



**AUSTRALIAN  
INTERNATIONAL  
ACADEMY**

# 2023 VCE HANDBOOK



**VCE**

ADVANCEMENT | DETERMINATION | FAITH

1404-v7b

**MELBOURNE  
SENIOR  
CAMPUS**

WHO WE ARE, WHAT WE DO

# OUR MISSION



Deliver quality education to students in a nurturing, enriching, comfortable and safe learning environment in pursuit of academic and spiritual excellence.

WHAT WE STAND FOR

# OUR VISION



The Academy vision is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World citizens with Muslim values.

HOW WE THINK

# OUR PHILOSOPHY



At the Australian International Academy of Education Inc. (AIAE) we believe that each child is a unique individual. Every student needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

The Academy enjoins its students to cultivate a global perspective and a universalist outlook on life. We encourage our students to constantly seek to broaden their horizons in a spirit of tolerance, compassion and co-operation with one another – and with others outside the school.



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This handbook has been prepared to assist students at Australian International Academy in matters relating to Victorian Certificate of Education (VCE) in 2022. It also contains information about specific rules, processes and procedures that are applied in Senior School.

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the VCE. The information in this booklet is largely based on the 'VCE/VCAL Administrative Handbook', an official publication of VCAA available online at:

<https://www.vcaa.vic.edu.au/administration/vce-vc-al-handbook/Pages/index.aspx>

Students enrolled at Australian International Academy must abide by the administrative guidelines and regulations of the VCE. It is the responsibility of students and their parents to be fully aware of VCAA regulations and the expectations of Australian International Academy relating to the VCE Program.

Parents and students should contact the relevant Senior School Team if they have any questions relating to the rules, processes and procedures contained within this handbook.

## CONTENT TEACHERS

	CONTACT TEACHERS
<b>Executive Principle</b>	Ms Gafiah Dickinson
<b>Head of Campus</b>	Ms Michelle Shears
<b>Head of Senior School</b>	Ms Nese Ozcelik
<b>Head of VCE Program</b>	Ms Sama Al-Ashi
<b>VASS Coordinator</b>	Ms Sama Al-Ashi
<b>Year 12 Coordinator</b>	Ms Yasmine Bozkurt
<b>Year 11 Coordinator</b>	Ms Hend Eissa
<b>Year 10 Coordinator</b>	Ms Fadia Eldebs
<b>Careers and Work Experience Councillor</b>	Mr Omer Boyaci
<b>Student Counselling and Welfare – Boys</b>	Mr Belal Assad
<b>Student Counselling and Welfare – Girls</b>	Ms Ola Preebux

VCAA Website >> [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

All Academy VCE Policies and Procedures are based on and compliant with advice and policies from the Victorian Curriculum and Assessment Authority.

For more detail on VCAA policies and processes contact VCAA on >> (03) 9032 1700 - 1800 134 197.

The VCE is a two-year program designed and administered by the Victorian Curriculum Assessment Authority (VCAA). VCE studies are made up of semester length units.

## What is the VCE?

The VCE is the certificate that most students in Victoria receive on satisfactory completion of their secondary training. The VCE can form a pathway for senior students into a range of different tertiary options, allowing entry to University study with the awarding of the Australian Tertiary Admission Rank. The VCE also provides many pathways to employment, TAFE or other further study.

## Who is the VCE for?

The VCE is designed to suit the needs of most senior students, as there are many flexible options for the completion of the VCE. Students who wish to apply for an ATAR at the end of the VCE must undertake the VCE. The ATAR is awarded to all students of the VCE who meet all outcomes for each of their chosen Unit 3/4 studies and complete all of their exams. Students may still complete the requirements of the VCE without sitting for their exams; however they will not be awarded the ATAR and will not be eligible for entry into University in 2022.

## Satisfactory Completion of the VCE

In order to satisfactorily complete the Victorian Certificate of Education a student is required by VCAA to gain an S result in: A total of sixteen units or more, which must include at least three Units of English Studies, and at least three additional Units 3/4 sequences.

## What a student must attempt over the duration of VCE Studies?

Over the two years a student will engage in 20 -24 units from a range of different studies. Over the two years each student must study:

### Four English units

### Three Sequences of study of Unit 3/4 subjects other than English

Students will choose the remaining units according to their interests, ambitions, abilities, tertiary course requirements and possible areas of employment.

It should be noted that students **must successfully complete 16 units to be awarded the VCE Certificate**. These units must include three Units from the English group with at least 1 unit at Unit 3/4 level plus 3 sequences of Units 3/4 other than English. (This can include VCE VET Unit 3/4 sequences)

**Students must undertake a full quota of subjects in their Year 12 Year irrespective of the number of enhancement subjects undertaken.**

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.



The VCE (Victorian Certificate of Education) is awarded to students who successfully complete accredited studies in Years 11 & 12. At Australian International Academy students who choose the VCE are enrolling into an academic certificate with the aim of obtaining an ATAR Australian Tertiary Admission Rank (ATAR) and future tertiary University study.

## Choosing a VCE course

In order to successfully complete their VCE students are required to include at least 4 units of English across Year 11 and Year 12. Most students study 22- 24 Units over two - three years in their VCE programs. At AIAE, student will undertake

- **1 unit in each semester of Year 10, a total of 2 units**
- **6 units in each semester of Year 11, a total of 12 units.**
- **5 units in each semester of Year 12, a total of 10 units.**

## Successful completion of the VCE and eligibility for an ATAR

To be eligible for promotion to Year 12, students in Year 11 must satisfactorily complete 8 units including one unit of English. To be eligible for the award of the VCE and an ATAR, students must satisfactorily complete a minimum 16 units. These must include:

- **A minimum of THREE units of English.**
- **A minimum of FOUR Unit 3/4 sequences (including English)**

## ATAR calculation (<http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf> )

The following process is used to calculate each student's ATAR. All Study Scores are scaled to adjust for the fact that it is more difficult to obtain a high Study Score in some studies than others. This is NOT because some studies are inherently harder than others. This IS because some studies attract a more competitive cohort of students than others. Once they have been scaled, they are referred to as VTAC Scaled Study Scores. An aggregate is calculated by adding:

- a student's best VTAC Scaled Study Score in any one of the English studies,
- the VTAC Scaled Study Scores of their next best three permissible studies,
- 10 per cent of the VTAC Scaled Study Score for a fifth study (where available),
- 10 per cent of the VTAC Scaled Study Score for a sixth study (where available).

## Example:

YEAR	STUDY	RESULTS	DESCRIPTION	STUDY SCORE	VTAC SCALED STUDY SCORE	CONTRIBUTION
2021	English	SS	English Requirement	31	28.94	28.94
2021	Health and Human Development	SS	Primary 4	40	37.24	37.24
2020	Psychology	SS	Primary 4	34	32.50	32.50
2021	Business Management	SS	Primary 4	35	32.00	32.00
2021	Visual Communication Design	SS	10% Increment	35	31.47	3.14
2021	Further Mathematics	SS	10% Increment	28	25.32	2.53
<b>AGGREGATE</b>						136.35
<b>2021 ATAR</b>						79.30

In calculating the ATAR, 50% to 66% of the study score for each subject is based on the November exams. Work assessed by teachers in class accounts for the rest of the study score. Exams are a large part of determining a student's final ATAR. For this reason, students at AIAE have been sitting exams from Year 10, assisting them to develop exam techniques and exam preparation skills.

## Choosing subjects for the VCE

Students choose subjects that are prerequisites for university study, that they are good at and that they enjoy. Student choice and available resources decide which subjects run. Places in classes for unit 1 & 2 are decided using Year 9& 10 academic results.

## VCE at Australian International Academy

At AIAE, students are required to complete 12 units in Year 11 and 10 in Year 12. All students undertaking Year 12 VCE studies (unit 3/4 sequence) are required to undertake 5 subjects at the Year 12 level, notwithstanding the number of previously completed Unit 3/4 studies.

Most studies (e.g. Art, English, Biology, and Psychology) are made up of a sequence of four units, one for each of the four semesters studied over the two years of the VCE. Usually Units 1/2 are studied in Year 11 and Units 3/4 in Year 12.

Within the guidelines provided by the VCAA, AIAE conducts and assesses Unit 1/2 studies. These units can be taken separately in most studies or as a sequence.

Units 3/4, however, **must be taken as a sequence** and have a large measure of external control and assessment placed upon them by the VCAA. Assessment of Unit 3/4 studies comprises internally assessed outcomes that are moderated against the student's exam performance, and external examinations held in the examination periods in late October / November.

Each VCE unit consists of 50 hours of class work and the equivalent amount of time spent in home study. The School Attendance Requirement states that students must not miss more than **five lessons within a Semester**. Medical Certificates are required when a student is absent from school due to illness. A student's ability to achieve an 'S' in a unit is dependent upon satisfactorily meeting the unit outcomes and the **Attendance Requirement**.



## Enrolment to the VCE Program at Australian International Academy

Enrolment to the program at the AIAE depends upon:

- Having satisfactorily completed the previous year
- Acceptance of an agreed course
- Acceptance of the school rules and procedures by signing
- A general declaration VCE Performance Agreement:

By signing the VCE Performance Agreement form a student agrees that they will obey VCAA rules and instructions for the VCE and accept its disciplinary provisions. Students must complete this form each year in which they enrol in the VCE. A student is making a commitment that there will be no plagiarism or authentication issues. Students will be requested to complete this form in Term 1.

