

20
26



AYCE
FLEXIBLE LEARNING OPTION

VCE HANDBOOK



INTRODUCTION VCE YEARS 11 & 12

The 2026 AYCE VCE Handbook has been developed to inform all senior students, parents/careers and staff about the relevant policies, procedures, and requirements specific to VCE Years 11 and 12 students.

The VCE course comprises various studies and units, some of which must be completed as a sequence. A *study* refers to a subject, such as English or Mathematics. Each study consists of four units (Units 1, 2, 3, and 4), with each unit being one semester in length. For most students, the VCE is completed over two years. Typically, students undertake Units 1 and 2 in their first year, and Units 3 and 4 in their second year.

Units 1 and 2 are usually studied in the same year. However, at this level, the units do not need to be sequential. Students may change subjects in consultation with the VCE Coordinator and parents.

In contrast, Units 3 and 4 must be studied sequentially in the same year, in order, as they form a sequential learning program. Completion of both units in the same year is essential if a study score is to be calculated and used for an ATAR score.

Students generally study between 20 and 24 units (equivalent to five or six studies) across Years 11 and 12.

At AYCE, students are encouraged to study one Unit 3 and 4 subject in Year 11. In 2026, students may choose to study Business Management.

Students who successfully complete the VCE will receive a Statement of Results from VCAA at the end of the year detailing the studies they have completed.

VCE KEY TERMS AND DATES

GAT: General Achievement Test (TBA)

OUTCOME: Represents the skills and knowledge that a student must be able to demonstrate for satisfactory completion of a unit of work.

SAC: School Assessed Coursework.

VCAA: Victorian Curriculum and Assessment Authority. VCAA is responsible for the provision of curriculum and assessment programs for Victorian students.

VTAC: Victorian Tertiary Admissions Centre. This is the administrative body which processes most applications for universities and tertiary institutions in Victoria.

VSV: Virtual School Victoria. The school offers flexible learning options a wide range of courses.

VSL: Victorian School of Languages. The school provides language programs for students in Years 11 to 12 who do not have access to the study of specific languages at the mainstream school.

ATAR: Australian Tertiary Admissions Rank. The ATAR is calculated by VTAC when a student completes their VCE. The ATAR is a number between 0 and 99.95, and it's made up of the scaled study scores from the top four scoring subjects (including at least one English subject) plus 10% of your fifth and sixth subjects in Year 12.

KEY WEBSITES:

VCAA <http://www.vcaa.vic.edu.au/Pages/vce/index.aspx>

VCAA FAQ <https://www.vcaa.vic.edu.au/curriculum/vce/vce-faqs/Pages/Index.aspx>

VCAA Subjects <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

VCE Help <http://www.vcehelp.com.au/>

VTAC <http://www.vtac.edu.au>

2026 TERM AND KEY DATES

Term 1: Wednesday 28 January – Thursday 2 April

- Monday 9 March – Labour Day

Term 2: Monday 20 April – Friday 26 June

- June - General Achievement Test (GAT) – Scoresby SC (TBA)
- Monday 8 June – King's Birthday

Term 3: Monday 13 July – Friday 18 September

- VCE presentation on subject choices for the following year (TBA)

Term 4: Monday 5 October – Friday 18 December

- Tuesday 3 November – Melbourne Cup Day
- October – November - Year 12 Exams (VCAA TBA)
- November – Semester 2 Year 11 Exams - TBA
- November – VCE Start 2026 VCE classes - TBA

VCE YEAR 11 UNITS 1 & 2

Year 11 students are required to select six units each semester, including English Units 1 and 2. In total, each student will complete twelve units over the year.

Students are encouraged to include a Unit 3 and 4 sequence as one of their six subjects in Year 11. This approach aims to extend students' skills and provide greater flexibility when calculating their tertiary entrance ranking at the end of Year 12. Completing a Unit 3 and 4 sequence in Year 11 may contribute an "additional" bonus towards their ATAR score.

2026 VCE CURRICULUM

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment, and reporting of both the Victorian Certificate of Education (VCE) and Vocational Major (VM). VM is not offered at AYCE.

For further information, refer to the VCAA website: www.vcaa.vic.edu.au

CURRICULUM

VCE studies are comprised of semester-length units, each representing approximately 100 hours of work, including 50 to 60 hours of scheduled class time. Each study consists of a sequence of four units, typically delivered as one unit per semester over two years.

Units 3 & 4 must be studied as a sequence and have external assessments and exams, while Units 1 & 2 are assessed within the school. All studies are designed in such a way that some Units 3 & 4 sequences can theoretically commence without prerequisites, however, a sound study background in a particular area will assist with VCE units.

AYCE staff provide advice to Year 10 and 11 students, along with their parents or carers, during Term 3. Each year, AYCE delivers important information and guidance regarding VCE and subject selection for Year 12 Units 3 and 4, based on students' Year 11 Units 1 and 2 results and subject prerequisites.

Year 10 students will complete their subject selections for Year 11 Units 1 and 2 during this process.

REQUIREMENTS TO BE AWARDED THE VCE CERTIFICATE:

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

- Three units from the English group which must include a Unit 3 & 4 sequence.
- Three sequences of units 3 & 4 studies other than English.

UNIT OUTCOMES

Each VCE unit includes a series of two to four outcomes, all of which must be achieved for satisfactory completion of the unit. Achievement of these outcomes is determined by the teacher's assessment of the student's performance across a range of activities, including assessment tasks, classwork, homework, and other designated learning activities.

Satisfactory completion of units is determined by the school, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements. Students will be provided with information about assessments and other learning activities at the beginning of each unit.

ASSESSMENT OF VCE UNITS 3 & 4

All studies have both school assessment and examination(s). There are three assessments reported as grades (A+ to E satisfactory; UG unsatisfactory) for each study.

SCHOOL ASSESSED COURSEWORK (SACs)

School Assessed Coursework is made up of several assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit learning outcomes.

- Assessment tasks are part of the regular teaching and learning program.
- Tasks must be completed mainly in class time.
- Tasks are to be completed within a limited time frame.

