the ICOM website. For confidential concerns, contact the Director of Student Services or the Principal.*

2. Complaints & Grievances Policy	
Purpose	Outlines the process by which students and parents can raise concerns or formal complaints about any aspect of school life, including assessment decisions, teacher conduct, peer relationships, and school services.
Key points for students	• Concerns should first be raised informally with the relevant subject teacher, Head of Teaching and Learning, or Year-Level Coordinator. • If unresolved, a formal complaint may be lodged in writing with the Vice Principal & Head of Secondary or the Principal. If still unresolved, it may be referred to the College Board. Complaints about VCE compliance may then be taken to the VCAA (see Appealing a School Assessment Decision). Concerns that the College is not meeting the minimum standards for school registration may be raised with the VRQA. • Complaints will be handled fairly, confidentially, and in a timely manner. • Students will not be disadvantaged or treated less favourably for raising a legitimate concern. • For VCE assessment decisions specifically, the appeals process outlined in this Handbook applies (see Appealing a School Assessment Decision; for alleged breaches of assessment rules, see Breaches of School-Based Assessment Rules).
How to access	*Available on the ICOM website. Initial concerns can be raised via email or in writing to the relevant Coordinator.*

3. Student Code of Conduct Policy	
Purpose	Sets out the behavioural and ethical expectations of all ICOM students, grounded in the College's Islamic values of amanah (trust), adalah (justice), and hayaa (modesty and respect).
Key points for students	• Students are expected to demonstrate respect for staff, peers, school property, and the wider College community at all times. • Standards of uniform, attendance, punctuality, and classroom conduct apply to all VCE and VCE VM students. • Academic integrity — including the rules on plagiarism, cheating, collusion, and use of generative AI — is a core element of the Code (see Authentication of Student Work in this Handbook). • Behaviour outside school hours, on excursions, and online may also be considered under the Code where it affects the College community. • Breaches are addressed through ICOM's progressive response framework, which prioritises restorative practices alongside appropriate consequences.
How to access	*Available on the ICOM website and in the Student Diary. Distributed at the start of each academic year and signed by students and parents.*

4. Learning & Wellbeing Support Policy	
Purpose	Describes the academic, social, emotional, and pastoral supports available to students, including provisions for students with diverse learning needs, mental health concerns, or personal circumstances affecting their studies.
Key points for students	• Students experiencing difficulty with their studies, attendance, or wellbeing are encouraged to speak with their subject teacher, Year-Level Coordinator, the VCE or VM Coordinator, or a Secondary Counsellor. • Confidential support is available from the Secondary Counsellors (Ms Ruwaida Sarker and Mr Melih Bal). • Students with diagnosed learning needs may be eligible for in-class adjustments and, where appropriate, VCAA Special Provision (see Special Provision Policy in this Handbook). • External referrals to medical, psychological, or family support services can be facilitated through the Director of Student Services. • Wellbeing concerns shared in confidence will be treated sensitively and only escalated where required for the student's safety.
How to access	*Available on the ICOM website. To request support, contact your Year-Level Coordinator, the Secondary Counsellors, or the Director of Student Services.*

Note for students and parents

This Handbook should be read in conjunction with the policies above. ICOM policies may add requirements that are more specific than the VCAA's, but they cannot reduce or contradict VCAA requirements. For all VCE and VCE VM matters, the VCAA VCE Administrative Handbook 2027 prevails over this Handbook and any ICOM policy.

If you are unsure which policy applies to your circumstances, please speak to the VCE Coordinator or the VCE VM & VET Coordinator or Director of Teaching & Learning.

Supersedes:	Previous Version (15 February 2026)	
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Review Date:	Three Year Cycle	
Policy Owner:	Islamic College of Melbourne	

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