Students will also be required to review and confirm their enrolment and subject details as recorded by the VCAA. It is the responsibility of students to ensure that all enrolment particulars are correct. Students should see their Head of VCE program if they wish to alter any detail of their VCE enrolment including change of address.





## SUBJECT SELECTIONS

The Academy intends to offer a variety of subjects, however, there is no guarantee that all of these subjects will be timetabled. Subjects selected by a sufficient number of students will run for the year. Students undertaking Year 10 studies will be required to select one subject for Unit 1 and 2. Students undertaking Year 11 studies will be required to select five subjects of unit 1 and 2 and one subject of unit 3 and 4. Year 12 studies are required to select five subjects in preferential order.

**Before selecting a VCE Subject, it is essential to consider the following:**

### PERSONAL INTERESTS

1. What do you enjoy studying?  
\_\_\_\_\_
2. What talents do you have?  
\_\_\_\_\_
3. What skills do you need improving?  
\_\_\_\_\_
4. What careers do you find interesting?  
\_\_\_\_\_
5. Do you need to balance your program?  
\_\_\_\_\_
6. Are you being realistic in your subject choices?  
\_\_\_\_\_
7. Should you challenge yourself?  
\_\_\_\_\_
8. Are you planning to move into tertiary study, or to seek an apprenticeship, traineeship or employment?  
\_\_\_\_\_

### EXTERNAL REQUIREMENTS

1. What pre-requisites do certain tertiary/TAFE courses expect?  
\_\_\_\_\_
2. What units of study do employers prefer?  
\_\_\_\_\_
3. Can specific VCE units gain you credit transfers for some TAFE courses?  
\_\_\_\_\_
4. Have teachers/parents recommended that you attempt or advised you against attempting certain units?  
\_\_\_\_\_
5. Are friends unduly influencing your subject choices?  
\_\_\_\_\_

### VCE BENEFITS

The VCE benefits students, teachers and school leaders locally and internationally.



Internationalises schools



Builds school leader and teacher capacity

Develops student teacher global citizenship



## INTRODUCING VCE UNITS AT YEAR 10

Year 10 students have been given the opportunity to undertake ONE VCE study during Year 10. This will be undertaken throughout Semesters One and Two. This presents students with an opportunity to experience the learning conditions which apply to VCE studies, and also provides an opportunity for very successful students to undertake Units 3 and 4 studies whilst in Year 11. Should students be permitted to undertake a Unit 3 and 4 sequence in Year 11 they must still undertake 5 subjects plus Religion in Year 12.

## YEAR 11

- It is AIAE policy that all Year 11 students undertake 6 studies as part of their VCE Year 11 program. Assessment in Unit 1 and 2 in general will replicate the form of Year 12 assessment. Students will be required to demonstrate achievement of set outcomes.
- If a VCE student is absent for a school assessed task, then they must complete the assessment within 1 week of returning to school (see SAC/SAT guidelines below)

## YEAR 12

- It is AIAE policy that all Year 12 students undertake 5 studies in their final year of schooling.

## 2023 VCE SUBJECTS OFFERED AT AUSTRALIAN INTERNATIONAL ACADEMY

PEER TEACHER OBSERVED	SUBJECT AREA OBSERVED
Year 10	Biology Psychology Business management Health and Human development
Year 11 & Year 12	English Legal Studies, General Math, Biology, Health & Human Development, Chemistry, Business management Math Methods, Psychology, Text and Tradition, Turkish, Accounting & Applied Computing.
Year 12	English Legal Studies, Biology, Psychology Health & Human Development, Chemistry, Text & Tradition Business management, Media, Applied Computing Math Methods, Further Math

Within a Unit of Study each Learning Outcome completed by a student is judged as either S (Satisfactory) or N (Not Satisfactory).

A student is awarded a Unit result of S only if all of the Learning Outcomes required within that Unit have been demonstrated to a satisfactory level.

A student is awarded a Unit Result of N if one or more of the Learning Outcomes within the Unit have not been demonstrated to a satisfactory level, or his/her attendance at class does not meet the minimum requirement.

In order to achieve a Unit Result of S, a student must have:

- Completed all School Course Tasks
- Achieved a Unit Grade of E+ or above
- Met the minimum attendance requirement.

## ASSESSMENT OF A UNIT

Within each Unit students are required to complete a number of Assessments tasks, from which judgements are made regarding the standard of their work.

These tasks may include:

- Classroom Exercises
- Folios of Work
- Research Reports
- Practical Exercises
- Tests and Examinations
- Mid / End year Exam for Unit 1 & 2
- End of Unit 3 exam to be conducted at the end of semester 1 during the school holidays.
- Unit 3 and 4 trial exam to be conducted at the start of semester 2, term 4.

All student work – both formative and summative – is marked thoroughly, because the school believes that feedback is the most important way of student improvement.

For formative assessment, teachers will, in the main, assess student work holistically, providing written or spoken feedback about the strengths and

weaknesses of the work.

Whenever students submit or complete written, spoken or visual work that is summative, it will be marked according to the criteria used in the VCE Study Designs. The criteria will be agreed upon by the teachers of the subject and the Head of Faculty or Department.

## EVALUATION OF SACS/ SATS IN YEARS 11 AND 12

All SACs and SATs will be marked rigorously. Once SACs and SATs have been submitted for assessment, the teachers of that subject will establish benchmark standards. These benchmarks will be used and referred to when teachers are assessing the student cohort's work. Where SACs are completed under test conditions, they will be assessed anonymously and, where possible, by teachers other than the students' classroom teacher. SACs completed under test conditions should also be cross-marked for the purposes of internal moderation and for the purposes of rank ordering the student cohort once all SACs have been completed for that unit. Where work is cross-marked and the result is discrepant, a third marker should be used to establish the final score for the piece of work.

Within Unit 3 and 4 sequences (usually taken in Year 12) these tasks form the basis of the School Assessed Coursework (SACs) or School Assessed Tasks (SATs) which must be completed by all students within the VCE taking that Unit Sequence.

Each Sequence has School Assessed Coursework or School Assessed Tasks to be completed at specified times during the year and the results of these communicated to the VCAA.

In addition, the sequence will include at least one examination which is externally set, marked and graded.

The Grade results on School Assessed Coursework/ School Assessed Tasks and the externally set Examination will form the basis for many tertiary entrance selection procedures.

## RESULTS KEY FOR STUDENT ASSESSMENT IN YEARS 10, 11 AND 12

### What do S, N, and NA mean?

School Assessed Tasks/Coursework and work requirements use these codes to indicate the level of achievement to students on work submitted:

- Work or tests are marked according to a criteria sheet and a mark will be allocated according to how many marks are available for the task. Satisfactory completion will result in an “S”
- If not submitted by the due date, the item receives an “NA”, or Not Assessed.
- Work designated “UG” requires further work for a student to meet an outcome.
- Students do not always have to pass the end of Unit exam to gain an “S”, although this may be used on occasion by staff to allow a further opportunity to meet an outcome.

### To Summarise:

**S** Outcomes Exhibited

**N** Outcome not exhibited, & Unit failure

**NA** work not submitted on time

**UG** work on time but of an unsatisfactory standard.

**J** A student no longer attends that class or subject cohort

**0** Zero: when a student submits nothing for assessment, writes nothing in a piece of assessment completed under test conditions or has demonstrated academic dishonesty through breaching test condition regulations or plagiarism



**Your enrolment in the VCE at AIAE carries with it some clear responsibilities on your part. The School expects you to follow the general rules of the School and the requirements of the VCE as established by the School in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements. Outlined below are a number of specific requirements of VCE students at AIAE. These requirements are designed to support your successful completion of your VCE. Your enrolment in the VCE is dependent upon the signing of the AIAE VCE Agreement Form.**

## **BEHAVIOUR:**

Students must behave in a manner that does not jeopardise or interfere with the learning environment of any other student. This includes refraining from any adverse social, racial or physical references;

Private study periods are to be undertaken in the allocated Study Room as per the school timetable. These periods are required to attend the session to complete their schoolwork

Illegal substances are prohibited from the school premises. Breaches of this requirement will be dealt with in accordance with school policy and may result in the withdrawal of a student's VCE enrolment at AIAE;

Student behaviour must be in accordance with the general rules at AIAE. VCE students are expected to behave as senior students and in accordance with the School's policies.

## **DATES AND DEADLINES**

An important feature of VCE studies is the adherence to due dates for the completion of Outcome Tasks and School-Assessed Coursework (SAC). Students will be given the dates for all Outcomes Tasks and SACs by their class teachers as early as possible in the semester.

## **ENROLMENT REQUIREMENTS**

### **Admittance into Year 12 Studies for the following year**

Students' cycle reports (in Year 11) in a number of studies will give a preliminary indication of where

a student will not be recommended for the study in the following year. A level of achievement (grades achieved) will be considered.

### **Student Declaration**

All students must adhere by the VCAA regulations. This declaration is incorporated in the Student Personal Details form. In addition, all students will be expected to abide by the rules and regulations of the Academy.

### **Withdrawal from Subjects(s)**

Students who wish to withdraw must do so by the dates set by the VCAA.

