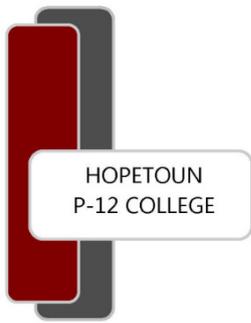


**VCE
VET
VCAL
SBA**

**Information Booklet
2022**



SENIOR SCHOOL POLICY AND PROCEDURES VCE & VCAL

Rationale:

This document provides advice and information to students and parents about the administration and regulation of the VCE, VCAL and VET. The information is based on Victorian and Curriculum Assessment Authority (VCAA) policies and regulations, as detailed in the Administrative Handbook (published annually), other relevant VCAA publications and Hopetoun P-12 College Policies. Changes to VCAA information occur during the year and are subsequently published in the VCE Bulletin (published monthly). Any relevant information will be passed on to students and parents as deemed appropriate.

Aims:

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

Implementation:

The Principal is responsible for administering the VCAA rules and instructions and for ensuring that teachers are using the currently accredited study design.

Teacher Responsibilities and College Expectations:

It is the professional responsibility of the subject teacher to access the **current** Study Design and keep up to date with requirements of the subject and assessment activities. Teachers must ensure that all students are treated in a fair and consistent manner.

Every effort will be made to accommodate students deemed to have special needs or where course access may be problematic, including the implementation of a Student Support Group.

It is the responsibility of the teacher to ensure that SACs and SATs are assessed and returned to students in a timely manner (within two weeks from the date of the task), with constructive feedback for students to act upon.

Where work is moderated individual teachers cannot make comments about the marks given (or in some cases how these marks might have changed) by the group or individual teachers.

It must also be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by VCAA and therefore may change. Classroom teachers should not disclose marks until after the moderation process has taken place.

Marks for School Assessed Tasks (SATs) in Units 3&4 will not be disclosed until assessment has been confirmed by the VCAA and the results forwarded to the school. All teachers need to meet the deadlines for marks and S and N results imposed by the school and VASS.

It is expected that teachers access VCE data to evaluate and analyse previous year results, and implement appropriate action on the basis of this data. The delivery of courses, student exam performance, ranking and consistency of assessment will be discussed.

In planning for Unit Four teachers should ensure coursework is complete before the end of Term Three to allow sufficient time for exam preparation.

Teaching staff must provide substantial exam practice. Exam preparation is an essential element of all courses in order to provide adequate preparation and experience for students to achieve the best possible study scores and ATAR. Frequent and continuous preparation for the exam through tasks set under test conditions is necessary for all subject areas throughout the year. This is further enhanced by the preparation of a September (term break) practice exam, as well as revision and exam practice in Term Four.

Advice for teachers new to the VCE

For teachers undertaking VCE Units 1 – 4 subjects for the first time there is an understandable element of anxiety and uncertainty.

Teachers should:

- Read both the Study Design and Subject Assessment handbook, especially noting the Key Knowledge and Skills
- Read the Examiner's Reports from previous years
- Attend *Meet the Examiner* sessions which are held in Term 1 each year (See LA leaders)
- Obtain membership for your subject association
- Attend professional development relevant to the VCE

The VCAA Administrative handbook, VCE Study Designs and VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.

[Link to handbook](#)

[Link to Procedures for Assessment in VCE studies](#)