SCHOOL ASSESSED TASKS (SATs)

A small number of studies have School Assessed Tasks (SATs). In 202, VSV SATs include: Media, Product Design and Technology, Food Technology, Art, and Visual Communication and Design.

REPORTING GRADES

Students' scores will be determined from the rankings given by their teacher on a set of assessment and performance criteria specified by the Victorian Curriculum and Assessment Authority (VCAA).

To ensure that schools' assessments are comparable throughout the state schools' scores for school assessed tasks and coursework in Units 3 & 4 are moderated using the General Achievement Test (GAT), and if necessary, the assessments will be reviewed by VCAA.

Should a student fail to meet the satisfactory assessment for a task on the first attempt, then the student will be permitted to re-sit the task the following week or as soon as possible.

Students can only sit one re-sit or redemption per unit (subject) except in cases of special consideration as approved by the VCE Coordinator. If the task is one which is graded, the original grade cannot be altered, for example, a score of 25 remains 25 only the N (Not Satisfactory) can be changed to an S (Satisfactory) for the unit if the student achieves a satisfactory outcome on the second attempt.

EXAMINATIONS - UNITS 3 & 4

In 2026 all externally assessed written examinations will be conducted on the following dates:

- GAT – June 2026 – Scoresby Secondary College
- VCE exams – October – November (TBC)

Performance/oral examinations are held in October. Grades for all examinations are determined by VCAA. The results for Units 3 - 4 are issued to all students in December.

STUDY SCORES

To qualify for a Study Score, a student must have satisfactorily completed Units 3 & 4 in a particular study. Students' overall achievements for each study will be calculated by VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50. The Study Scores are used to determine the ATAR (Australian Tertiary Achievement Ranking) for the student (if the student has satisfactorily completed their VCE and has applied for a tertiary course through VTAC).

TERTIARY ENTRANCE

The tertiary entrance requirements change annually, and students/parents/carers need to check that details are appropriate to the year they will seek entry to tertiary courses. Year 10 students should check the *Prerequisites for 2026 Tertiary Entrance Requirements* published in the daily papers in July/August 2025.

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The ATAR is calculated by adding together the study score in the English study plus the three next best study scores (the 'primary four') and then adding 10% of the score obtained for a maximum of two other studies in units 3 & 4.

VTAC advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 & 4 of an English sequence is also required.

VCE REQUIREMENTS

PROMOTION

In most instances, entry into Year 12 depends upon satisfactory completion (S) of a minimum of ten units in Year 11. Continuation in a subject requires assessment grades which indicate competence in that subject. Results achieved under examination conditions are particularly important. Promotion is considered in consultation with the VCE Coordinator, teachers, parents/carers.

Parents/carers may request an interview with the VCE Coordinator, Campus Principal, and the Wellbeing Coordinator at any time if they have concerns about their child's progress. To support students' progress, it is recommended that feedback provided in semester reports should be discussed at home. Parents and students also receive feedback through the semester on Learning Tasks via Compass.

ATTENDANCE

At AYCE, all students in Years 11 and 12 are required to attend the school for a minimum of 90% of scheduled classes to satisfactorily complete the year or the semester. Absences covered by medical certificates or appropriate professional evidence are not normally included in the 90%.

Lateness to class will be treated as an absence on a pro-rata basis. If students are ill and have missed the date for completion of coursework, a **valid medical certificate** must be provided immediately on return to school before the student will be allowed to undertake coursework which has been missed.

In Year 11, all medical certificates are to be handed to the VCE Coordinator. In Year 12, medical certificates must be handed in to the VCE Coordinator within **5 days** of return to school. The school cannot accept medical certificates where a doctor is unable to confirm that a student was ill on a particular day.

Assessment in the VCE is continuous and is based on completion of set tasks throughout the unit. Students need to attend regularly and may have their enrolment reviewed if attendance is poor. Where a student has completed work but there has been a substantive breach of attendance rules, the school can withdraw the VCAA enrolment for the students in that subject.

SCHOOL ASSESSED COURSEWORK (SAC) AND SCHOOL ASSESSED TASKS (SAT)

There are several requirements associated with the completion of assessment work and tasks at the school. The school bases its decisions on the advice and requirements from VCAA (Administrative Handbook).

GENERAL ACHIEVEMENT TEST (GAT)

All students undertaking a Unit 3 & 4 study, regardless of their year level, are required to sit for the General Achievement Test (GAT) which is set by the VCAA and undertaken in June of each year. The score achieved by the students on their GAT is compared to the scores they achieve for their coursework. It may also be used in the statistical moderation process and for the calculation of a Derived Examination Score (DES) if required in an examination.

It is in the students' best interests to approach the GAT with focus and complete it to the best of their ability.

AUTHENTICATION

Each student is responsible for ensuring that their work can be authenticated. Students should retain drafts and preparatory materials that contribute to the completion of a SAC/SAT, as required. Teachers are expected to monitor and document each student's progress towards an outcome, this includes planning, drafting, and final completion of the SAC/SAT. To ensure authenticity, teachers must support the development of work during class, regularly sight the work, and record its progression.

VCAA states that:

Students must ensure that all unacknowledged work submitted for coursework is genuinely their own.

1. Students must acknowledge all resources used, including:
 - Text and source material
 - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
2. A student must not receive undue assistance from any other person in the preparation and submission of work.
3. Students must not submit the same piece of work for assessment more than once.
4. Students who knowingly assist other students in a Breach of Rules may be penalised.
5. Students must sign the *Declaration of Authenticity* at the time of submitting the completed task.

This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE and accept disciplinary provisions.
6. If a suspected breach of the rules about authentication occurs, the parents and student concerned will be notified in writing and contacted by the school. Parents/carers cannot advocate on behalf of students. The panel will make a determination based on the information and evidence presented. Consequences for a breach may include a reprimand, resubmission of work, refusal to accept all or part of the work – it may result in a N if the infringement is deemed serious or if very little or none of the work can be authenticated.