Unless a student withdraws by the appropriate date, the final result will be recorded as a 'Not Satisfactory' result and 'NA' for SACs.

No student will be withdrawn from a study without the consultation of;

1. Teachers of the Study from which they are withdrawing
2. Senior School Coordinators
3. Careers Coordinator
4. Head of VCE Program

Finally, written permission from parents must be obtained.

## **ATTENDANCE:**

VCAA has directed schools to set the minimum class time and attendance rules. Where a student has submitted the required work but there has been a substantive breach of attendance rules, the school must assign N for one or more outcomes. The overall result for the unit will also be N.

It is essential that students meet the Academy attendance policy requirements as outlined by VCAA. The VCE involves frequent deadlines for work. Outcome Tasks and some School-Assessed Coursework (SACs) specify particular tasks are to be done at the Academy so that the student work can be authenticated and student skills can be assessed by their study teacher.

Students absent from SACs or Outcome Tasks must provide a valid medical certificate covering the period

of absence. The SAC will then be completed in the next session. If this is inappropriate, the time may be negotiated between the student and teacher. This will be communicated to the parents.

Whilst involvement in sports/peer support and other Academy sponsored activities is encouraged, this needs to be balanced with class attendance.

## VCE ATTENDANCE REQUIREMENTS

Attendance will be recorded by teachers in Compass. Subject teachers should report students who are at risk of missing more than 10% of their classes in a unit or for their overall attendance (a double period counts as two lessons) to the VCE Coordinators.

The following will be taken into consideration:

- Reason for absence eg. Medical (certificate must be supplied), school commitments such as sports involvement, absence without legitimate cause.
- The student's ability to authenticate work as their own
- Number of classes missed
- The student's commitment to complete outstanding work

The following sanctions will apply:

- 'N' result for the unit
- A student's enrolment at the Academy may be reviewed
- Disciplinary action for absence without legitimate reason
- Counselling

All absences from assessment tasks/SAC must have a medical certificate. Any other absences require a note of explanation or a medical certificate.

The student's attendance is closely monitored by Senior School. It is, therefore, extremely important that teachers of VCE studies keep accurate records of attendance to their classes.



## INTERNATIONAL STUDENTS

All international students are expected to provide valid reasons and documentation for all absences from the Academy. Any absence (approved or not) that drops below 90% is communicated the families.

Protocols and processes:

1. Homestay parents must inform the student office if they are absent either via email or SMS. Otherwise, these absences are not approved.
2. Any absence that is 2 days or more, must be covered with a medical certificate.
3. Students are required to bring in the necessary documentation when they return to school.
4. The Head of VCE monitor the International Student Attendance on Compass weekly to identify and manage any absence of a student who has not followed the protocols.
5. If a student has any unexplained absence, the Head of VCE contacts both the homestay and the family overseas.
6. Any anomaly with respect to punctuality or absence is immediately followed up by the Head of Senior School.

NOTE: In the case where a student is missing and avoiding a particular class for some reason and going to other classes, this is considered truancy. This behaviour will be investigated by the year level Coordinator in order to devise a plan to ensure the student is attending all scheduled classes. Students in these situations may not be eligible for redemption and would need to get their attendance to the required levels by attending classes. Teachers will inform House Leaders if this issue arises.



PEER TEACHER OBSERVED	SUBJECT AREA OBSERVED
Approved reasons for absence	Unapproved reasons for absence
Illness – medical certificate (approved documentation)	Driving lessons
Funeral – Parent note at coordinators discretion	Personal issues (without further explanation)
Year 12 Examinations	Family commitments
Medical/dental appointments (which cannot be arranged out of class time) – medical certificate	SAC / SAT preparation or completion of work due in other subjects
Court appointments and counselling – letter from court	Part time work commitments
State/National representation in sport – if outside school, letter from coach	Sleeping in or missing the bus. Car or bike breakdown. Truancy.
License testing (one attempt only) - receipt	Supporting upset friends or timetable mix-ups
Approved school event, excursion, camp, extra-curricular activity or suspension	Centrelink appointments
Family holiday - only if an absence learning plan has been secured before leaving	Note from parent or guardian

## MEDICAL CERTIFICATES:

- On the day of a SAC or SAT if a student is absent due to a medical concern, he / she is required to obtain a medical certificate dated on the day of the absence in order to be eligible for a scored assessment.
- Failure to obtain an appropriately dated medical certificate for an absence from a SAC or SAT will result only in an S or N result with no scored assessment.
- If a student has been absent when a SAC/SAT was held in class, the SAC/SAT will be scheduled for redemption within one week. The redemption must occur within the week of the student's return to school. A medical certificate dated on the day of the absence must be presented in order for the assessment to be awarded a numeric score.
- On non-SAC / SAT days if you are absent due to a medical concern and you have other absences from a subject it advisable to obtain a medical certificate in order that the absence is covered as an authorised absence.
- The Department of Education identifies the following as acceptable Medical Certificates or certificates in lieu: a Certificate issued by a registered doctor, dentist, physiotherapist, chiropractor, osteopath, optometrist or psychologist who is a member (or eligible for membership) of the board of the Clinical Branch of the Australian Psychological Society; a patient declaration statement from a medical clinic will not be accepted as a medical certificate.
- Students who become ill and will need an absence of two or more consecutive days must contact the VCE Coordinators by telephone to discuss their situation;
- Where there is a known school absence parents/ guardian are requested to advise the school by entering the details into Compass through the parental portal, emailing the relevant Co-ordinator or by telephoning the school by 10:30am on the morning of the absence.



## **PRIVATE STUDY SESSION EXPECTATIONS:**

Students in Year 11 & 12 are allocated Study Periods in their timetable. Students are expected to use this time wisely to complete work and prepare for assessments and must organise and maintain their own personal study routine. All study periods will be directly supervised. Students not using these times or spaces appropriately will be removed from these areas and placed in an alternative location to assist in their study.

## **STUDENT HOME STUDY EXPECTATIONS**

Senior School students are expected to be completing home study as part of keeping up with, and completing the requirements of each of their studies. The Student planner advises the following suggested home study times:

1. Year 11 students: 2-3 hours per night
2. Year 12 students: 3-4 hours per night

At the Senior School level, the student would be expected to be regularly undertaking revision and exam preparation of their own direction, as well as the reading and specific tasks set by their classroom teachers.



For satisfactory completion of a VCE Unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks. **The decision to award an S is distinctive from the assessment of levels of achievement, usually achieved via SACs in AIAE.** In unique situations where a student may be facing wellbeing issues, the Year Level Coordinator will be involved in discussions with the subject teacher.

## We will decide on an S/N through the following process:

### STEP 1:

**A student must demonstrate understanding of content and skills in class that can be validated by the teacher (essential for authentication).**

- a. There should be some form of class activity that students engage in to show their understanding of key content and/or skills e.g. quiz, short response, a summary of the key concept. This does not always have to be marked by the teacher, but the responses should be checked and authentication may be further sought if there are concerns. Oral verification may be sought with some students to check for understanding.
- b. Lessons should not all be focused on just delivery of content.
- c. Students should complete all the demands of class work and if unable to do so, have consulted the teacher for assistance and support
- d. Teachers should monitor all class work so that they can authenticate the work and ensure that it has been completed by the student.

### STEP 2:

**A student must attempt and/or complete all Learning Tasks for each cycle.**

- a. Learning Tasks should be directly relevant to the outcome even if they are scaffolded tasks
- b. These should give the teacher a clear and explicit indication if the student is able to meet the outcome/part of the outcome
- c. The weighting of each task in the cycle should not inflate the overall mark for the student.
- d. All group tasks should have an individual component that will demonstrate each student's understanding of the outcome/part of the outcome

### STEP 3:

**A student must attempt and/or complete all Learning Tasks for each cycle.**

- a. It may be used as a confirmation of the result. For example, a student may be at risk after steps 1 and 2, the SAC then becomes another opportunity for the student to demonstrate understanding.
- b. A student will be provided the opportunity to redeem if he/she meets the conditions stipulated in Step 4.

### STEP 4:

**A student must attempt and/or complete all Learning Tasks for each cycle.**

- a. The student must have completed all the work in class and learning tasks in order to sit a redemption.
- b. The subject teacher will provide evidence, via the checklist to decide with the Head of VCE and Year Level Coordinator if the student should be allowed to complete a redemption task.
- c. This should only take place after the teacher has explained the errors/addressed the gaps in knowledge
- d. A redemption task should not be an oral assessment task if there is no oral assessment for Units 3 and 4.
- e. The task may be the makeup SAC that VCE teams will have for students who may have missed the SAC
- f. If the student still does not meet requirements of the outcome, it is an N

## **AUTHENTICATION**

Authentication is the process of checking that work submitted by a student is their own.

- Work will only be assessed if the teacher is certain that it is the student's own work.
- Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. The onus of proof is on the student to show the work is his or her own.
- The best method of ensuring the authenticity of student work is for them to attend classes so that teachers can see their work in progress.
- For School Assessed Tasks (SATs)
  - Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore to assist in the authentication process.
  - Teachers must monitor and record each student's development of work, from planning and drafting through to completion in the Authentication Records for School-assessed Tasks form (see Head of VCE Program for this form). This requires regular sightings of the work by the teacher.
  - Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. If the school is being reviewed, this sheet should be included with the work.