Appendix: Application for Special Provision

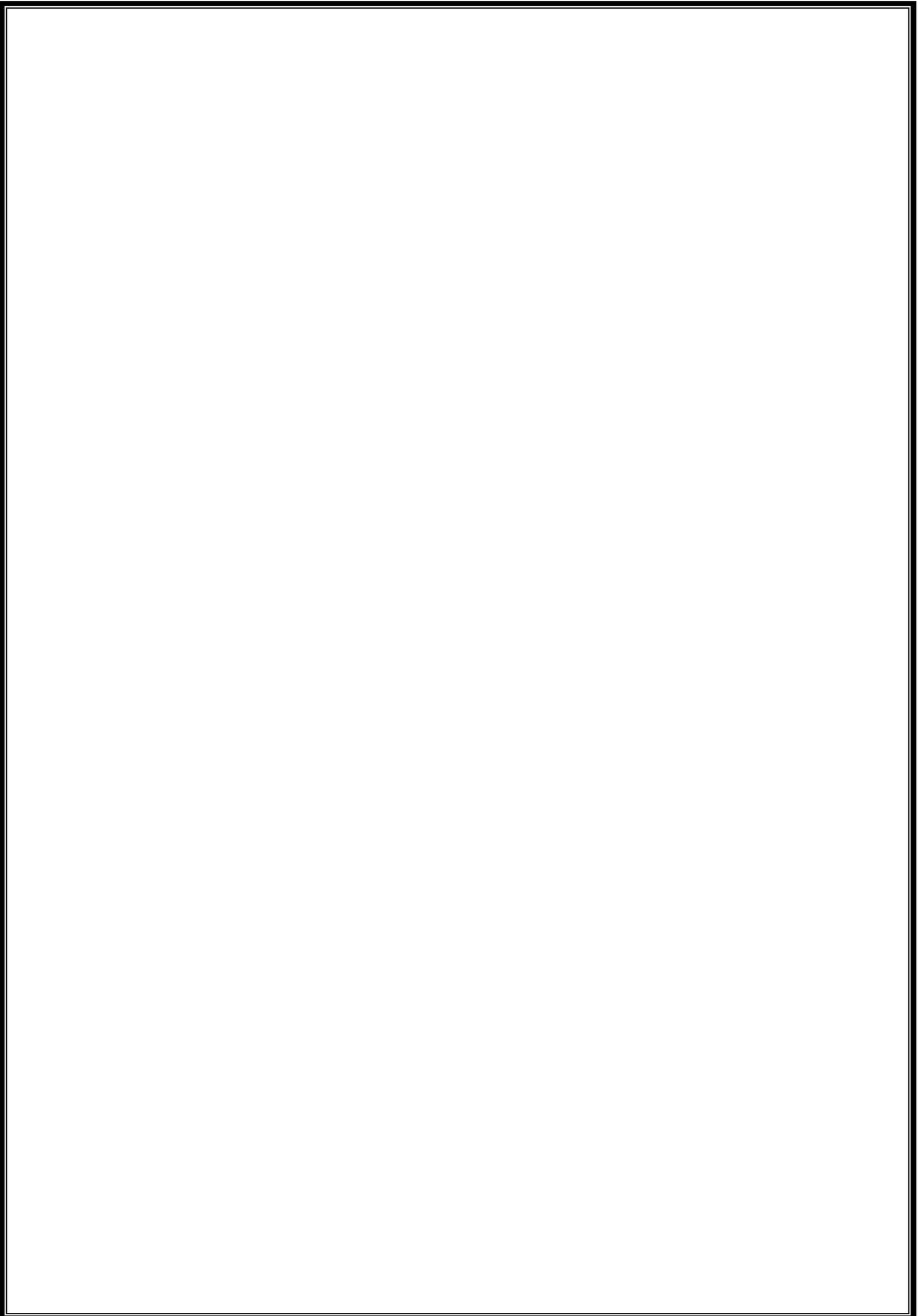
Unit at Risk

Unsatisfactory completion of Task

Overdue Coursework

THE LANGUAGE OF VCE:

Unit 1 / 2 Subjects:	Often referred to as 'Year 11 subjects', these are generally introductions to more 'in-depth' studies which will be undertaken in Units 3 and 4. Unit 1 and 2 subjects can also be undertaken by Year 10 students. While Unit 1 and 2 subjects are usually sequential, students may, in special circumstances, transfer out of a subject after Unit 1 and undertake a different subject for Unit 2 in Semester 2.
Unit 3 / 4 Subjects:	Unlike Units 1 and 2, subjects in Units 3 and 4 must usually be completed in the same calendar year. These subjects are often referred to as 'Year 12 subjects' and may have Year 11 students undertaking these studies. Teachers assess students through SACs and SATs and then students sit an external examination.
Learning Outcomes:	To satisfactorily complete a unit of work, a student must demonstrate certain knowledge and skills as set out in the appropriate Study Design.
Assessment Task:	These are the usual means by which Unit 1 and 2 students demonstrate their knowledge and skills in relation to Learning Outcomes.
School Assessed Course Work (SACs)	These are the usual means by which achievement is judged for those enrolled in Unit 1/2 and Unit 3 / 4 studies. SACs can take the form of a test or a graded assignment completed in class time.
School Assessed Tasks (SATs)	School assessed tasks occur in studies where products and models are made.
General Achievement Test (GAT)	A test undertaken by all students enrolled in Units 3 / 4 studies, and is completed in June. GAT results are included in final VCE results.
Special Provision:	The VCAA has a Special Provision Policy to provide all students undertaking Unit 3 / 4 studies with the maximum opportunity to participate in and complete their senior secondary studies.
Victorian Curriculum and Assessment Authority – VCAA	The authority which sets the Policies and Procedures associated with the VCE and is responsible for the end of year external assessments and study scores.
Outcome at Risk	These notices may be issued where a student has attendance issues, produces a below standard test result etc. These notices will be sent home with suggested forms of resolution of the issue.
VTAC	Victorian Tertiary Admissions Centre – responsible for the ATAR.
ATAR	Australian Tertiary Admission Rank. The overall ranking on a scale of 0 to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
Study Score	The mark out of 50 that students receive calculated from SACs, SATs and external assessment.



Victoria Certificate of Applied Learning (VCAL)- 2022

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12. **There is NO change to the VCAL program for 2022.**

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. The VCAL has three levels – Foundation, Intermediate and Senior. Students select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, Further Education (FE) and VCAL units.

There are four compulsory strands in VCAL:

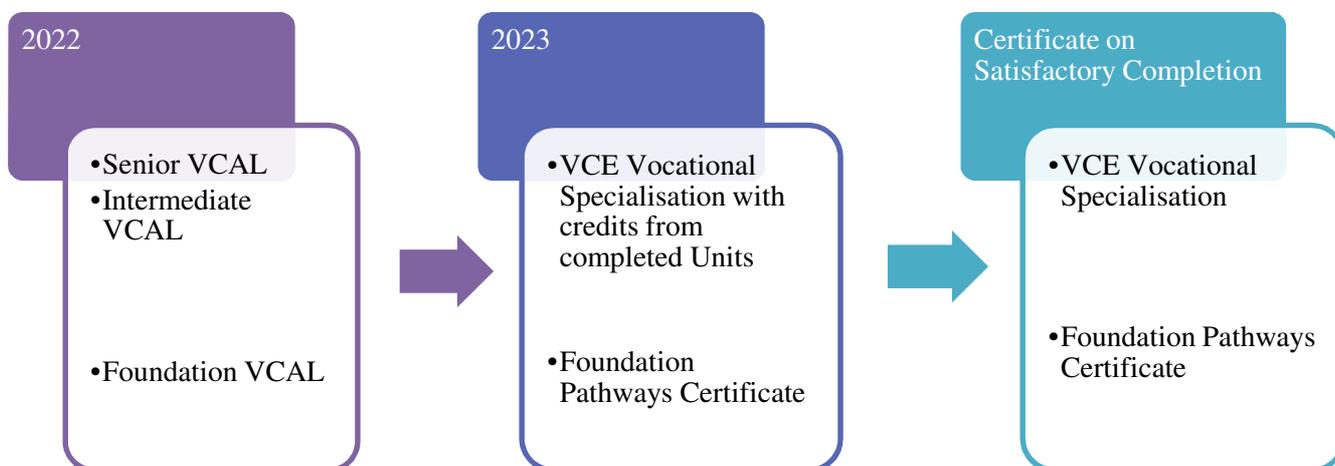
- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.

Further information about each of these strands can be found at www.vcaa.vic.edu.au/Pages/vcal/Publications/Publications/infosheets.aspx

VCAL units contain accredited learning outcomes that are generic and enable content to be developed to suit the individual needs of students

A certificate and Statement of Results will be issued to students who successfully complete their VCAL.