APPEALS

1. Students have a right of appeal to the VCAA against the decision of the principal/VCE Coordinator if a penalty has been imposed because of a breach of the VCAA rules set out above.
2. There is no appeal to the VCAA in the case of a school refusing to accept the late submission of work.

COMPASS

To successfully complete a VCE unit, students must demonstrate their understanding of the specific learning outcomes in all the School Assessed Coursework (SAC) tasks for that subject.

The student/parent online portal is Compass is the student learning and management system used at AYCE. It is the key communication system the school uses to provide information to students and families. Parents/carers need to ensure they:

- Can log in to the system – username and password
- Provide current email details.
- Log in at least once a week to check student timetable, notices, activities, attendance, and assessment details.
- Follow up with the appropriate school staff if there are any concerns/issues.
- Immediately report any technical issues or to check log in details.

HOMEWORK

Parents/guardians are required to monitor and encourage their children to complete regular homework and study, and to assist in establishing a suitable environment for study and conditions conducive to completing homework. This is essential for all students to complete

set tasks given by teachers, as well as catch up on incomplete or missed work. At VCE, completing all work and consistent study, including revision, is a key to successfully completing each SAC task.

In VCE, Year 12 students are recommended to spend around 2-4 hours per night studying/homework and revising work. Year 11 students are expected to spend 1-2 hours per night on homework/study/revision of work. It is expected that additional time will be required for revision during the exam period. This requires a student to be organised and have a balanced life outside school. Students should be able to have a part-time job and enjoy sport and other hobbies whilst focusing on their studies.

Students should also complete independent study in preparation for SACs and exams e.g., summary notes, cue cards, practice test questions. It is essential that students create positive homework and study habits. These include:

- Removing all distractions e.g., mobile phones/TVs
- Studying in chunks of 25 minutes
- Use of a study timetable for their independent, home study session.

SAC AND EXAM BREACHES

Students are assessed in each subject against VCAA outcomes. Students will be awarded a Satisfactory (S) or Non-satisfactory (N) overall result in each unit on their successful completion of the SACs over the course of the semester. The number of successfully completed subject units will form the basis of the discussion during pathway and promotion interviews from Year 11 into Year 12.

INTERNAL BREACH

If there is an alleged breach of a SAC or Year 11 exam conditions, a VCE panel will be created to investigate the alleged breach.

The VCE panel will consist of:

- Campus Principal
- Assistant Principal (VCE Coordinator)
- Subject Teacher

The following support people may attend:

- Parent/Guardian (not in an advocate's role)

The VCE panel has the power to impose the following consequences:

1. Award the assessment task an N
2. Ask a student to re-sit the task or a redemption task to receive an S
3. If it is a second offence the student will fail the overall unit

Breaches which will result in disciplinary action are:

- Plagiarism
- Unauthorised use of technology
- Communicating with others during a SAC or exam session
- Other breaches specified by VCAA

EXTERNAL BREACH

If a student breaches rules in a Unit 3 & 4 exam, serious disciplinary action may be taken by VCAA that is independent of the school.

A student may be required to front an external VCAA Review Committee to explain their actions. If the student is found to have breached the conditions the Committee may cancel or alter the students' results.

ABSENCE FROM A SAC/EXAM

Students may not miss a SAC assessment session (including an exam) without approval. Approved absences may be granted for the following:

- Illness explained by a medical certificate.
- Official school excursion.
- Official sporting event.
- Exceptional personal circumstances. Approval for these is given at the discretion of the VCE Coordinator based on VCAA guidelines.

If a student is absent for a SAC or exam they must:

1. Provide a medical certificate **within three working days** of the assessment session.
2. Complete the SAC task or exam at a suitable time negotiated with the subject teacher.

A student will receive an unsatisfactory grade for the SAC if the above conditions are not met, and this will deliver an unsatisfactory overall outcome for the unit.

REDEMPTION PROCESS

All students are required to **submit their coursework 48 hours prior to the SAC**. If the student does not hand in their coursework by the due date, they may risk receiving a '0' for the SAC depending on the outcome of the review meeting with the VCE Coordinator.

Students have a maximum of two weeks to redeem after being informed of their score on the original SAC. In exceptional circumstances an extension may be approved by the VCE Coordinator.

Students will not be eligible for redemption if a reasonable attempt has not been made on coursework and not submitted by the due date. This will result in a student being issued an N for the outcome.

Note: The decision regarding whether an attempt is deemed reasonable will be determined by the classroom teacher and the VCE Coordinator.

If a student scores below 50% on their individual subject assessment performance descriptor for their SAC, and has made a reasonable attempt to meet the SAC requirements, the following steps will apply:

1. First opportunity- Redemption (different task to the original SAC)

- Students are issued with a failed outcome notification.
- Parents are notified (at least three days prior to redemption)
- Students seek assistance and clarification from subject teacher about areas of improvement.
- Students sit the redemption SAC.

'S' is given if the student can achieve 50% or above or 'N' if a student does not meet the 50% minimum requirement on their individual subject assessment performance descriptor for that SAC.

Year 11 students - If N is received on their 1st attempt, class teachers assess coursework (step three)

Year 12 students - If an N is received on their first attempt, second redemption opportunity applies (step two)

Year 12 students only:

Students will not be eligible for a second redemption if no reasonable attempt has been made on the redemption SAC, therefore student will be issued with an N for the outcome.

1. Second opportunity- Redemption (different task to original SAC and redemption)- Year 12 only

If redemption results in below 50%

- Students will be issued with a **failed SAC notice**.
- Parents are notified (at least three days prior to redemption).
- Students seek assistance and clarification from subject teacher about areas of improvement.
- Students sit the second redemption SAC.

'S' is given if the student can achieve 50% or above on their individual subject assessment performance descriptor for that SAC or 'N' if a student does not meet the 50% minimum.