## **BREACH OF AUTHENTICATION:**

The Victorian Curriculum and Assessment Authority sets down the following rules which students must observe when preparing work for assessment. These rules apply to Coursework, School Assessed Coursework (SACs) and to School Assessed Tasks (SATs).

- Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work.
- Students must acknowledge all resources used, including:
  - text, websites and source material

- the name(s) and status of any person(s) who provided assistance and the type of assistance provided (see the student planner for more details)
- 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) 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:

- The use of, or copying of, another person's work or other resources without acknowledgment
- Corrections or improvements made or dictated by another person.

## **POSSIBLE BREACH OF AUTHENTICATION**

SACs and SATs are subject to VCAA authentication requirements – students must submit only their own work, and acknowledge other influences in their work appropriately. Please note that the onus of proof here is on the student – they are required to supply drafts and evidence of background work in the event of an appeal.

The Academy Community will be notified of these rules by:

- Staff will be alerted by staff meetings and their handbook.
- Students will be alerted via this handbook, through other publications, and at level assemblies.
- The wider school community will be informed through newsletter items and at VCE Information sessions.

Where a teacher is not satisfied that work submitted is the student's own, they will complete a pro forma: Notification of Potential Breach of Authentication (Appendix), and submit it with their evidence to the Head of VCE Program or Head of Senior School. This should occur within 2 days of submission. The Head of VCE Program or Head of Senior School will ensure that the process for breaches of authentication strictly adhere to guidelines outlined in the VCAA Administrative Handbook

and will keep the teacher and student informed at each stage of the said process.

The stages are as follows:

- Notification made to Head of VCE Program or Head of Senior School
- Potential breach investigated
- If necessary, a notification of a formal interview with a Principal elected panel will be convened if there is sufficient reason to believe that a breach may have occurred.
- Where it is determined that a breach has occurred, the Principal (or nominee) will inform the student in writing of the penalty imposed and the provisions for appeal. Notification should be made within 14 days of the initial interview. The Principal (or nominee) will inform the VCAA of the breach according to their requirements. Students may then appeal, and will need to approach the VCE Program Manager if this is their desire.

Students who are found to have breached the VCAA and Academy Authentication rules will face a range of sanctions which will include receiving an 'N' result for the Outcome, additional authentication processes throughout their course of study, and Suspension or Expulsion from the Academy.

## PLAGIARISM/ COPYING

The dictionary says – “to take and use another’s work as one’s own, the act of copying another’s work and pretending it is one’s own”.

- **Copying word for word**

From – any printed medium such as a book, magazine, newspaper, journal, another student’s

work or the electronic media – without acknowledging it through the use of footnotes.

- **Changing the words around**

Even though a student has not copied word for word, it can still be plagiarism if they use somebody else’s general idea, concept, fact without acknowledging it, this form of plagiarism is a little more subtle, but it is nevertheless just as serious.

- **Getting somebody to help without acknowledging it, eg. another student or a tutor**

## A TUTOR CAN

- point out problems or suggest areas that need improvement such as: expression, sequencing of ideas, grammar, vocabulary, clarification of meaning, elaboration of detail, use of terminology or vocabulary, a suggestion to explore the students response in relation to the assessment criteria/outcome task purpose.

## A tutor cannot

- reword or actually rewrite sections
- Provide interpretation of data or concepts not already brought up in the School-Assessed Task or the Outcome Task.
- Dictate words, sentences or paragraphs

## SAC AND SAT TIMELINES AND DEADLINES

- Students must complete all set work required to demonstrate the achievement of learning outcomes during the semester in which the Unit is undertaken, according to the completion and submission dates set by the Academy.
- These dates will be provided by the class teacher and are published on Compass.
- It is expected that some changes to these submission dates may occur.
- In all such cases, students will be informed of the new date prior to the commencement of the relevant task.
- Students will be advised of the date for the completion of an assessment task(s) in advance; at least one week prior to the scheduled assessment.

### Students will undertake assessment tasks during

1. class time
2. timed assessment blocks as scheduled

All School Assessed Coursework (SAC) assessments and School Assessed Tasks (SAT) must be completed in line with the directions issued by the class teacher. These directions will identify clearly the due dates of such assessments, the nature and length of the task to be undertaken, and any other special requirements;

### For each assessment task students should be provided with the:

1. type of assessment task and date for completion
2. time allowed for the task
3. allocation of marks
4. nature of any materials they can utilize when completing the task
5. opportunity to demonstrate the highest level of performance

## SATS

Must be submitted by 4.00 pm on the due date or as stated by the classroom teacher. Students who do not submit their SATs by the due date will undertake the Academy Redemption and Reschedule process. See the last page for the process.

## EXTENSION OF TIME FOR COURSEWORK

If a student needs to apply for an extension of time to complete a task other than a SAC or a SAT, they will need to:

1. Discuss the matter with their classroom teacher and reach an agreement prior to the due date, in consultation with the Year Level Co-coordinator.
2. The agreed date will be recorded on Compass by the teacher as an extension date.
3. If the two parties are unable to come to an agreement, then the VCE Coordinator will decide the extension date. The agreed extension date should not exceed one week after the set deadline, with an expectation for the closest date possible unless the student is applying for special provision.

The late submission of SAC/SAT work, beyond the time and date set by the classroom teacher, will result in the work being assessed for an "S" or "N" only, where an extension has not been granted. The work will receive a "NA" (Non-assessed) and NO numeric score or grade;

Technical or computer failure will not be accepted as a reason for the granting of an extension. In line with the VCAA requirements, it is the student's responsibility to ensure that sufficient backups and hardcopies of their work are maintained to avoid any "loss" of work. Similarly, printing difficulties are not grounds for the granting of an extension;

If a student has been absent, SAC/SAT redemption must occur within one week of the student's return to school. The scheduled day/time of the redemption must be logged into the Compass Portal. Students are required to see the VCE Coordinator to arrange this after consultation with the respective teacher(s).

The SAC/SAT redemption day/s will be held on Monday and Thursday afternoons in the Senior School in term time between 3.30 and 4.45 pm in the T Building (TOC) all Year 11 & Year 12 must complete their rescheduled SACS/SATS and are required to attend based on the rescheduled times.

Students must attend scheduled SACS / SATS during published timed assessment blocks.

If a student has three or more scheduled SACs on one day they may consult the VCE Coordinator to reschedule one SAC to the next SAC/SAT redemption session.

Students are given one attempt to complete a SAC/SAT task. Failure to be present for SAC redemption will forfeit an attempt.

Students are required to obtain a Medical Certificate for an absence from an assessment task due to illness. These must be obtained on the day of the absence from the SAC or SAT. The Department of Education identifies the following as acceptable Medical Certificates or certificates in lieu: Certificate issued by a registered doctor, dentist, physiotherapist, chiropractor, osteopath, optometrist or psychologist who is a member (or eligible for membership) of the board of the Clinical Branch of the Australian Psychological Society.

Where a student is absent for an assessment task, the teacher will complete the SAC/SAT redemption form available from the VCE Coordinator and submit this with the assessment task for completion by the student.

If a student is absent from the rescheduled date, the Senior School Coordinators will make contact with parents/guardians.

## SAC 'N' RESULT

The Academy Redemption process applies for students who do not pass a SAC.

See last page for the process. If an 'N' has been awarded because work has not been completed by the due date/s or the work has not been completed to the required standard, it is possible to redeem it to an 'S' by

successfully completing the Redemption Task.

- The Redemption Task will not be graded and only 'S' or 'N' will be awarded
- In Unit 3 & 4 the original score is to be retained and sent to VCAA.
- In Unit 1 & 2 the original score remains on the student's record and report.
- Once a student has two 'N's in the one subject, redemption cannot occur again
- An assessment task can only be redeemed once. If the redemption is unsuccessful, the original grade of 'N' will stand, and the student will receive an overall result of 'N' for the Unit.
- Redemption SAC tasks must be completed within 1 week of the student being made aware of the 'N' result. Rescheduled SACs will be held on Monday and Thursday afternoons in the Senior School.
- Students must meet with the VCE Coordinator to arrange a time within the accepted timeframe to Redeem the task.
- If a student receives more than one 'N' result an interview will be held between the subject teacher, student and Year Level Coordinator

## REDEMPTION:

Student who scored less than 40% in SACs will be required to redeem the SAC to provide further evidence of understanding the concepts. Students won't be given (S) unless they score 50% upon attending the redemption session that will be held on Friday at the Senior school study center (SSSC) between period 7 till 4:30 pm.

Redemption will be held within the first Friday of the original SAC day and/ or within a maximum of 7 days otherwise N will be given.

Students who were given approved participation in sports or extra curricula activity, on the day of the SAC, are required to attend within the first Friday of the original SAC day and/ or within a maximum of 7 days otherwise N will be given.