In 2023, students who are enrolled in the VCAL certificate will transition to the Vocational Specialisation within the VCE.



1. ATTENDANCE POLICY

All VCE and VCAL units involve at least 50 hours of scheduled classroom instruction over the duration of a semester. A student needs to attend sufficient class time to complete work. Hopetoun P-12 College has set 90% as the minimum class attendance rate of scheduled classes. If a student has completed work but there has been a substantial breach of attendance rules, and the school therefore wishes to assign an **N** to the unit, the school must assign **N** for one or more outcomes and thus the Unit.

When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may grant Special Provision for School-Based Assessments. In this case the student should not be penalised for lack of attendance. The Special Provision may allow a student to work from home for a period of time. Documentation relating to granting Special Provision and supporting evidence must be retained.

S/N JUDGMENTS:

- Students having unapproved absences in excess of 20% in any unit shall be ineligible to receive a satisfactory grade for that unit.
- Students having unapproved absences of between 10% and 20% shall only be eligible to receive a satisfactory grade in exceptional circumstances after consultation with student and parents.
- Students having unapproved absences of less than 10% shall be eligible to receive a satisfactory grade provided that all learning outcomes are satisfactorily completed.

APPROVED ABSENCE

- Only the Principal/Assistant Principal can officially approve an absence. Absences may be approved for the following:
 - School related activities
 - Illness
 - Family commitments
 - OR** at the Principal's/Assistant Principal's/VCE Coordinator's discretion.
- The mechanism for having an absence approved is to present a note or letter and/or medical certificate to the Year Level Coordinator. This must contain:
 - The student's name
 - The date(s) of the absence
 - A brief explanation of the absence
 - A parent or guardian signature
- Approval must be sought within two weeks of the last day of absence. Beyond this time no absence may be approved without a medical certificate.
- Class teachers will mark their class rolls accordingly and will use this information to determine whether the student has met the attendance requirements. Staff will need to check regularly with Business Manager to see which absences have become 'Approved Absences'.
- The Principal/Assistant Principal/VCE Coordinator is responsible for having school rolls amended to show approved absences.

REPORTING ABSENCES

- Attendance is to be reported to parents regularly and as required.
- When a student has been absent for **more than two sessions in a** fortnight, teachers should notify the Principal/Assistant Principal/VCE Coordinator.

APPEALS

Students are advised to regularly check their approved attendance record with their teachers. Where a student has not met the attendance requirements for a particular subject, they may appeal in writing to the Principal who will establish a review of their absences. Where appropriate, a meeting will be called with the teacher, the student, a parent or guardian and the Principal/Assistant Principal/VCE Coordinator to discuss the circumstances. The teacher and Principal/Assistant Principal will make the final decision.

ABSENCE DURING ASSESSMENT TASKS

Students are expected to attend assessment tasks even if there are difficulties in doing this (e.g. due to illness, family problems, etc). Under these circumstances, students will be eligible for special provision and teachers will make a professional judgment with regard to this disadvantage in consultation with a Principal/Assistant Principal/VCE Coordinator.

Students who miss part or all of an assessment task with an approved absence:

- Teachers may elect to give students an extension of time
- Teachers may give the student another task to complete
- When the absence is known in advance, the student must complete an Application for Special Provision form to have the absence approved and alternative arrangements made.

Students who miss an assessment task without an approved absence:

- Students will be assessed as 'N' and given a score of 0. An opportunity to redeem the 'N' to an 'S' will be negotiated, if possible within two weeks. The score of 0 will remain.

Implications of Student Absences on Assessment

Event	Circumstances	Action	Responsibility
Student does not present for the SAC or SAT.	Medical certificate supplied and/or Special Provision granted and/or school based activity verified.	Student will sit the task. The work will be graded. The original task or an alternate task will be set.	Approval given by VCE Coordinator. Time and date to be set by subject teacher within 2 days of approval. The student must sit the alternate tasks at the time set.
Student does not present for the SAC or SAT.	No medical certificate supplied and/or no Special Provision granted.	Student will receive a mark of NA for the Task. The teacher will determine if the Outcome has been met via the pre-SAC assessment tasks.	The student will be NOT given an opportunity to complete the task.

Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	Medical certificate supplied and/or Special Provision granted and/or school based activity verified.	Student sits the section of the task at some other time, usually during class time if the task is still in progress. The task will be graded.	Approval given by VCE Coordinator. Time and date to be set by subject teacher within 2 days of approval. The student must sit the alternate section of task at the time set.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	No medical certificate supplied and/or no Special Provision granted.	The student loses the marks for this section only. The incomplete task is assessed. The teacher will determine if the Outcome has been met via the pre-SAC assessment tasks.	Subject teacher to mark according to the action listed.
Work is submitted for a SAC but it does not meet the minimum requirement.	All assessment task procedures were followed.	The SAC is graded according to what has been completed. The teacher will determine if the Outcome has been met via the pre-SAC	Class room teacher to inform VCE Coordinator.
A School Assessed Task (SAT) is not submitted on the due date.	Student contacts the VCE Coordinator and special provision is granted if the student has supporting documentation and it is approved.	The SAT will be accepted and marked without penalty (unless VCAA deadlines preclude this).	Student must contact the VCE Coordinator. The VCE Coordinator will contact the subject teacher on the
A School Assessed Task (SAT) is not submitted on the due date.	Contact is not made and/or Special Provision is not granted.	The student will need to make an application to the VCE Coordinator for the work to be submitted for assessment. It is likely the work will receive a "0", although it may be accepted for	Subject teacher to inform VCE Coordinator of student's incompleteness. YLC to inform student of the consequences and provide the relevant information of the outcome to the classroom teacher

VCAL

- If a Satisfactory result for an Outcome relies on the missed assessment task, then a student may be allowed to do that task if appropriate, or be set a new one, in order to convert an N (Not Satisfactory) to an S (Satisfactory) result.

Absence during preparation for assessment tasks.