2. Coursework - Year 11 (Units 1 & 2) and Year 12 (Units 3 & 4)

'S' is given if the student can demonstrate understanding of the outcome via the authenticated coursework that meets the outcome criteria. To demonstrate an understanding, students will attend a meeting with their class teacher where they will discuss the outcome to gauge their understanding.

Any students who receive an 'N' at this stage are no longer eligible for redemption and will receive an N for the outcome, and therefore the unit.

Redemption will not improve the original score.

CHANGE OF SUBJECTS

A change of subject (or dropping a subject) should not be taken lightly, remembering the requirements for completing the VCE successfully (16 units over the two years). Students must speak to their VCE Coordinator about plans to change subjects.

The student will be required to complete the change of subject form which must be signed by:

1. Student
2. VCE Coordinator
3. Parent

No subject changes can be made unless the form is completed and signed by all the required people.

The final days for change of subjects in 2026 are:

- **Semester 1 - Mid February (TBA)**
- **Semester 2 - Mid July (TBA)**

Students and parents need to be aware of the specific cut off dates for VCE subjects set out externally by VCAA (with no flexibility).

SPECIAL PROVISION

VCAA guidelines outline three types of special provision for illness, impairment, and personal circumstances. All applications need to be directed to the VCE Coordinator. Supporting documentation will be required when applying to VCAA for special provision.

VCE EXAMINATIONS SPECIAL EXAMINATION ARRANGEMENTS

Students may be eligible for Special Examination Arrangements due to an illness or disability that prevents them from completing their VCE examinations in the same way or under the same conditions as other students. Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.

Examples of the types of special provisions granted to students include rest breaks, extensions of time, use of headphones, use of digital devices.

VCAA may not approve Special Examination Arrangements for students who have long-term impairments if they have not been given similar arrangements by their school during the year.

All applications for Special Examination Arrangements are to be lodged by mid-March. Late applications may be accepted, and emergency special exam arrangements can be requested up until the day before the exam.

SCHOOL ASSESSED COURSEWORK (SACs)

Students are eligible for Special Provision for School-based Assessment if their ability to demonstrate achievement is adversely affected by:

- Acute or chronic illness
- Long-term impairment
- Personal circumstances

DERIVED SCORE

This provision applies to students who are unable to attend an examination, or whose performance is significantly affected due to illness, accident, or a personal traumatic event occurring on the day of the examination.

STATISTICAL MODERATION

Moderation is a process of ensuring that the same assessment standards are applied to all students. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school. The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State.

UNSCORED VCE

All students are encouraged to complete their examinations at the end of Year 12 and receive an ATAR. An ATAR is required for direct entry to most university courses. A student may have the opportunity to complete **an unscored VCE**.

Students must speak to the VCE Coordinator to begin the application and counselling process early. The issues and implications will be discussed fully with the parent/guardian and only approved with their permission.

VIRTUAL SCHOOL VICTORIA

Virtual School Victoria (VSV) offers the opportunity for students wanting to maintain their enrolment at AYCE to complete one VCE subject that is not offered currently at the school or is not available due to timetabling clashes or other issues.

Students who undertake this option need to be well organised and self-motivated to complete the coursework without direct face-to-face contact. The decision to undertake VSV will be discussed with the VCE Coordinator, parent/guardian and student. This is a free online course with over many for VCE students.

QUESTIONS AND ANSWERS

1. What must I do to satisfactorily complete my VCE unit/s?

To obtain an 'S' (satisfactory) for a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set outcomes as specified in the study design.

Students will receive an 'S' (satisfactory) for a unit if the teacher determines that the student can:

1. Submit all tasks in a way that demonstrates an understanding of the key skills and knowledge for each Outcome.
2. Complete the unit assessment task(s) (SAC/SAT) and demonstrate an understanding of the key skills and knowledge being addressed.
3. If required, the student will satisfactorily complete redemption preparation tasks and redemption.
4. Submit work that is clearly their own and can be authenticated by the classroom teacher.
5. Observe the school policy and VCAA rules regarding assessment, submission or work and attendance.

2. What happens if I receive an 'N' (not satisfactory) for a unit of work?

Students will receive an 'N' (not satisfactory) for a unit when one or more of the following occurs:

1. The student has not submitted a task within one week after the 'VCE at Risk of N Result' notification.
2. The student's work cannot be authenticated or there has been a substantial breach of rules.
3. The student has not demonstrated an understanding of the key skills and knowledge of the tasks, SAC/SATs, redemption preparation tasks or redemption tasks despite the supports that have been provided.
4. The student has been absent for more than 10% of classes without VCE approved documentation.

3 What happens if I am told that I am 'At Risk' of a Not Satisfactory VCE Unit Result?

A student may be determined 'At Risk of N' if they have not shown an understanding of the key skills and knowledge for a task or a SAC.

If a **teacher** believes a student is at risk of not being able to achieve a satisfactory result for an outcome, the student is required to:

1. Discuss the unsatisfactory result with their classroom teacher and clarify the new 'due date'
2. Work with the teacher to address the areas of concern from the original task.
3. Resubmit the required task to a satisfactory standard by the new due date.

A student may also be determined 'At Risk of N' if they have not shown an understanding of the key skills and knowledge for a SAC, or they have not achieved a result of 40% or higher on their individual subject assessment performance descriptor in the SAC.

If a **student** is at risk of not being able to achieve a satisfactory result for an outcome for this reason, the student is required to:

1. Discuss the unsatisfactory result with their classroom teacher and clarify:
 - Redemption date.
 - Requirements and due date of the redemption preparation task.
2. Submit the redemption preparation task to a satisfactory standard by the due date and satisfactorily complete the redemption on the given date.

4 What happens if I am awarded a Not Satisfactory (N)?

The student will receive an 'N' (not satisfactory) for the unit when one or more of the following occurs:

1. Submit the redemption preparation task to a satisfactory standard by the due date and satisfactorily complete the redemption on the given date.
2. The student has not submitted a task within one week after the 'VCE At Risk of N Result' notification.

5 What happens at the end of the 'At Risk' process and I have still not managed to achieve a satisfactory result?

At the conclusion of the 'At Risk' process, if the student has still not achieved a satisfactory outcome, a 'VCE N Result' will be issued.