## SAC COMPLETION CONDITIONS

1. Students must bring their own writing equipment, erasers, ruler, etc. These must be carried and stored in a clear plastic pocket.
2. Pencil cases and bags are not to be brought.
3. Any material supplied by the teacher will be date stamped or signed prior to distribution unless the documentation is in the form of an answer sheet or booklet.
4. Students may not bring to the SAC/SAT mobile phones, iPods or other types of music or communication devices.
5. A student must not communicate, verbally or non-verbally with another student while the SAC/SAT is being conducted.
6. A student must not begin to write or mark his/her paper or response material in any way, or use a calculator, until advised by the supervising teacher that writing may commence.
7. A student is to raise his or her hand if he or she wishes to communicate with a supervising teacher.
8. The VCAA approves students bringing bottled water into a room with the following conditions
  - The water is in a clear plastic bottle (no label)
  - The bottle has a secure lid
  - The capacity of the bottle is no more than 1500 ml
  - The water bottle must not be placed on the desk at any time
  - Water bottles must be not refilled during the examination
  - Water bottles must not be shared between students

## SACS & SATS COMPLETED OUTSIDE OF CLASS TIME

### AUTHENTICATION

Students are required to ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

For School-Assessed Coursework and School-Assessed Tasks (SAC/SAT) completed out of class, teachers will monitor and record the progress of each student through to completion. In order to ensure authentication, students

work and its development is regularly sighted, with records kept of each of the sightings.

Students are required to complete the following document(s) as part of the Authentication process for School-assessed course work or school-assessed tasks completed outside of class time and submit to their teacher(s) with the assessment task.

1. Authentication record for School-assessed Coursework
2. Authentication Record for School-assessed Tasks

### LOST, STOLEN OR DAMAGED WORK

The teacher or student who has lost work, or has had work stolen or damaged, must make a written

statement of the circumstances. The statement must be signed and dated. Schools must keep a record

of the loss or damage, but should not report them to the VCAA (except in the case of a School-assessed

Task). The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

**Note:** This does not apply to work lost or damaged due to computer misuse or malfunction.

### VERIFICATION ASSESSMENT

Verification assessment will be performed by the subject teacher during the first week of Term 1. The purpose of the verification test is to:

- Identify the level of the student and to put in place extra support for students who may need it
- Determine who had/had not completed their holiday homework
- And/or, to identify students who were showing a lack of commitment to their VCE studies

If a student receives less than 60% on their verification test, an interview will be organized by the Year Level Coordinator and/ or Head of VCE with the student and his/her parent/guardians to work out a suitable plan strategies that will best support the student in achieving success.

## SPECIAL PROVISION

The revised special provision guidelines are intended to allow students who have experienced hardship the opportunity to demonstrate the knowledge they have gained through their courses of study in each unit of work they have undertaken.

### There are four forms of provision:

- Curriculum Delivery and Student Programs
- School based Assessment
- Special Examination Arrangements
- Derived Exam Scores

In each case, there are special eligibility requirements that apply. For the first two, the school determines what is suitable, while the school applies to the VCAA for the second two.

### Grounds for claiming Special Provision include:

- Significantly adversely affected by illness (physical or psychological), personal environment or other serious cause
- Disadvantaged by a disability or impairment, including a learning disability and hearing impairment

- Coming from a non-English speaking background

### For school based assessment, special provision strategies used to enable students to address their issues can include:

- Allowing the student to complete tasks at a later date.
- Allowing the student extra time.
- Setting a substitute task of the same type
- Replacing one task with a task of a different kind
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended.
- Using technology, aides or other special arrangements to undertake assessment tasks.
- Deriving a score from other assessments or tasks completed by the student (when none of the above options are feasible)

### One SAC PER UNIT ONLY

a student is allowed to resit one SAC per unit due to approved/ and or medical condition, however, the provisional session will be held as scheduled on the 2023 AIAE VCE calendar





## Special Examination Arrangements for VCAA unit 3 and 4:

For VCAA exams, the time and task cannot be altered. Extra time, the provision of appropriate technology or a scribe are possible in specific cases. It is not easily granted and requires you to provide documentation from an appropriate professional detailing why you should be granted special provision.

### DERIVED EXAMINATION SCORES (DES)

Derived exam scores only apply if a condition has suddenly occurred which interferes with your exam result. It will not be granted for long term conditions. It also requires professional input. If their application is approved, a DES will be calculated by the VCAA.

If you feel you deserve the considerations of Special Provision, a Special Provision application form needs to be completed. Only the Head of VCE Program or Senior School Head can complete and submit this form. Students will need to speak to the VCE Program Manager about their eligibility.

This is particularly important for students completing Unit 3/4 studies, as Special Examination Arrangements can be requested for these students. It is important to note that applications **need to be submitted quickly as due dates are strictly administered by the VCAA.**

School based applications for all coursework and Unit 1/2 exams will be dealt with by the Head of VCE program and Head of Senior School, and once granted a student's teachers will then be notified of the strategies, they may wish to take to provide consideration. External applications for Special Examination Conditions and Derived Scores will be completed by the student with the assistance of the Head of VCE Program, and then relayed to the VCAA.

**\*\* Applications are due to VCAA by the end of Term 1 (date to be advised) \*\***

### 'AT RISK' STUDENTS

If a classroom teacher believes that a student is at risk of not successfully completing their VCE units the student should be referred to the relevant Level Coordinator. If there are welfare concerns related to the student, they should be referred to the student wellbeing coordinator.

## ATTENDANCE AT EXAMINATIONS:

Students are required to attend every examination including the GAT (General Achievement Test).

- **If a student is ill and able to attend the examination,** they should inform the Chief Supervisor of their condition as soon as possible before or during the examination. The Chief Supervisor is responsible for completing Section B of the Individual Application Form.
- **If the student did not attend the examination students must apply for a Derived Exam Score (DES) through the VCAA process.** See the VCAA website and contact the VCE Coordinator immediately for assistance.
  - The professional providing the independent evidence to support the application for a DES must have examined or treated the student or have been consulted by the student **on the day before the examination or on the same day** as the examination.
  - Closing date for applications

The VCAA must receive an application **no later than seven days after the student's last examination** in the relevant examination period.



AUSTRALIAN  
INTERNATIONAL  
ACADEMY

# VCE Subjects



Having nurtured in students a level of commitment of spiritual and moral living in the Senior School Religious Studies course, students are introduced to the Islamic system of morality with the emphasis on duties in every aspect and dimension of a Muslim's life. The aim being that if a Muslim understands and discharges his/her duties, then he or she will achieve success in this life and the life hereafter. The unit is designed to enable students to understand that if we take our duties seriously, then everyone's rights will be discharged.

## Year 11

Areas of Study: Moral application and duties in Islam

- The moral code
- Duties to self
- Duties to relatives
- Marriage in Islam
- Divorce and separation in Islam
- Duties towards non-relatives in Islam
- Living Islam – global issues

## Year 12

Areas of Study: Societal and Community Development Role – Leadership Skills

- Conceptualising society
- Framework of an Islamic society
- Duties of a Muslim towards and Islamic society?
- Nature of minority communities in a multicultural society
- Limitations and challenges facing the Muslim community and Muslim individual
- Strategies for dealing with limitations and challenges
- Interfaces between Islamic community and the wider society at which these strategies may be applied?
- Developing an individual plan for contributing at each of the levels – Muslim community, interface and wider society

## School Assessed Coursework:

- Essays
- Reflective writing
- Tests

## English Unit Requirements

The English requirement is three units from the English group, with at least one unit at Unit 3 or Unit 4 level. English Group

### The English group consists of:

- English Units 1 to 4
- English (EAL) Units 1 to 4

No more than two units at Units 1 and 2 level may count towards the English requirement.

Students may not obtain credit for both English Units 3 and 4 and English (EAL) Units 3 and 4.

## English / English as an Additional Language

### Aims:

The study of English empowers students to read, write, speak and listen in different contexts. VCE

English and English as an Additional Language (EAL) 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.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>On completion of this unit students should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.</p> <p>Students should be able 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 the writing process.</p>	<p>On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.</p> <p>Student should be able 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.</p>	<p>On completion of this unit students should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures, authorial choices, language features and how they make meaning.</p> <p>Students should be able to demonstrate effective writing skills by producing their own analytical texts, and creative texts designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.</p>	<p>On completion of this unit students should be able to analyse, compare and contrast explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.</p> <p>Student should be able 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.</p>

## ASSESSMENT

**Satisfactory completion** - Demonstrated achievement of the set of outcomes

**Units 1 and 2:** Individual school decision on the levels of achievement

**Unit 3 and 4:** School assessed coursework (50%)

**End-of-year examination** (50%)

## FUTURE CAREER PATHWAYS

- Writer
- Journalist
- Librarian
- Medicine
- Law
- Teaching

## Aims:

This study focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. The study examines both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and computer methods.

UNIT 1: ROLE OF ACCOUNTING IN BUSINESS	UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS	UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS	UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING
<p>This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, 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. They use these evaluations to make recommendations regarding the suitability of a business as an investment.</p>	<p>In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus 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 analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.</p>	<p>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 of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business</p>	<p>In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording 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 their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.</p>

ASSESSMENT	FUTURE CAREER PATHWAYS
<p><b>Satisfactory completion</b> - Demonstrated achievement of the set of outcomes</p>	<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Auditor</li> <li>• Senior Financial Analyst</li> <li>• Forensic Accountant</li> <li>• Tax Accountant</li> </ul>
<p><b>Units 1 and 2:</b> Individual school decision on the levels of achievement</p>	
<p><b>Unit 3:</b> School assessed coursework (25%)</p>	
<p><b>Unit 4:</b> School assessed coursework (25%)</p>	
<p><b>End-of-year examination</b> (50%)</p>	

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/accounting/Pages/index.aspx>

## Prior Learning:

- Students must have a score of 5 MYP Science in year 9/ 10 and minimum of 60% for semester exam.
- undertake Unit 3 prior to Unit 4.