Students may be given an extension and/ or an alternative task for completion of the assessment task under the Special Provision policy and approved absences. In this case, the mark obtained will count towards the ATAR score.

2. TIMELINES AND DATES

The teacher of each class will provide students in their class with a program showing a week-by-week course outline with dates for all assessment tasks. Students will also be given a semester outline showing when assessment tasks for all subjects are due.

3. COURSE WORK

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment tasks designated for Coursework (SACs) must be part of the regular teaching and learning program and must be completed mainly in class time.

4. AUTHENTICATION

The Principal is responsible for the administration of VCAA rules and instruction in the College. One of these rules is that students must ensure all unacknowledged work submitted for assessment is genuinely their own.

Teachers should have in place strategies for ensuring that work submitted for assessment is the student's own work.

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

- Teachers should ensure that tasks are kept secure prior to administration, to avoid unauthorized release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
- A significant amount of classroom time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work, starting with an early part of the task such as topic choice.
- Copies of each student's written work should be filed at given stages in their development.
- Assessment tasks should not be recycled from one academic year to the next or between academic cycles to ensure that students are unable to use other student work from the previous year or academic cycle.
- Students should acknowledge tutors, if they have them, and discuss and show the work done with them.

5. SATISFACTORY COMPLETION

See also: Extension Policy, Appeals Policy and see also *Absence during assessment tasks, and Special Permission*.

For satisfactory completion of a unit students must satisfactorily complete each of the outcomes for that unit as specified in the Study Design. If students are 'at risk' of an outcome not being met, for whatever reason, Subject Teachers should have made contact with home via a 'Unit at Risk' letter.

Satisfactory completion of an outcome means:

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

6. EXTENSION POLICY – see also *Absence during assessment tasks, and Special Permission*

Extensions of time may only be given for completion or re-submission of work for learning outcomes in extreme circumstances. Students who have been given an extension for an assessment task may be required to undertake an alternate task.

The process for students to obtain an extension is:

- Student completes an Application for Extension
- Consultation will then take place between the student, classroom teacher, YLC, VCE Coord and Principal
- Classroom teacher/Principal/Assistant Principal/VCE Coordinator will then make the final decision and notify the student.

7. REDEMPTION POLICY

- Students may only redeem an 'N result' and convert it to an 'S result' for learning outcomes and work requirements. It is not possible to change a mark for a coursework assessment task.
- Redemption may include re-submission of a task or completion of an alternative task.
- Arrangements for redemption are to be made between the students and their teacher, based upon the teacher's professional judgment.

8. APPEALS

Students have the right to appeal decisions about:

- Non Satisfactory Completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules

The process for appeals is as follows:

- Student notifies the Principal/Assistant Principal/VCE Coordinator of intention to appeal
- A formal interview will be undertaken with a school based appeals panel
- Composition of the panels will be the Principal or nominee and relevant teachers.
- Students may request a support person to be present, e.g. parent/guardian/friend.
- All deliberations must be documented and outcomes must be conveyed to the student in writing.

9. SPECIAL PROVISION

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

- illness
- impairment or
- personal circumstances

A student who believes he or she may be eligible for Special Provision should apply for Special Provision through the Principal/Assistant Principal/VCE Coordinator. This must be done as soon as possible.

Documentary evidence will be required to support the application.

There are four forms of Special Provision for the VCE:

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

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

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

10. ASSESSMENT OF SCHOOL-ASSESSED TASKS:

Schools are responsible for the assessment of School Assessed Tasks. The sole basis for this assessment, is the set of criteria for the award of scores, published each year by the VCAA on the VCE study pages of its website.

VCAA sets down seven rules which students must observe when preparing work for School-Assessed Tasks. They are:

1. Students must ensure that all unacknowledged work submitted is genuinely their own.
2. Students must acknowledge all resources used, including:
 - text and source material
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and/or self- correction

Unacceptable forms of assistance include:

Use of, or copying of, another person's work or other resources without acknowledgment
Actual corrections or improvements made or dictated by another person

4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assist other students in a breach of rules may be penalised.
6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

When completing School-Assessed Tasks students must also:

1. Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student's own.
2. Submit evidence of the development of each School-Assessed Task, for example, a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.
3. Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Students should observe:

All rules relating to word limits. The word limit should include all material provided by the student which is presented for assessment. Material which is not for assessment itself but is submitted to accompany the task will not be counted. School set deadlines must be adhered to for all School Assessed Tasks

Statistical Moderation:

The VCAA acknowledges that teachers are best placed to measure students' academic achievement, however, measurements are only comparable when they are expressed on the same scale. It is important to remember that statistical moderation does not change the relative performance of students within the statistical moderation group. For each VCE and VCE VET program, the VCAA uses statistical moderation to express students' achievements from all schools on the same scale. This provides fairness for students across the state.

Internal Comparability of School Assessments:

For statistical moderation, each school's assessments are treated as a single group, not as separate teaching classes. There should be consistency of decisions made by teachers of individual studies.

Small-group partnerships: Unit 3 & 4 studies only

When classes comprise fewer than five students, partnerships with other schools should be formed as soon as possible in the year. It is preferable for a small group to combine with as large a group as possible. An important aspect of small-group partnerships is the level and consistency of interaction between schools. Schools may utilize any method of interaction is appropriate, including telephone, fax, post, email, face-to-face and video-conferencing. Teachers in schools that are combining their individual assessments will find it useful to discuss and come to an agreement on student completion dates.

11. RELEASE OF RESULTS POLICY

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

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance against each outcome.
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback, teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Subject teacher.

When providing marks, teachers must advise students that their total course work scores **MAY CHANGE** following statistical moderation.

SAT's

Teachers may disclose to students, their grades for SAT's. Again, these **MAY CHANGE** as a result of statistical moderation.

12. RELEASE / STORAGE OF STUDENT WORK POLICY

It is expected that students will retain **ALL** work completed during a year, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling.

Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied form. Teachers should retain a representative sample of student work for each outcome to assist in the review of college courses.