If a student receives an 'N' result for Unit 1 or 2, it is important that students maintain academic expectations for their own learning. Students must still complete all required assessments for the rest of the Unit. If a student receives an 'N' result for Unit 3 or 4, they may be removed from the subject and placed onto a study timetable.

6 When would I be eligible for a SAC redemption?

If a student has not shown an understanding of the key skills and knowledge for a SAC or scored less than 40% on their individual subject assessment performance descriptor for their SAC, then they are required to earn the opportunity for a redemption.

The student is required to:

- Discuss the assessment task with the teacher and the key skills and knowledge which they did not meet.
- Ensure they submit the redemption preparation task to a satisfactory standard by the due date.
- Satisfactorily complete the redemption task.

If a student does not satisfactorily submit the redemption preparation task by the due date, they will not be eligible for a redemption and will receive an N for the outcome.

If a student was absent for a SAC with or without VCE approved documentation, they do not need to complete a redemption preparation task prior to the Catch-up SAC.

WHAT IS A SUMMATIVE ASSESSMENT FOR SACs and SATs?

SCHOOL ASSESSED COURSEWORK (SACs)

School-assessed Coursework (SACs) consist of a set of assessment tasks that assesses each student's level of achievement in Unit outcomes as specified in the study design. For Units 3 and 4, the Victorian Curriculum and Assessment Authority (VCAA) aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study.

SCHOOL ASSESSED TASKS (SATs)

School-assessed Tasks (SATs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. For Units 3 and 4, the VCAA aggregates these scores into a single total score for each student.

SAC/SAT AUTHENTICATION

Students are required to sign the provided cover sheet and declaration form for each SAC/SAT. Students must ensure that all unacknowledged work submitted for an assessment task is their own. Teachers may ask students to further demonstrate their understanding of the task during the unit or upon submission of the work.

7. Can I apply for an Extension of a SAC deadline application?

An extension of time for an individual student to complete a SAC will be granted only in special circumstances. **Students must submit an 'extension of deadline' application form a minimum of 24 hours prior to the assessment date.**

To be granted an extension of time, an interview may be conducted with the student and request evidence of work requirements/preparation.

8. What happens if I am absent from a SAC?

Students who are absent from a SAC must provide appropriate documentation to the VCE Coordinator **within 24 hours** of returning to school. The student must arrange an appropriate date and time to complete the task with their teacher.

If appropriate documentation was provided, the student should receive a variation from the original SAC and complete it under the same conditions as the original SAC at an appropriate alternate date. If appropriate documentation was not provided, the student will be 'At Risk of N'. The student must still be given the opportunity to complete a SAC Catch-up to achieve an 'S' result, however they will receive a 0 score. This task can be the same as the original SAC.

9. What happens if I am absent on the due date of a SAT?

Students who are absent on the due date for a SAT are instructed to provide appropriate documentation to the AYCE VCE Coordinator

If appropriate documentation was provided, the student must submit the SAT on the day they return to school.

If appropriate documentation was not provided, the student will be assessed on what has already been sighted throughout the unit (this may include checkpoints or the authentication record). If the work sighted prior to the due date of the SAT does not demonstrate the key skills and knowledge being assessed, the student will be 'At Risk of N'.

10. What is Special Provision within VCE?

VCAA aims to provide students in defined circumstances with the opportunity to participate in and complete their VCE. Special Provision is available to students completing the VCE for classroom learning, school-based assessment and VCE external assessments.

Students may be eligible for Special Provision if at any time they are affected in a significant way by:

- An acute or chronic physical or mental illness.
- Factors relating to personal circumstance.
- An impairment or disability, including a learning disorder.

If a student is granted either internal or external Special Provisions, teachers will be notified by the VCE Coordinator of appropriate modifications that need to be made to student learning.

11. What are the VCE rules around plagiarism and cheating?

At VCE level all cases of plagiarism, collusion or cheating may be very different in nature and the process outlined below for incidents is a guide for students, teachers, and parents. The VCE Coordinator will assess each case individually and will decide on the appropriate course of action.

If a student is undertaking an assessment under test conditions, they must comply with VCAA examination rules. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own. If required, a teacher may ask the student to demonstrate their understanding of the key skills and knowledge.

Students may be required to:

- Provide evidence of the development of their work.
- Discuss the content of the work with the teacher and answer questions and/or verbally demonstrate their degree of understanding.

- Provide samples of other work completed that demonstrate understanding of the original task.
- Complete, under supervision, a supplementary assessment task related to the original task.

If it is concluded that they did not plagiarise, the score on the original task will stand.

12. What are the VCE attendance requirements?

All students enrolled in a VCE program are required to attend at least 90% of scheduled classroom instruction unless reasonable and valid grounds exist for them to be absent.

At the discretion of the Campus Principal or the Assistant Principal, there may be unique situations where attendance is approved outside this policy.

Students may be required to attend regular academic support sessions after school. School Assessed Coursework (SACs) may also be scheduled to take place after school. Students and parents will be notified of these sessions via Compass or email.

13. What do my parents/guardians, do about absences?

For an absence to be 'VCE approved', students must provide the VCE Coordinator with the appropriate documentation within the approved timeframe. This includes a medical certificate, COVID-19 testing results (official SMS notification), court notice or a funeral notice.

Statutory declarations are not accepted as sufficient evidence for missing a formal assessment.

Please note, email documents will be approved if the original sender's details have been provided. Scanned documents will not be accepted.

14. What do I do if I am absent due to illness?

Students who are absent due to illness must provide the original documentation to the VCE Coordinator **within 48 hours** of their return to school (if it was a normal school day with no SAC/SAT). The VCE Coordinator will review this documentation and if valid, will approve this on Compass.

If the absence took place on the day of a SAC/SAT, the student must provide the original documentation to the VCE Coordinator within **24 hours** of their return to school.

When a student has been absent from school for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special considerations, teachers in consultation with the VCE Coordinator may grant special provisions.