## Aims:

Biology is the study of living organisms, of life processes, and of the different levels of organization from molecule to biosphere. It includes the study of interactions within living communities and between organisms and their environments. Biology also considers the unity and continuity of life as well as diversity and change.

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?	UNIT 2: HOW DOES INHERITANCE IMPACT DIVERSITY?	UNIT 3: HOW DO CELLS MAINTAIN LIFE?	UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?
<p>In this unit students examine the cell as the structural and functional unit of life: cell growth, replacement and death and the role of stem cells. They explore how systems function in vascular plants and animals, and consider the role of homeostatic mechanisms.</p>	<p>In this unit students explore reproduction and the transmission of biological information along generations and the impact this has on species diversity. They explain meiosis and consider how the relationship between genes, the environment and epigenetic factors influence phenotype. They explain the inheritance of characteristics using pedigrees and Punnett squares.</p>	<p>In this unit students investigate the workings of the cell. The relationship between nucleic acids and proteins, as well as their structure and function is examined. They consider gene expression in prokaryotic and eukaryotic cells. They explore manipulation of DNA and application of biotechnologies.</p> <p>Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration.</p>	<p>In this unit students consider the continual change and challenges to which life on Earth has been subjected to. They study the human immune system and how it works 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.</p> <p>Students consider how evolutionary biology is based on the accumulation of evidence over time. They consider evidence for evolution and look at trends in human evolution.</p>

ASSESSMENT	FUTURE CAREER PATHWAYS
<p><b>Satisfactory completion</b> - Demonstrated achievement of the set of outcomes</p>	<ul style="list-style-type: none"> <li>• Genetics</li> <li>• Immunology</li> <li>• Pharmacology</li> <li>• Biotechnology</li> <li>• Dentistry</li> <li>• Ecology</li> <li>• Education</li> <li>• Food Science</li> <li>• Physiotherapy</li> </ul>
<p><b>Units 1 and 2:</b> Individual school decision on levels of achievement based on a combination of practical reports, topic tests, field reports, assignments, multimedia or web page presentations, responses to media articles, oral presentation and examination.</p>	
<p><b>Units 3:</b> School-assessed coursework (16%)</p>	
<p><b>Units 4:</b> School-assessed coursework (24%)</p>	
<p><b>Units 3 and 4:</b> End-of-year examination (60%)</p>	

## Aims:

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, managers and leaders 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.

UNIT 1: PLANNING A BUSINESS	UNIT 2: ESTABLISHING A BUSINESS	UNIT 3: MANAGING A BUSINESS	UNIT 4: TRANSFORMING A BUSINESS
<p>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.</p>	<p>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.</p>	<p>In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.</p>	<p>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.</p>

ASSESSMENT	FUTURE CAREER PATHWAYS
<p><b>Satisfactory completion</b> - Demonstrated achievement of the set of outcomes</p> <p><b>Units 1 and 2:</b> Individual school decision on levels of achievement</p> <p><b>Unit 3:</b> School-assessed coursework (25%)</p> <p><b>Unit 4:</b> School-assessed coursework (25%)</p> <p><b>Units 3 and 4:</b> End-of-year examination (50%)</p>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Commerce</li> <li>• Economics</li> <li>• Management</li> <li>• Marketing Manager</li> </ul>

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx>

## Prior Learning:

- Students must have a score of 5 MYP Science in year 9/ 10 and minimum of 65% for semester exam
- undertake Unit 3 prior to Unit 4.

## Aims:

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

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?	UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?	UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?	UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?
Students investigate the chemical structures and properties of a range of materials and this is linked to the development and use of materials for specific purposes. Chemical bonding and ways that chemical quantities are measured are covered. Manufacturing innovations leading to more sustainable products being produced are considered. Students conduct practical investigations involving a variety of reaction types and a range of laboratory techniques. A student-directed research investigation into the sustainable production or use of a selected material is undertaken in Area of Study 3.	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. A student-designed scientific investigation that is related to the production of gases, acid base or redox reactions, or the analysis of substances in water is undertaken in Area of Study 3.	The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.  Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions.	Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food.  Students process data from instrumental analyses to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures

## ASSESSMENT

**Satisfactory completion** - Demonstrated achievement of the set of outcomes

**Units 1 and 2:** Individual school decision on levels of achievement based on a combination of practical reports, topic tests, field reports, assignments, multimedia or web page presentations, responses to media articles, oral presentation and examination.

**Units 3:** School-assessed coursework (16%)

**Units 4:** School-assessed coursework (24%)

**Units 3 and 4:** End-of-year examination (60%)

## FUTURE CAREER PATHWAYS

- Biochemistry
- Biomedical Science
- Dentistry
- Engineering
- Forensic Science
- Law
- Medicine
- Pharmacy



# VCE Applied Computing: Data Analytics/Software Development



## Aims:

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

APPLIED COMPUTING		DATA ANALYTICS	
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>This unit has two major area of studies – Data Analytics and Programming.</p> <p>In the Data Analytics unit, students learn to extract useful information from the raw data. They collect data from a range of sources and using software tools such as Excel, they learn to analyse, manipulate and create their own data visualisations, which include charts, graphs, histograms, maps and network diagrams.</p> <p>In the Area of Study 2, students are introduced to algorithms and programming concepts. Using Visual Basic as the programming language, students develop small working modules using features of programming language.</p>	<p>This unit examines the hardware and software components required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks and propose strategies for reducing security risks.</p>	<p>In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.</p>	<p>In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.</p>

ASSESSMENT	FUTURE CAREER PATHWAYS
<p><b>Satisfactory completion</b> - Demonstrated achievement of the set of outcomes</p> <p><b>Units 1 and 2:</b> Individual school decision on the levels of achievement</p> <p><b>Unit 3 and 4:</b> School assessed Coursework (20%)</p> <p>School assessed Task (30%)</p> <p>End-of-year Examination (50%)</p>	<ul style="list-style-type: none"> <li>• Support roles</li> <li>• Level 1 helpdesk support</li> <li>• Level 2 onsite support</li> <li>• Level 3 service administrator</li> <li>• Programming</li> <li>• Software Development</li> <li>• Website development and design</li> </ul>

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/Index.aspx>

## Aims:

The central focus of the Health and Human Development study is to understand and manage health, wellbeing and development of the individual across the lifespan and to critically evaluate Australia's health and human development in a globalised world.

### This study aims to:

- Understand the complex nature of health and wellbeing, and human development
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- Develop an understanding of the Australian healthcare system
- Apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs

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
<p>This unit examines the dimensions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions of youth health and wellbeing.</p> <p>The unit also examines indicators used to measure health status and sociocultural factors that contribute to variations in health behaviours.</p> <p>It also explores the functions of nutrients, food selection models and barriers to healthy eating.</p>	<p>This unit examines the human lifespan and the characteristics of development including physical, social, emotional and intellectual. It explores the key characteristics of healthy and respectful relationships.</p> <p>Students investigate the key aspects of Australia's health care system and available health services. Students also examine the factors affecting access to health care and rights and responsibilities of accessing health care.</p>	<p>This unit examines the benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally. It examines the indicators used to measure health status and the biological, sociocultural and environmental factors that contribute to variations between population groups. Students explore the improvements in Australia's health status and the reasons for these improvements.</p>	<p>This unit examines the factors that contribute to similarities and differences in health status and burden of disease. Students explore the concept and dimensions of sustainability and its role in the promotion of health and wellbeing. The implications of global trends including: climate change, conflict and mass migration and digital technologies. Students will also explore the rationale and objectives of the United Nations and priorities and work of the World Health Organisation.</p>

## ASSESSMENT

**Satisfactory completion** - Demonstrated achievement of the set of outcomes

**Units 1 and 2:** Individual school decision on the levels of achievement

**Unit 3:** School assessed Coursework (25%)

**Unit 4:** School assessed Coursework (25%)

**End-of-year examination** (50%)

## FUTURE CAREER PATHWAYS

- Biochemistry
- Biomedical Science
- Dentistry
- Engineering
- Forensic Science
- Law
- Medicine
- Pharmacy

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevlopment/2018HealthHumDevSD.pdf>

## Aims:

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

### This study enables students to:

- Understand and apply legal terminology, principles and concepts, apply legal principles to actual and/

or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions

- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform. Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes and propose and analyse reforms to the legal system to enable the principles of justice to be achieved.

UNIT 1: GUILT AND LIABILITY	UNIT 2: SANCTIONS, REMEDIES & RIGHTS	UNIT 3: RIGHTS AND JUSTICE	UNIT 4: THE PEOPLE AND THE LAW
In this unit students develop an understanding of the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.	This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.	In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. They consider the Victorian court hierarchy and other Victorian legal institutions and bodies available to assist with cases. Students explore 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 discuss recent and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.	In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. They develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. Students investigate parliament and the courts, the relationship between the two, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

ASSESSMENT	FUTURE CAREER PATHWAYS
<p><b>Satisfactory completion</b> - Demonstrated achievement of the set of outcomes</p> <p><b>Units 1 and 2:</b> Individual school decision on levels of achievement.</p> <p><b>Unit 3:</b> School assessed coursework (25%)</p> <p><b>Unit 4:</b> School assessed coursework (25%)</p> <p><b>Units 3 and 4:</b> End-of-year examination (50%)</p>	<ul style="list-style-type: none"> <li>• Lawyer</li> <li>• Social Justice</li> <li>• Law Enforcement</li> <li>• Criminology</li> </ul>

[http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf)

## Prior Learning:

### Prerequisites for Units 1 & 2:

- Successful completion of Year 10 Mathematics (with a score of 5 for MYP course work for Math in year 10 and minimum of 70 % for semester I & II exams)

### Prerequisites for Units 3 & 4:

- Successful completion of Units 1 and 2 General Mathematics or Units 1 and 2 Mathematical Methods.