13. EXAMINATIONS

Year 12:

All studies will hold an end of year examination as prescribed by the VCAA. VCAA Mid-year examinations may also be held in some studies, and internal (school-assessed) exams will be held in all other studies.

Internal exams may also be held at the start of term 4, as practise for the external end of year exams.

Examination Timetables will be published at the earliest available opportunity.

Students who have applied for Special Provision will have arrangements organised as appropriate.

All examinations **MUST** take place on the day scheduled in the timetable. It is not possible to reschedule an examination to another day. Students are therefore expected to attend examinations even if there are difficulties in them doing this (e.g. due to illness, family problems). Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room may be made available (with the approval of the VCAA).

Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the June examination period.

Year 11

Students will be expected to sit an exam in all Study Units towards the end of each semester. The Subject teacher will set the type, duration and value of each exam. A Year 11 examination week will be set aside for these exams, and an examination timetable published and distributed to Year 11 students. The Subject teacher will carry out assessment of each exam.

14. GENERAL ACHIEVEMENT TEST – The GAT

All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) in June. Exemptions from the GAT may be given only in exceptional circumstances.

A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test. A statement of GAT results is mailed to each student with all the other VCE results, but it does not count for tertiary selection.

As the GAT is used as a comparison for SACs and SATS, students should be aware of its significance in these studies.

15. ATAR SCORE

All students will have a study score calculated for them based on graded assessments, regardless of the assessment process used. The ATAR will be calculated from the individual study scores. ATAR scores are **ONLY USED** by the Victorian Tertiary Admissions Centre (VTAC) and other national tertiary entrance organisations in determining eligibility for entry into tertiary courses.

They are not an indication of a pass or fail at VCE (see Satisfactory Completion).

Maintenance and Analysis of Results

Student assessment results and data are stored electronically on the Hopetoun P-12 College VASS System for each student for the duration of their time at Hopetoun P-12 College. This database is maintained by the VASS Coordinator and is used for extensive data analysis of student results to inform individual learning and whole school curriculum improvement.

Portfolio of Evidence

Students will keep a portfolio of evidence to demonstrate successful completion of their VCAL learning outcomes.

3-way conference

Students are expected to meet with their teacher and parent/carer at least twice a year to discuss their success at Hopetoun P-12 College. Students will bring along their recent learning goals and highlight their current learning. At the conference the teacher, parent/carer and student will work on their current Individual Education Plan and talk about ideas and plan for future education/training/schooling.

VCE Year 12

Here the VCAA rules regarding the VCE apply.

- A Year 12 student will receive an NA (Not Assessed) for an unsubmitted school assessment task (part of the School-assessed Coursework).
- A new assessment task may be set in order to enable a student to convert an N (Not Satisfactory), for an Outcome, to an S (Satisfactory) result for the Outcome only. However, no score can be awarded to count towards the ATAR (Australian Tertiary Admission Ranking).

STUDENT RESPONSIBILITIES:

- Students must maintain a 90% attendance in each individual class
- Students must ensure that all unacknowledged work submitted for school assessed work is genuinely their own work
- The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of the work.
- Students must acknowledge all resources used
- Students must not receive undue assistance from any other person in the preparation and submission of work.
- Students must produce appropriate evidence of the development of SATs or SACs from planning and drafting, through to the final piece of work.
- Students must not submit the same piece of work for assessment more than once.
- Students must sign the *Authentication Record for School-assessed Coursework* at the time of submitting the completed task
- SAT/SAC/Outcomes Tasks must be submitted on the due date directly to the teacher concerned who will record their acceptance. Teachers need take not responsibility for work that has allegedly been put in pigeon holes and goes astray. Teachers have the right to insist that outcomes tasks be submitted during the subject period the day concerned, although in practice most teachers will accept work until the end of the school day.
- Students must have a copy of all work completed on a computer. Computer issues will not be accepted as a reason for non-completion of work.
- Students who fall behind will be required to catch up. Teachers will inform parents/guardians of student progress through Parent/Teacher interviews, letters and incidental contact by phone or email

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

GENERAL ADVICE

While deciding what you will study next year, consider the following issues:

What career do you intend to enter at the completion of your VCE/VCAL?

What units should you study to prepare yourself for that career?

If you need careers advice, see the Careers teacher or your Year Level Coordinator. If you intend to do further study after your VCE, are there prerequisite VCE units you should do?

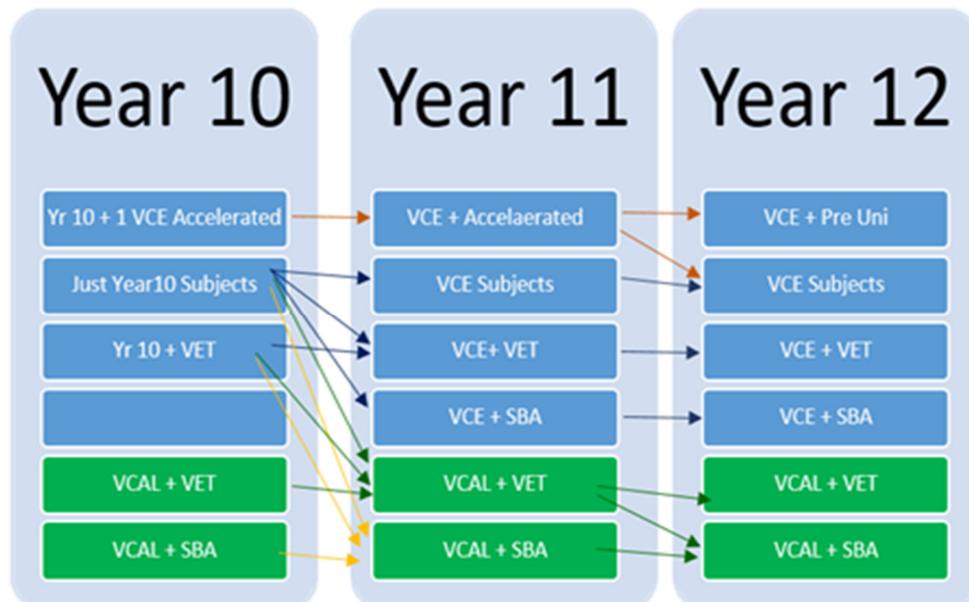
If you get down to filling your last choice and you have already met all requirements for a career or future study, choose a unit that you enjoy and do well in. Good results can help to boost your Australian Tertiary Admissions Rank (ATAR) at the end of Year 12.