15. What do I do if I am absent due to a family holiday?

Family holidays, extended family travel overseas and planned absences should be scheduled within the term breaks. Students and families are required to seek permission

for a family holiday at least **four weeks** in advance of the proposed leave or at the time of Subject Selection in November. The VCE Co-Ordinator should be informed once a decision is made to take a holiday. Teachers will provide students with work to be completed during the absence.

Absence without school approval will directly impact student attendance data. If an assessment task is scheduled to occur during this time, the student may not be granted permission to reschedule this SAC for a scored result.

If the student's application for leave is approved, the student must remain up to date with all course requirements and will be required to complete a study plan with the support of the VCE Coordinator.

In unique circumstances, the VCE Coordinator may provide exceptions to assessment requirements.

16. What do I do if I am absent due to cultural observances?

The dates for cultural observances are difficult to predetermine as they vary between cultures/religions and from year to year.

Students who participate in these cultural observances must bring a note from home explaining this. It must be provided to the VCE Coordinator prior to the holiday for it to be school approved. Any notes that are received upon the student's return to school may not be accepted.

Students are generally allowed a maximum of 1 approved absence for cultural observance per year, however, this may be extended at the discretion of the VCE Coordinator.

17. What do I do if I am absent due to bereavement?

Students who are missing timetabled classes due to bereavement leave must notify the VCE Coordinator. The student's family may be contacted to discuss the duration of the leave and the approval process for the leave.

The Well-Being Coordinator will then ensure a support plan is in put in place for this student upon their return to school.

18. What is a VCE Unscored Pathway?

An unscored pathway is a program choice only available to Year 12 students.

Year 12 students who wish to obtain their VCE certificate, but do not wish to acquire an ATAR for entrance into tertiary education, may apply to undertake an 'unscored' VCE pathway. The student is to approach the VCE Coordinator to discuss this option.

If a student completes an unscored pathway, they will **not** be required to sit the end of year exams and might not be required to sit SACs unless the SAC is necessary for the teacher to assess key skills and knowledge from the study design. Students who decide to undertake an unscored pathway will not receive an ATAR or a study score for any of their subjects.

Once a student is entered into an unscored VCE pathway, they are not able to transition back to a scored VCE.

19. What is the process for an Unscored Pathway?

- The VCE Coordinator is to ensure the below steps have been actioned before a student can move to an unscored pathway.
- Conduct an interview with the student to discuss the reasons for their unscored pathway.
- The VCE Coordinator will determine whether this an appropriate pathway choice for the student.
- If so, the student will undergo careers counselling.
- The parent/guardian will be contacted by the VCE Coordinator to discuss the details, reach an agreement, and sign the appropriate documents.

20. What are the expectations of VCE students when a decision is made to go unscored?

- Students in an unscored pathway must still independently demonstrate the key skills and knowledge to receive an 'S' result for each unit. This includes completing all tasks and, where deemed necessary by the classroom teacher, assessment task (SAC/SAT) requirements.
- A student who does not meet these requirements will be at risk of receiving an 'N' result and may be ineligible to successfully complete their VCE.
- Students must also adhere to all VCE attendance expectations.

ENGLISH

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Texts: Nine Days & The Dry (TBC)

Units 3 and 4

School assessed coursework, and an end-of-year examination.

Unit 3 school-assessed coursework: 25 %

Unit 4 school-assessed coursework: 25 %

End of year examination: 50 %

Texts: High Ground, The Memory Police, Writing about Protest.

OVERVIEW

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

Students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a global community.

Unit 1: In this unit, students read, explore, connect and respond to texts analytically and on a personal level. Students also develop their skills in being able to write in multiple forms for specific purposes and

audiences, by carefully crafting their own pieces inspired by mentor texts studied in class.

Unit 2: In this unit, students continue to build their skills to explore the key narrative elements presented in texts, and analyse the meaning conveyed by authors or directors. Students also develop their skills and knowledge around how language is used to present arguments and have intended effects; and create their own texts intended to position audiences.

Unit 3: In this unit, students view, read and explore texts and analytically discuss the values, concerns and ideas presented by authors or directors. Students also work with set mentor texts, and take inspiration from the techniques and styles used by authors, to create their own pieces and reflect on their own writing processes.

Unit 4: In this unit, students further refine their skills to discuss and respond to the ideas, values and concerns conveyed by authors or directors. Students also explore a range of media texts, both print and audio-visual, to analyse how language features are used to position audiences. Students apply their knowledge of language features to create and present a persuasive point-of-view piece on a current media.



ACCOUNTING

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

End of year examination: 50%

OVERVIEW

VCE Accounting explores and applies the financial recording, reporting, analysis and decision-making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

The study is made up of four units:

Unit 1 - The role of accounting in business:

In this unit, students focus on the role of accounting in small businesses. Students learn basic accounting principles, how to record financial data manually and digitally, and the importance of ethical financial decision-making.

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

In this unit, students build on Unit 1 by focusing on trading businesses. Students examine inventory, accounts receivable/payable, and use financial information to evaluate business performance and support decision-making.

Unit 3 - Financial accounting for a trading business:

In this unit, students overs the preparation and interpretation of accounting reports for a single trading business using the accrual basis and double-entry system. Emphasis is placed on recording, reporting, and understanding financial performance and position.

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

In this unit, students extend their knowledge from Unit 3 with a focus on budgeting, variance analysis, and cash flow management. Students analyse business performance and make informed decisions using accounting information.



BUSINESS MANAGEMENT

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework, and an end-of-year examination.

Unit 3 school-assessed coursework: 25 %

Unit 4 school-assessed coursework: 25 %

End of year examination: 50 %

OVERVIEW

The Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years.

Unit 1 – Planning a business: In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2 – Establishing a business: 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.

Unit 3 - Managing a business: Students examine the different types of businesses and their respective objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4 - Transforming a business: 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. 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.



HISTORY

Revolutions – Russia and China Revolutions

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework, a mid-year examination and an end-of-year examination.