## Aims (Outcomes):

1. On completion of this unit the student should be able 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. On completion of this unit the student should be able 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. 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 situations requiring investigative, modelling or problem-solving techniques or approaches.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.</p> <p>In this unit 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.</p> <p>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.</p>	<p>Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.</p> <p>In this unit 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.</p> <p>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.</p>	<p>Recursion and financial modelling,</p> <p>In unit, 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.</p> <p>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.</p>	<p>Unit 4 comprises Matrices and Networks and decision mathematics</p> <p>In unit, 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.</p> <p>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.</p>

## ASSESSMENT

**Satisfactory completion** - Demonstrated achievement of the set of outcomes

**Units 1 and 2:** Individual school decision on the levels of achievement

**Unit 3:** School assessed coursework (24%)

**Unit 4:** School assessed coursework (16%)

**Units 3 and 4:** End-of-year examination 1 (30%)

**Units 3 and 4:** End-of-year examination 2 (30%)

## FUTURE CAREER PATHWAYS

- Statistics
- Business
- Economics
- Teaching
- Accounting

## Prior Learning:

### Prerequisites for Units 1 & 2:

- Successful completion of advanced questions of Y10 Mainstream Mathematics (with a score of 6 MYP course work for Math in year 10 and minimum of 70 % for semester I & II exams)

### Prerequisites for Units 1 & 2:

- Achieve a minimum of 60% in classwork and semester exam/ s Math Methods in unit 1 & 2.
- Complete all work sets and/ or homework to a satisfactory standard
- undertake Unit 3 prior to Unit 4.

## Aims (Outcomes):

1. On completion of this unit the student should be able 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. On completion of this unit the student should be able 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. 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 situations requiring investigative, modelling or problem-solving techniques or approaches.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Functions, relations and graphs	Functions, relations and graphs	Functions, relations and graphs	Functions, relations and graphs
Algebra, number and structure	Algebra, number and structure	Algebra, number and structure	Algebra, number and structure
Calculus	Calculus	Calculus	Calculus
Data analysis, probability and statistics	Data analysis, probability and statistics	Data analysis, probability and statistics	Data analysis, probability and statistics

ASSESSMENT	FUTURE CAREER PATHWAYS
<b>Satisfactory completion</b> - Demonstrated achievement of the set of outcomes	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Science</li> <li>• Biomedical Science</li> <li>• Medicine</li> </ul>
<b>Units 1 and 2:</b> Individual school decision on the levels of achievement	
<b>Unit 3:</b> School assessed coursework (20%)	
<b>Unit 4:</b> School assessed coursework (20%)	
<b>Units 3 and 4:</b> End-of-year examination 1 (20%)	
<b>Units 3 and 4:</b> End-of-year examination 2 (40%)	

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>

## Prior Learning:

Students studying Units 3 and 4 Psychology are **strongly recommended** to study Units 1 and 2 General Mathematics for the statistics background knowledge.

## Aims:

Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?	UNIT 2: HOW 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?
<p>In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system and psychological development.</p> <p>Students will explore how the brain recovers from injury and the influence that brain damage may have on a person's psychological functioning.</p> <p>Students will learn about biological, psychological and social factors can combine to influence their psychological development in areas such as mental health.</p> <p>The roles of mental health workers, psychologists, psychiatrists and other organisations will be considered in relation to recovery from brain injury.</p>	<p>In this unit students will analyse how social cognition influences individuals to behave in specific ways and evaluate factors such as; as person perception, attributions, attitudes and stereotypes that influence individual and group behaviour</p> <p>Students will explore the impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society. They will also investigate strategies to reduce these factors.</p> <p>Students will also investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted e.g. visual illusions.</p>	<p>In this unit students examine the functioning of the nervous system how it enables a person to interact with the world around them.</p> <p>They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.</p> <p>Students investigate how physiological and psychological mechanisms of memory and learning lead to the acquisition of knowledge, new skills and changed behaviours.</p> <p>The effects of Alzheimers Disease and Aphantasia are also studied in context of memory and learning.</p>	<p>In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour.</p> <p>They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.</p> <p>Students explore the concept of mental health and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. Phobias will be a focus in this unit.</p> <p>Students will undertake a student-designed scientific investigation in Unit 4. The investigation involves the generation of primary data relating to mental processes and psychological functioning.</p>

## ASSESSMENT

**Satisfactory completion** - Demonstrated achievement of the set of outcomes

**Units 1 and 2:** A combination of practical reports, topic tests, field reports, examination, assignments, multimedia, or response to media article.

**Units 3 and 4:**

Unit 3 School assessed coursework:	(20%)
Unit 4 School assessed coursework:	(20%)
End-of-year examination:	(60%)

## FUTURE CAREER PATHWAYS

- Psychologist
- Counselling
- Criminology
- Human Resource Manager

## UNIT 1 -4

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics.

## Aims

This study is designed to develop students' understanding of religious texts and their interpretation within religious traditions; the variety of text types associated with religious traditions; and their place and use within religious traditions, societies and cultures; their historical development and acceptance

UNIT 1: TEXTS IN TRADITIONS	UNIT 2: TEXTS IN SOCIETY	UNIT 3: TEXTS AND THE EARLY TRADITION	UNIT 4: TEXTS AND THEIR TEACHINGS
<p>In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition. The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition.</p>	<p>In this unit students study texts as a means of investigating social attitudes on different issues. They consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them and the kinds of authority attributed to them by traditions and society in general. They compare how texts from different religious traditions treat common social issues.</p>	<p>In this unit 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 of gaining an understanding of the content and message of the text, students become familiar with the nature of exegetical methods begin used today by scholars in the religious tradition of a selected set text.</p>	<p>In this unit students apply exegetical methods begun in Unit 3 to greater depth. They study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.</p>

ASSESSMENT	FUTURE CAREER PATHWAYS						
<p><b>Satisfactory completion</b> - Demonstrated achievement of the set of outcomes</p> <p><b>Units 1 and 2:</b> A combination of practical reports, topic tests, field reports, examination, assignments, multimedia, or response to media article.</p> <p><b>Units 3 and 4:</b></p> <table data-bbox="316 1641 957 1776"> <tr> <td>Unit 3 School assessed coursework:</td> <td>(25%)</td> </tr> <tr> <td>Unit 4 School assessed coursework:</td> <td>(25%)</td> </tr> <tr> <td>End-of-year examination:</td> <td>(50%)</td> </tr> </table>	Unit 3 School assessed coursework:	(25%)	Unit 4 School assessed coursework:	(25%)	End-of-year examination:	(50%)	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Religious</li> <li>• Teacher</li> </ul>
Unit 3 School assessed coursework:	(25%)						
Unit 4 School assessed coursework:	(25%)						
End-of-year examination:	(50%)						

## Prior Learning

Enrolment into VCE Turkish at Units 3 and 4 requires students to declare their status as either a First Language Learner or a Second Language Learner.

Students must undertake Unit 3 prior to undertaking Unit 4.

## Aims

This study is designed to enable students to: use Turkish to communicate with others; understand and appreciate the cultural contexts in which Turkish is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between Turkish and English, and/or other languages; apply Turkish to work, further study, training or leisure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>In this unit students develop an understanding of the language and culture/s of Turkish-speaking communities through the study of three or more topics from 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 Turkish 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</p>	<p>In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from prescribed. 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.</p>	<p>In this unit students investigate the way Turkish speakers interpret and express ideas, and negotiate and persuade in Turkish 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 sub-topic 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</p>	<p>In this unit 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 Turkish-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 Turkish.</p>

## ASSESSMENT

**Satisfactory completion** - Demonstrated achievement of the set of outcomes

**Units 1 and 2:** Individual school decision on levels of achievement.

**Unit 3 and 4**

- Unit 3 school-assessed coursework: (25%)
- Unit 4 school-assessed coursework: (25%)
- Examinations
  - o oral component (12.5 %)
  - o written component (37.5%)

## FUTURE CAREER PATHWAYS

- Arts
- Interpreter / Translator
- Teacher
- Tourism
- Business
- Diplomat



## Aims:

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

## This study enables students to:

- investigate and analyse their and others' experience of the media
- examine the relationship between audiences and the media
- understand the codes and conventions that are used to construct media narratives and products
- develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application
- analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged
- develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- develop and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

### UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read.

### UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

### UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

Students consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students use the preproduction stage of the media production process to design the production of a media product for a specified audience.

### UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In this unit students focus on the production and post production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion

## ASSESSMENT

**Satisfactory completion** - Demonstrated achievement of the set of outcomes

**Units 1 and 2:** Individual school decision on levels of achievement.

**Units 3 and 4:** School assessed coursework (20%)

**Units 3 and 4:** School Assessed Task (40%)

**End-of-year examination** (40%)

## FUTURE CAREER PATHWAYS

Advertising, Animation, Film, Television, Radio & Online Media, Games and Interactive Media, Graphic and Communication Design, Journalism, Photography

# Appendices



### Appendix Section 1 -

**Form 1405-IB.pdf**  
**Year 11 and 12**  
**IB Diploma Agreement**  
**Form**

**Form 1405-1.pdf**  
**Year 11 and 12**  
**VCE Performance Agreement**  
**Form**

All forms can be found at the below QR code



<https://www.aia.vic.edu.au/academics/vce>

### Appendix Section 2 -

**Form 1411.pdf**  
**VCE Assessment**  
**School-Assessed**  
**Coursework**  
**Student SAC**  
**Assessment**  
**Notice**

**Form 1412.pdf**  
**VCE Assessment**  
**School - Assessed**  
**Coursework SAC**  
**Planning Form**

**Form 1407.pdf**  
**Application to**  
**Reschedule**  
**an**  
**Assessment**  
**Task**

**Form 1418.pdf**  
**Redemption &**  
**Reschedule**

## Appendix Section 3 -

Appendix 3  
**VCE & IB DP Assessment Conversion Table**

**AIA VCE ASSESSMENT SCALE**

IB LETTER GRADE	IB SCORE	IB EQUIVALENT
A+	50-55	Very High
A	45-50	High
B+	40-45	Medium-High
B	35-40	Medium
B-	30-35	Medium-Low
C+	25-30	Low
C	20-25	Low-Medium
C-	15-20	Low
D+	10-15	Very Low
D	5-10	Very Low
E	1-4	Very Low

**IB CONVERSION TABLE**

IB SCORE	IB EQUIVALENT
50-55	A+
45-50	A
40-45	B+
35-40	B
30-35	B-
25-30	C+
20-25	C
15-20	C-
10-15	D+
5-10	D
1-4	E

### VCE & IB DP Assessment Conversion Table (Table on page III)

All forms can be found at the below QR code



<https://www.aia.vic.edu.au/academics/vce>

**VCE Students at Risk Unsatisfactory Progress**

This form is used to document the progress of students identified as being at risk of not meeting the VCE requirements. It includes sections for student details, teacher input, and VCE Level Coordinator input.

### Form 1409.pdf VCE Students at Risk Unsatisfactory Progress Form

**Process to Improve Academic Performance of "Students at Risk"**

This flowchart outlines the process for identifying and supporting students at risk. It starts with identifying students, followed by teacher input and VCE Level Coordinator coordination. It details the types of assessments used and the criteria for sending students to the 'Students at Risk' forum.

### Form 1410.pdf Process to Improve Academic Performance of "Students at Risk" Form

**VCE Failed Outcome Notice**

This form is used to notify students and their parents of a failed VCE outcome. It includes sections for student details, teacher input, and VCE Level Coordinator input.

### Form 1420.pdf VCE Failed Outcome Notice Form

# VCE

## Assessment Conversion Table



### AIAE VCE ASSESSMENT SCALE

S/N	LETTER GRADE	GRADE PERCENTAGE	/50	OUTCOME
Satisfactory	A+	90 – 100	45 -50	Very High
	A	80 – 89	40 – 44.5	High
	B+	77 – 79	38.5 – 39.5	Medium-High
	B	70 – 76	35 – 38	
	C+	67 – 69	33.5 – 34.5	Medium
	C	60 – 66	30 – 33	
	D+	57 – 59	28.5 – 29.5	Low
	D	50 - 56	25 - 28	
	E+	47 - 49	23.5 -24.5	Very Low
	E	40 - 46	20 – 23	
(N) Not Satisfactory		<39	< 19.5	UG
	UG	<ul style="list-style-type: none"> <li>The submitted work does not meet the set criteria.</li> <li>The student did not demonstrate enough evidence of understanding key knowledge/ skills assessed within the area of study.</li> </ul>		
	(NS) Not Submitted	<ul style="list-style-type: none"> <li>Student did not submit/ undertake the assessment</li> <li>Student did not present on the SAC Day</li> <li>Did not provide a medical certificate for their absence on a SAC Day.</li> </ul>		

Authentication is the process of checking that work submitted by a student is their own.

- Work will only be assessed if the teacher is certain that it is the student's own work.
- Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work.
- **The onus of proof is on the student to show the work is his or her own.**
- The best method of ensuring the authenticity of student work is for them to attend classes so that teachers can see their work in progress.
- The For School Assessed Tasks (SATs)
  - Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore to assist in the authentication process.
  - Teachers must monitor and record each student's development of work, from planning and drafting through to completion in the Authentication Records for School-assessed Tasks form (see Head of VCE Pro-gram for this form). This requires regular sightings of the work by the teacher.
  - Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. If the school is being reviewed, this sheet should be included with the work.

### **Breach of Authentication:**

The Victorian Curriculum and Assessment Authority sets down the following rules which students must observe when preparing work for assessment. These rules apply to Coursework, School Assessed Coursework (SACs) and to School Assessed Tasks (SATs).

- Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work.
- Students must acknowledge all resources used, including:
  - text, websites and source material
  - the name(s) and status of any person(s) who provided assistance and the type of assistance provided (see the student planner for more details)

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) 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** levels of assistance include:

- The use of, or copying of, another person's work or other resources without acknowledgment
- Corrections or improvements made or dictated by another person.

### **Possible Breach of Authentication**

SACs and SATs are subject to VCAA authentication requirements – students must submit only their own work, and acknowledge other influences in their work appropriately. Please note that the onus of proof here is on the student – they are required to supply drafts and evidence of background work in the event of an appeal.

**The Academy Community will be notified of these rules by:**

- Staff will be alerted by staff meetings and their handbook.
- Students will be alerted via this handbook, through other publications, and at level assemblies.
- The wider school community will be informed through newsletter items and at VCE Information sessions.

Where a teacher is not satisfied that work submitted is the student's own, they will complete a proforma: **Notification of Potential Breach of Authentication (Appendix)**, and submit it with their evidence to the Head of VCE Program or Head of Senior School. This should occur within 2 days of submission. The Head of VCE Program or Head of Senior School will ensure that the process for breaches of authentication strictly adhere to guidelines outlined in the VCAA Administrative Handbook and will keep the teacher and student informed at each stage of the said process.

## The stages are as follows:

- Notification made to Head of VCE Program or Head of Senior School
- Potential breach investigated
- If necessary, a notification of a formal interview with a Principal elected panel will be convened if there is sufficient reason to believe that a breach may have occurred.
- Where it is determined that a breach has occurred, the Principal (or nominee) will inform the student in writing of the penalty imposed and the provisions for appeal. Notification should be made within 14 days of the initial interview. The Principal (or nominee) will inform the VCAA of the breach according to their requirements. Students may then appeal, and will need to approach the VCE Program Manager if this is their desire.

Students who are found to have breached the VCAA and Academy Authentication rules will face a range of sanctions which will include receiving an 'N' result for the Outcome, additional authentication processes throughout their course of study, and Suspension or Expulsion from the Academy.

## Plagiarism/ Copying

The dictionary says – “to take and use another’s work as one’s own, the act of copying another’s work and pretending it is one’s own”.

### • Copying word for word

From – any printed medium such as a book, magazine, newspaper, journal, another student’s work or the electronic media – without acknowledging it through the use of footnotes.

### • Changing the words around

Even though a student has not copied word for word, it can still be plagiarism if they use somebody else’s general idea, concept, fact without acknowledging it, this form of plagiarism is a little more subtle, but it is nevertheless just as serious.

### • Getting somebody to help without acknowledging it, eg. another student or a tutor

## A tutor can

- point out problems or suggest areas that need improvement such as: expression, sequencing of ideas, grammar, vocabulary, clarification of meaning, elaboration of detail, use of terminology or vocabulary, a suggestion to explore the students response in relation to the assessment criteria/outcome task purpose.

## A tutor cannot

- reword or actually rewrite sections
- Provide interpretation of data or concepts not already brought up in the School-Assessed Task or the Outcome Task.
- Dictate words, sentences or paragraphs

### Appendix Section 5 -

**Form 1408.pdf**  
**Application for enrolment in English as an Additional Language Units 1 and 2 in 2023**

**Form 1427.pdf**  
**Application for enrolment in English as an Additional Language Units 3 and 4 in 2023**

### Appendix Section 6 -

**Form 1406.pdf**  
**Appendix AIAE Application for Special Provisional**

Students are able to apply commencing Senior School (subject to eligibility).

All forms can be found at the below QR code



<https://www.aia.vic.edu.au/academics/vce>



## Appendix Section 7 -

**Form 1424.pdf**  
**Special Examination Arrangements  
- Documentation Checklist 2023**

**Form 1428.pdf**  
**2023 Special Examination Arrangements  
Application Student Consent**

**Form 1425.pdf**  
**Special Examination Arrangements Online  
Application Medical Statement**

**Form 1426.pdf**  
**Request to apply previously approved Special  
Examination Arrangements**

All forms can be found  
at the below QR code



[https://www.aia.vic.edu.  
au/academics/vce](https://www.aia.vic.edu.au/academics/vce)