VET in the VCE is available. If you are interested see Mr Michael Williamson. Additionally an alternative senior school certificate, The Victorian Certificate of Applied Learning (VCAL) may be available for suitable students. VCAL is based on applied learning which means that it is a hands on course that aims to develop skills which help prepare students for further education, training or employment.

For further information on VCAL consult the guide, *Where To Now*, a guide to the VCE, VCAL and Apprenticeships and Traineeships given to students in Term 3.

If you wish to select Mathematics units, seek advice from the Maths Coordinator about the most appropriate units for you.

Talk to the teachers about the units you are interested in. This is the best way to gain a feel for the subject.



ADVICE FOR STUDENTS ENTERING YEAR 11

- You must select both units of English - Units 1 & 2.
- Plan your VCE program over the next two (or more?) years. You are not "locked into" that program. It may be possible to change your selections as early as the end of Semester 1.
- In Year 11 you will select English and 5 other units in each semester. It may be possible for you to do a Unit 3 & 4 sequence in Year 11 if: your parents agree; your teachers feel you can manage the units 3 & 4 sequence you wish to do and it can be time tabled.
- If you feel you would like to try a Unit 3 & 4 sequence in Year 11, ask the VCE Co-ordinator for more information.

ADVICE FOR STUDENTS ENTERING YEAR 12

- You must select both units of English - Units 3 & 4
- Remember that Units 3 & 4 are taken as a sequence. Changes to your program may be possible early in the year, but you will not be able to change units at the end of Semester 1.
- Get advice on careers that interest you, including prerequisite subjects for tertiary study.
- Make sure you include any units that you need in your program.
- Most Year 12 students select English Units 3 & 4 and 4 other units 3 & 4 pairs (4 other subjects) .
- If you wish to select Mathematics in Year 12, have a talk to your Year 11 Maths teacher or the Maths Coordinator about which Maths you should do.
- When you select Unit 3 of a subject, you must also select Unit 4 of that subject.

Choosing a VCE Program CHECKLIST

Before you hand your course selection/enrolment form to the Careers Advisor, have you done the following?

- Have you had advice on what you should study for a chosen career or further study?
- Have you selected the units you need for career or further study?
- Have you selected English 1 & 2 plus 5 other units in each semester at Year 11? OR... English 3 & 4 plus 4 other units in each semester at Year 12?
- If you have selected Maths units, have you checked that they are "right" for you?
- Have you talked to teachers of the units you intend to study?

If you have any questions about your course selection, please ask Mr Holmes.

2022 VCE PROGRAM SUBJECTS OFFERED

The actual units which will operate in 2022 will depend on a number of factors, including the number of students who have selected them. The unit descriptions tell you what each unit is about and give an outline of the sort of work involved in each. For more specific details (eg software used in Information Technology, etc) please check with the teacher.

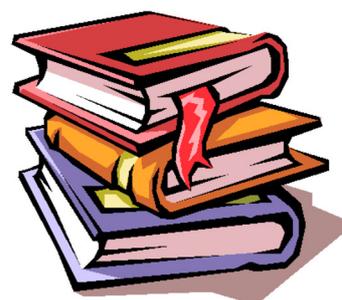
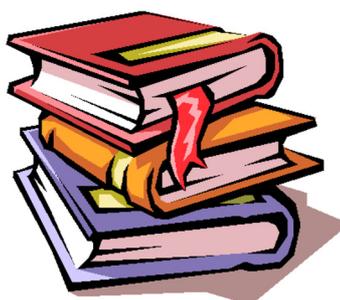
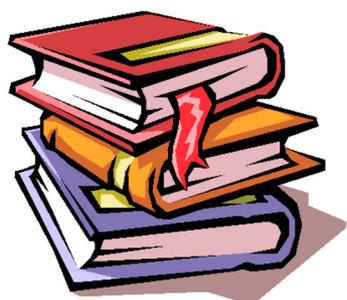
Where units 1 & 2 of a particular subject are run in one year, the school will endeavour to offer units 3 & 4 of the same subject in the following year however it is not always possible.

All units will be offered in sequence; ie Unit 1 in Semester 1, Unit 2 in Semester 2 - except where indicated otherwise.

VCE Subjects

The Victorian Certificate of Education (VCE) provides diverse pathways to further study or training at University or TAFE and to employment. Below is a list of the VCE subjects.

- Biology
- Business Management
- Chemistry
- English
- Food and Technology
- Health and Human Development
- History- Units 1&2 Twentieth Century History
- History- Units 3&4 Australian History
- Legal Studies
- Mathematics:
 - Foundation Mathematics
 - Further Mathematics
 - General Mathematics
 - Mathematical Methods
 - Specialist Mathematics
- Physical Education
- Physics
- Product Design and Technology
- Psychology
- Studio Arts



For more detailed information on subjects visit:

www.vcaa.vic.edu.au

VCE Biology 2022-2026

STUDY SUMMARY

Rationale

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.

Structure

The study is made up of four units:

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

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

Levels of achievement

Units 1 and 2

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

Units 3 and 4

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

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

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent.

VCE Business Management 2017-2022

STUDY SUMMARY

Rationale

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

Structure

The study is made up of four units:

Unit 1: Planning a Business

Unit 2: Establishing a Business

Unit 3: Managing a Business

Unit 4: Transforming a Business

Each unit contains between two and three areas of study.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Business Management students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

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

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

VCE Chemistry 2016-2022

STUDY SUMMARY

Rationale

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

Structure

The study is made up of four units:

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

Unit 2: What makes water such a unique chemical?

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

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

Each unit contains two or three areas of study, which for Units 3 and 4 are weighted equally for assessment purposes.