Unit 3 school-assessed coursework: 25 %

Unit 4 school-assessed coursework: 25 %

Unit 4 examination: 50 %

OVERVIEW

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

The study is made up of four units:

Unit 1: Change and Conflict. In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2: The changing world order. In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Unit 3 and 4: Revolutions. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. Students then focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society.



LEGAL STUDIES

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines the level of achievement

Units 3 and 4

School assessed coursework and an end of year examination

Unit 3 School-assessed coursework:25%

Unit 4 School-assessed coursework:25%

End of year examination 50%

OVERVIEW

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 to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective.

The study is made up of four units:

Unit 1: The presumption of innocence.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2: Wrongs and rights. 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.

Unit 3: Rights and justice. 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.

Unit 4: The people, the law and reform.

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.



FOUNDATION MATHEMATICS

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework: 40%

Units 4 School-assessed Coursework: 20%

End-of-year external examinations: 40%

OVERVIEW

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. This is designed as preparation for Foundation Mathematics Units 3 and 4 and contains assumed knowledge and skills for these units. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Foundation Mathematics are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics: financial and consumer mathematics', 'Space and measurement'

Students will cover the following content.

Algebra, number and structure

Students cover estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.

Data analysis, probability and statistics

Students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.

Discrete mathematics: financial and consumer mathematics

Students cover the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.

Space and measurement

Students cover time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.



GENERAL MATHEMATICS

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework: 24%

Units 4 School-assessed Coursework:

16%

End-of-year external examinations: 60 %

OVERVIEW

General Mathematics is the study of function and pattern in number, space and structure and of randomness, variability and uncertainty in data and events. It is a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Students will apply techniques to solve problems in both practical and theoretical situations.

Unit 1 and Unit 2

Cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data. Study the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial applications of these sequences.

Apply techniques involving the use of linear relations and solving simultaneous linear equations.

Study matrices to model and solve a range of practical problems.

Undertake a mathematical investigation into one or two practical or theoretical contexts based on content from areas of study.

Cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

Use graphs and networks to model and solve a range of practical problems.

Study direct and inverse variation, transformations to linearity and modelling of some non-linear data

Cover units of measurement, similarity and scale and their practical applications involving simple and composite shapes, trigonometry and Pythagoras theorem.

Units 3 and 4

This is a non-calculus course designed to be widely accessible for a broad range of students. The content provides general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The areas of study consist of data analysis; recursion and financial modelling, matrices, and networks and decision mathematics.



MATHEMATICAL METHODS

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework, and an end-of-year examination.

Unit 3 School Assessed Coursework: 20%

Unit 4 School Assessed Coursework: 20%

Units 3 and 4 Examination 1: 20%

Units 3 and 4 Examination 2: 40%

OVERVIEW

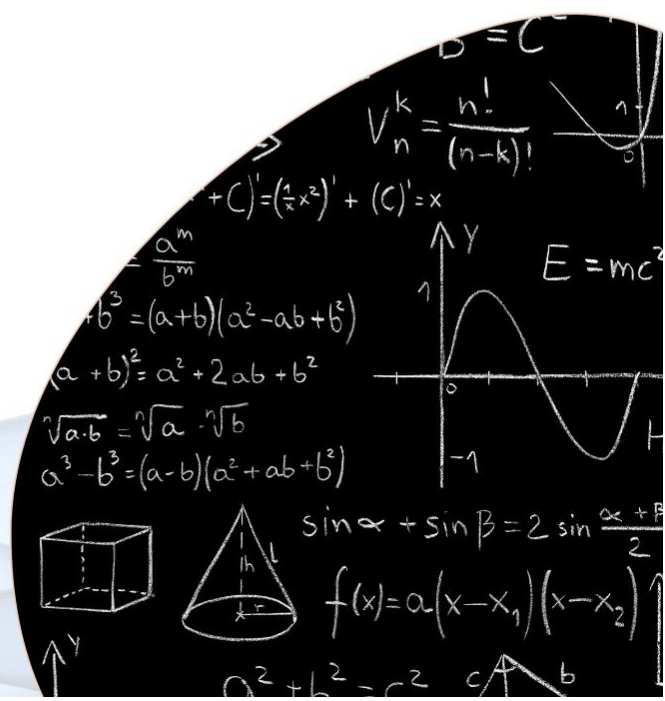
Unit 1 & Unit 2 Students will:

- Cover the graphical representation of simple algebraic functions of a single real variable and the key features of functions and their graphs such as axis intercepts, co-domain and range, stationary points, asymptotic behaviour and symmetry
- Use of symbolic notation to develop algebraic expressions and represent functions, relations, equations and systems of simultaneous equations
- Explore constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change

- Cover the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events.
- Carry out an investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study.

Unit 3 Students will: Study the areas of 'Functions, relations and graphs' and 'Algebra number and structure', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

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



BIOLOGY

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2

The school determines levels of achievement

UNITS 3 AND 4

School assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework 20%

Unit 4 school-assessed coursework 30%

End-of-year examination 50%

OVERVIEW

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

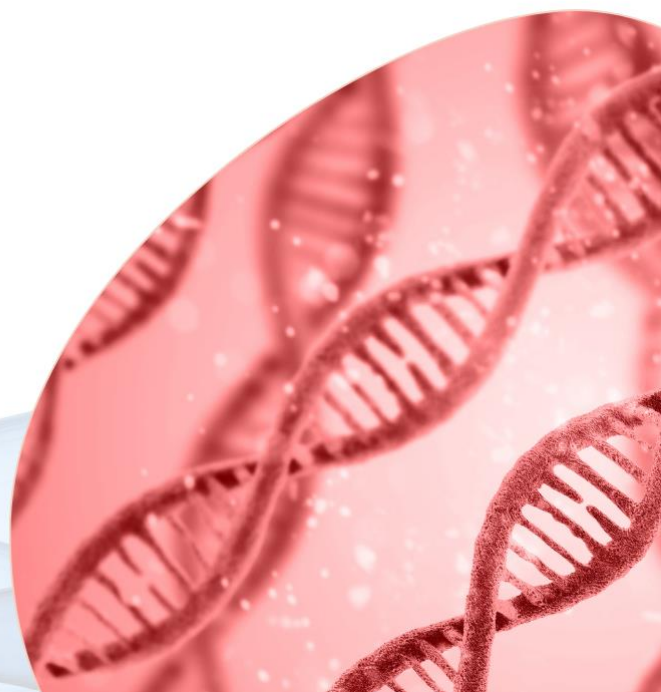
Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance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

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration.

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

Students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics.



CHEMISTRY

ASSESSMENT

Satisfactory Completion Demonstrated achievement of the set outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2 The school determines levels of achievement

Units 3 and 4

- Unit 3 school-assessed coursework 20%
- Unit 4 school-assessed coursework 30%
- End-of-year examination 50%

OVERVIEW

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

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

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

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.

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

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications while looking at ways to minimise the impact on the environment and on human health. They also explore food in the context of supplying energy in living systems. Student will investigate how chemical reactions can be controlled to limit unwanted reactions and by-products.

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

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body.



PSYCHOLOGY

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School-assessed coursework and examination

Unit 3 school-assessed coursework 20 %

Unit 4 school-assessed coursework 30 %

End-of-year examination 50 %

OVERVIEW

Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including circumstances where development may not occur as expected. They explore psychological models and theories used to explain and predict the development of thoughts, emotions, and behaviours. This unit also investigates the structure and function of the human brain and its role in shaping behaviour and mental processes.

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

In this unit, students consider the influence of classical and contemporary research on our understanding of human perception and social behaviour. They explore how the perception of stimuli enables interaction with the external world and examine factors that can distort perception. The unit also investigates individual and group behaviour and the internal and external influences that shape it.

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

Students examine the nervous system and its role in enabling interaction with the environment. They study how biological, psychological, and social factors influence learning and memory, and how classical and contemporary research contributes to this understanding. This unit also explores the psychological impacts of stress, viewing it as a psychobiological process, including emerging research into the relationship between the gut and brain in psychological functioning.

Unit 4: How is mental wellbeing supported and maintained?

This unit focuses on the importance of sleep and its influence on mental wellbeing. Students explore different ways of defining and conceptualising mental wellbeing, including the use of the social and emotional wellbeing (SEWB) framework as a holistic, multidimensional approach. They examine the mental health continuum and apply the biopsychosocial model to understand specific phobias and strategies for supporting mental health.



MEDIA

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Unit 3 and 4

School assessed coursework/task and an end of year exam

Units 3. School Assessed Coursework: 10%

Units 3. School Assessed Task: 20%

Unit 4: School Assessed Coursework: 10%

Unit 4: School Assessed Task: 20%

End of year examination: 40%

OVERVIEW

Media is a subject that explores both the construction of media products and discussion of the ways the media communicates meaning to audiences. Students produce practical work such as short film, music videos, documentary, podcasts, photography and animation using the media production process.

This study is made up of four units:

Unit 1: In this unit, students analyse how representations, narratives and media codes and conventions contribute to the construction of the media that audiences read and engage with. They work in a range of media forms and develop and produce practical work to demonstrate an understanding of the characteristics of each media form. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2: In this unit, students develop an understanding of the concept of narrative in media products and forms in different contexts including film, television print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, as well as undertaking production work to design and create narratives appropriate to their corresponding media forms.

Unit 3: In this unit, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. They investigate a media form that aligns with their interests and intent and utilise the media production process to design a media product for a specified audience.

Unit 4: In this unit students, work through the media production process, bringing the pre-production plans created in Unit 3 to complete a personal media product such as a short film, music video, documentary, podcast, animation or photography. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences.



VISUAL COMMUNICATION AND DESIGN

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 20%

Unit 3 and 4 school-assessed task: 50%

End-of-year examination: 30%

OVERVIEW

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. Students work together and independently to find and address design problems, make improvements to services, systems, spaces and places experienced by stakeholders, both in person and online.

This study is made up of four units:

Unit 1: In this unit, students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centered design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.

Unit 2: In this unit, students draw on conceptions of good design, human-centered research methods and influential design factors as they revisit the VCD

design process. Practical tasks across the unit focus on the design of environments and interactive experiences.

Unit 3: In this unit, students explore and experience the ways in which designers work, while also analysing the work they design. Through a study of contemporary designers practicing in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. Students compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas.

Unit 4: In this unit, students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in unit 3 are evaluated, selected, refined and shared with other students. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in a brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.



HEALTH AND HUMAN DEVELOPMENT

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework, a mid-year examination and an end-of-year examination.

Unit 3 school-assessed coursework: 25 %

Unit 4 school-assessed coursework 25 %

Unit 4 examination: 50 %

OVERVIEW

Unit 1 Understanding health and wellbeing
Students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status.

Unit 2 Managing health and development.
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

Unit 3 Australia's health in a globalised world
Students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a

global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Unit 4 Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability.



PHYSICAL EDUCATION

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School-assessed coursework and examination

Unit 3 coursework:25%

Unit 4 coursework:25%

End of year examination:50%

OVERVIEW

Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between these body systems and physical activity, sport and exercise. Students investigate the role and function of the main structures in each system, as well as how they respond to physical activity, sport and exercise.

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training



CONTACT US

Ph: 5797 2207



AYCE CAMPUS PRINCIPAL: Diane Miller

diane.miller@education.vic.gov.au



DISABILITY INCLUSION LEADER:

Lisa Wajngarten

lisa.wajngarten@education.vic.gov.au



VCE STUDENT WELLBEING: Kerry Cooke

kerry.cooke@education.vic.gov.au



ASSISTANT PRINCIPAL - VCE

COORDINATOR: Karen Dean

karen.dean@education.vic.gov.au



CAREERS AND PATHWAYS

COORDINATOR: Stewart Maccartney

stewart.maccartney@education.vic.gov.au