Levels of achievement

Units 1 and 2

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

Units 3 and 4

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

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

- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.

VCE English/EAL 2016-2023

Units 1 and 2: 2016–2023

Units 3 and 4: 2017–2023

STUDY SUMMARY

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1

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

Students develop their skills in creating written, spoken and multimodal texts.

Unit 2

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

Students develop their skills in creating written, spoken and multimodal texts.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Levels of achievement

Units 1 and 2

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

Units 3 and 4

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

Percentage contributions to the study score in VCE English/EAL are as follows:

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

VCE Food Studies 2017-2022

(formerly Food Technology)

STUDY SUMMARY

Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure

The study is made up of four units:

Unit 1: Food origins

Unit 2: Food makers

Unit 3: Food in daily life

Unit 4: Food issues, challenges and futures

Each unit contains two areas of study.

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Food Studies students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

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

- Unit 3 School-assessed Coursework: 30 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 40 per cent.

VCE Health and Human Development

2018-2023

STUDY SUMMARY

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

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

Structure

The study is made up of four units.

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Health and Human Development are as follows:

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

VCE History 2016-2021

STUDY SUMMARY

Rationale

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

Structure

The study is made up of four units with a range of focus areas. The units that are being offered are:

Units 1 & 2	Units 3&4
Modern History	Australian History
Unit 1: Change and Conflict	Unit 3: Historical Investigation 1
Unit 2: The changing world order	Unit 4: Historical Investigation 2

Each unit contains between two and three areas of study.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE History, students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

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

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

VCE Legal Studies 2018-2023

STUDY SUMMARY

Rationale

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Structure

The study is made up of four units:

Unit 1: Guilt and Liability

Unit 2: Sanctions, Remedies and Rights

Unit 3: Rights and Justice

Unit 4: People and the Law

Each unit contains between two and three areas of study.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Legal Studies students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

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

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

VCE Mathematics 2016-2022

STUDY SUMMARY

Rationale

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

Aims

This study enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically.

Structure

The study is made up of the following units:

Foundation Mathematics Units 1 and 2

General Mathematics Units 1 and 2

Mathematical Methods Units 1 and 2

Specialist Mathematics Units 1 and 2

Further Mathematics Units 3 and 4

Mathematical Methods Units 3 and 4

Specialist Mathematics Units 3 and 4

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Mathematics are as follows:

Further Mathematics

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 14 per cent
- Units 3 and 4 Examination 1: 33 per cent
- Units 3 and 4 Examination 2: 33 per cent

Mathematical Methods

- Unit 3 School-assessed Coursework: 17 per cent
- Unit 4 School-assessed Coursework: 17 per cent
- Units 3 and 4 Examination 1: 22 per cent
- Units 3 and 4 Examination 2: 44 per cent

Specialist Mathematics

- Unit 3 School-assessed Coursework: 17 per cent
- Unit 4 School-assessed Coursework: 17 per cent
- Units 3 and 4 Examination 1: 22 per cent
- Units 3 and 4 Examination 2: 44 per cent

Examination 1 for Mathematical Methods and Examination 1 for Specialist Mathematics are technology free examinations. Examinations 1 and 2 for Further Mathematics, Examination 2 for Mathematical Methods and Examination 2 for Specialist Mathematics assume student access to VCAA approved technology. Details of the assessment program are described in the sections for Units 3 and 4 in this study design.

VCE Physical Education

Units 1 and 2 – 2017-2023

Units 3 and 4 – 2018-2023

STUDY SUMMARY

Rationale

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Structure

The study is made up of four units:

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills and energy for physical activity

Unit 4: Training to improve performance

Each unit contains two areas of study.

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Physical Education students' level of achievement will be determined by:

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

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

VCE Physics 2016-2022

STUDY SUMMARY

Rationale

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

In VCE Physics students develop their inquiry, analytical and communication skills. They apply critical and creative thinking to analyse contemporary physics-related issues, and communicate their views from an informed position.

Structure

The study is made up of four units:

Unit 1: What ideas explain the physical world?

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

Unit 3: How do fields explain motion and electricity?

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

Each unit contains three areas of study.

Levels of achievement

Units 1 and 2

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

Units 3 and 4

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

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

- Unit 3 School-assessed Coursework: 21 per cent
- Unit 4 School-assessed Coursework: 19 per cent
- End-of-year examination: 60 per cent.

VCE Product Design and Technology

2018-2023

STUDY SUMMARY

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.

Structure

The study is made up of four units:

Unit 1: Sustainable product redevelopment

Unit 2: Collaborative Design

Unit 3: Applying the product design process

Unit 4: Product development and evaluation

Each unit contains between two and three Areas of Study.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Product Design and Technology students' level of achievement will be determined by School-assessed Coursework, School-assessed Task and an End-of-year examination.

Percentage contributions to the study score in Product Design and Technology are as follows:

- School-assessed Coursework (Units 3 and 4) 20 percent
- School-assessed Task (Units 3 and 4) 50 percent
- End-of-year examination: 30 percent

VCE Psychology 2016-2022

STUDY SUMMARY

Rationale

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

Structure

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is wellbeing developed and maintained?

Levels of achievement

Units 1 and 2

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

Units 3 and 4

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

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

- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.

VCE Studio Arts 2017-2022

STUDY SUMMARY

Rationale

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art-making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art-making practices. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their art-making. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their art-making.

Structure

The study is made up of four units:

Unit 1: Studio inspiration and techniques

Unit 2: Studio exploration and concepts

Unit 3: Studio practices and processes

Unit 4: Studio practice and art industry contexts

Each unit contains between two and four areas of study.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Studio Arts students' level of achievement will be determined by School-assessed Tasks and an end-of-year examination.

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

- Unit 3 School-assessed Coursework: 5 per cent
- Unit 4 School-assessed Coursework: 5 per cent
- Unit 3&4 School-assessed Task: 60 per cent
- End-of-year examination: 30%

VET in VCE

2022 Program Booklet

VET in the VCE

Introduction

Students undertaking VET in the VCE subjects are combining their VCE studies with a nationally accredited VET certificate.

VET programs are selected as a complete prescribed program of study and usually take two (2) years to complete. Several programs require Work Placement in Industry. These programs will allow students from Year 10, 11 and 12 to gain VCE units along with the Certificate.

Each Certificate contributes a 1-4 sequence of VCE units and some can contribute to an ATAR score.

Each VET program has a materials cost of at least \$100.00. This fee is non-refundable once the student has started the course. Some areas will also incur extra costs ie: books, travel, extra certificates, materials, etc.

Under auspice agreement with the Registered Organisations, ie: Federation University – Horsham Campus, Horsham Learning Centre (HUB); Longerenong College and McMillan Campus, WorkCo, Sunraysia Institute of TAFE and Holmesglen Institute, schools are required to pay for the hours each student attends from the last week in February. Currently, part of these costs are being met by the Federal and State Government, schools pay the balance.

Courses available for Year 10, 11 & 12 students:

- Agriculture
- Automotive
- Building & Construction
- Community Services
- Dance
- Early Childhood Education & Care
- Electro-Technology
- Engineering
- Furniture Making Pathways
- Health Support Services
- Horticulture
- Information Technology
- Kitchen Operations
- Music Industry
- Plumbing (Pre-apprenticeship)
- Ready for work program
- Salon Assistant
- Screen and Media
- Sport and Recreation

VCAL 2022

Victorian Certificate of Applied Learning (VCAL)

Introduction

The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' option for students in Years 11 and 12.

Like the VCE, the VCAL is a recognized senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. A certificate and statement of results will be issued to students who successfully complete their VCAL.

Why would I choose to do the VCAL instead of the VCE?

The VCE is a good option for students who would like to go onto further education at university. However, you might feel that this is not the right option for you. Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on 'hands on learning', also known as "applied learning". If you choose to do the VCAL instead of the VCE, you will gain practical experience and 'employability' skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE.

What are the VCAL levels?

The VCAL has three levels – Foundation, Intermediate and Senior. You would complete your VCAL level at the level that matches your needs and abilities.

What do I study?

You have the choice of selecting units and modules from each of the following four compulsory VCAL strands:

- **Strand 1 – Literacy and Numeracy Skills**

Your VCAL learning program must include VCAL Literacy and Numeracy units, such as VCE English and Maths or other fully accredited studies such as literacy and numeracy modules from the Certificate in General Education for Adults.

- **Strand 2 – Industry Specific Skills**

Your VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET. However, you are not required to focus on or complete any single VET certificate. For example, you can choose to undertake various modules or units from a range of VET certificates to meet the VCAL requirements, and gain experience in a range of vocational areas. The range of VET options is extensive with recognized training packages available from industries including automotive, engineering, building and construction, hospitality and retail, agriculture, horticulture, warehousing and hair and beauty.

If you enroll in VCAL at Foundation level, you may also include appropriate VCE units under this strand, eg: Food and Technology.

- **Strand 3 – Work Related Skills**

In order to develop 'employability' skills, VCAL gives you the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship or part-time work. You can also study units and modules that will help you prepare you for work, for example occupational health and safety or job interview skills.

If you enroll in VCAL at Foundation Level, you may also include appropriate VCE units under this strand, eg: Food and Technology.

- **Strand 4 – Personal Development Skills**

As part of your VCAL learning program you must participate in community-based projects, voluntary work and/or structured activities that will help develop your self-confidence, teamwork skills and other skills important for life and work.

I have already started a VET certificate. Will this count towards my VCAL?

Yes. You should speak with your teacher or careers counselor to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL learning program.

I have already done a VCE subject. Will this count towards the VCAL?

Yes, if you have a 'S' result for the VCE unit, it will count toward your VCAL. You should speak with your teacher or careers counselor to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL learning program.

Can I swap into the VCE if I change my mind?

Yes. If you change your mind and want to swap into the VCE, or if you want to pursue your VCE after completing your VCAL, any VCE units successfully completed as part of your VCAL will count towards your VCE. You might also be able to transfer credit for other units and modules completed as part of your VCAL. You should discuss this with your teacher or careers counselor if you decide to take this option.

How to organise your VCAL course

1. First think about your interests and what you want to do in the future – what sorts of things would you like to do? What occupation would you like to take up?
2. Secondly – think about which VET study you are most interested in.
3. Thirdly, think about a workplace where you could undertake a work-placement for 1 day a week.
4. Finally, review the list of VCAL requirements and select a range of units that will enable you to meet the Certificate requirements and at the same time, make sense in terms of preparing you for what you would like to do.

SBA

**School
Based
Apprenticeship**

2022

School Based Apprenticeships (SBA)

Introduction

The School Based Apprenticeships (SBA) scheme is supported and promoted by both the State and Commonwealth Governments. Under the schemes students are able to undertake at school the secondary school certificate that applies in their state, while being in paid part-time employment and completing a nationally recognized Vocational Education and Training (VET) qualification.

Aims

The major goals of the scheme are to:

- Promote a more seamless transition from school to the work of work and/or further study.
- Increase the options available to students, by broadening the range of ways in which students may participate in VET during their secondary schooling.
- Provide students with the option of undertaking a broad range of subjects that meet their individual needs.
- Enhance both employment and education opportunities for young people, by developing partnerships between schools and employers.
- Respond to the needs of industry, by providing people with greater and more relevant skills.
- Contribute to an appropriately skilled workforce for the modern economy.

Programs Available

School Based Apprenticeships approved by the Victorian Curriculum and Assessment Authority and providing credit in the VCE are available in the following industries:

- Agriculture
- Automotive
- Business
- Community services
- Engineering
- Food processing (wine, general foods, dairy processing, fruit and vegetables, confectionary)
- Horticulture
- Hospitality
- Information Technology
- Retail
- Seafood
- Sport and Recreation (Community Recreation, Fitness, Outdoor Recreation, Sport)

At Hopetoun P-12 College students usually work 2 days a week. You can do a SBA as part of the VCE or VCAL program.