



# Year 12 Handbook 2020

## VCE & VCAL



faith

tradition

companionship

achievement

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## FCJ COLLEGE VISION AND BELIEFS

**FCJ COLLEGE is a Catholic Educational Community of Companions *living* in faith, *nurturing* with hope, *servicing* with compassion and *fostering* the unique giftedness of each person, so that they are able to live.....  
For God Always.**

At FCJ College, we believe that:

1. Our welcoming community finds its inspiration in companionship with Jesus.
2. Each member of our community is called to witness the Gospel values of compassion, courage, integrity and hope.
3. Education is a partnership between the school, teachers, students and families, which involves a curriculum that offers students an authentic avenue to prepare themselves for the challenges of life ahead.
4. We nurture, engage and encourage all students, in a safe, respectful and positive environment, to develop their gifts and become the best persons they can be.
5. All members of our community are equally valued for their unique contribution.

## GRADUATE OUTCOMES

At FCJ College, we commit to educating students to be:

1. People of faith, courage and integrity who live the values of compassion, honesty and justice
2. Confident young adults whose inner strength and positive self- belief make them resilient in a challenging world
3. People who have an appreciation and respect for everyone
4. Members of society who have a capacity to be engaged in the community and who demonstrate social and environmental responsibility
5. Adults growing in faith and an awareness of God's love as life-long learners and critical thinkers

**PRO DEO SEMPER – FOR GOD ALWAYS**

## FROM THE PRINCIPAL

St Irenaeus was a second century Father of the Church. A wise and holy man, he maintained that 'the glory of God is a person fully formed.' So do we.

Welcome to FCJ College, a Catholic College, located on Arundel Street in Benalla, where in 1900 the Society of Sisters, Faithful Companions of Jesus, established their first school in regional Victoria. Over 115 years later, we continue to welcome families from Benalla, Mansfield and Euroa districts. Our reach is broad. Our mission is clear. Over 350 students from Years 7 to 12 attend the College which is permeated by the richness and traditions of the Catholic faith and the Ignatian heritage of the Sisters and where intellectual pursuits flourish in a climate of excellence and inquiry.



As such, FCJ College offers a comprehensive school experience to young people informed by the scriptures, modelled on Christ's love and intent on working in partnership with families. Our aim is to see our students leave us ready to play their part in the world as persons of competence, conscience and compassion formed in the Christian tradition.

We do this by placing our trust in Jesus, our confidence in positive relationships between students and staff, a reliance on a rigorous expectation of personal excellence and a belief that we can all exceed our potential through diligence and courage.

An education FCJ-style invites our young people to consider others and not just themselves as they strive to understand their responsibility to make the most of their gifts as part of a learning community.

Blessed with exceptional facilities, FCJ students can realise their potential in the broadest of settings, whether it is in the classroom, on stage, the sports field, in the many outdoor education programs or within our \$1m Trade Training Centre. Our status as a non-government school allows us as a community to shape our own destiny.

Our Foundress, Marie Madeleine d'Houet believed in the unique talents of each individual and we, through education, have the opportunity to inspire the values of our Foundress in developing 'courage and confidence' in each of our students. This challenges each student to be faith filled, gentle, determined, humble and always looking for companionship within this search.

Our success as a school will be measured by how influential the values we place before the students are part of their lives five, ten and twenty years after school. Our success as a school is visible in our students when they accept they have a responsibility to not simply be successful personally but act so that their giftedness and success enriches the lives of others within the communities in which they live.

The students of FCJ College enjoy coming to school and their connectedness to our community continues well into their adult life.

To be part of the FCJ family is a gift that calls on each of us to use our talents to the full. We invite you to come along to one of our Open Days or school tours conducted throughout the year and experience FCJ first hand. For more information contact the college office on 03 5762 1222.

I look forward to meeting with you in the near future.

Joanne Rock  
**Principal**

# FCJ COLLEGE LEADERSHIP STRUCTURE

## Executive Team

### Principal - Ms. Joanne Rock

The Principal is responsible for the leadership and management, good order and quality of performance of the College and the educational, pastoral and religious welfare of the College, its students and staff.

### Deputy Principal – Mr. Joseph Mount

The Deputy Principal is responsible for leading and enhancing Student achievement, including the development of a Professional Culture incorporating Professional Learning, Performance and Development. The Deputy Principal is also responsible for leading and supporting the development of an innovative Wellbeing program that integrates the values of the Gospel and allows staff and students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually.

### Director of Learning & Teaching – Mrs. Kirsty Renkin

The Director of Learning and Teaching, through the Learning Coaches Team, is responsible for leading student's academic, emotional and social progress through developing and implementing strategies and processes that focus on improving student outcomes and engagement. The Director of Learning and Teaching is responsible for the development and implementation of new initiatives that focus on delivering an innovative and engaging Curriculum through the development of a Professional Culture incorporating Professional Learning, Performance and Development.

### Director of Catholic Identity – Mrs. Jane Branigan

The Director of Catholic Identity is responsible for overseeing the Catholic Identity (CI) of the College and the delivery of a meaningful, relevant and engaging RE curriculum. This includes activities that promote Catholic Identity, Youth Ministry and the FCJ charism within and beyond the classroom. The Director of Catholic Identity also takes on the role of Religious Education Learning Coach.

### Director of Wellbeing – Mrs. Catherine Burton

The Director of Wellbeing, through the Learning Leaders Team, is responsible for leading and supporting the development of an innovative Wellbeing program that integrates the values of the Gospel and allows staff and students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually. The Director of Wellbeing also takes on the role of Positive Education Learning Coach.

### Learning Leaders

The Learning Leaders are responsible to ensure that the wellbeing philosophy and practice are consistent with the College's Vision and Mission statements and the school's strategic plan. To ensure that within the Year Level, each student's academic, emotional and social progress is monitored. They provide high quality support to the staff, students and parents within their Year Level in the ongoing development and implementation of the College's Wellbeing policy including the use of restorative practices to recognise and challenge behavioural issues and restore relationships.

The Learning Leader at each is:

- Year 7 – Mrs. Renae Hughes
- Year 8 – Ms. Denise Cooke
- Year 9 – Ms. Donna Willcock
- Year 10 – Mrs. Julieann Richardson
- Year 11 – Mr. Guy Durance
- Year 12 - Mr. Jason Boyle

### Learning Coaches

The Learning Coach is responsible for the implementation of an innovative curriculum that integrates the values of the Gospel and allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities at Years 7 to 12 (including VCE and VCAL).

Learning coaches will have the following focus:

- Mathematics/Numeracy – Mrs. Caroline Birnie
- English/Literacy – Ms. Joanne Hewitt
- Humanities/Languages – Mrs. Renae Hughes
- Science – Mrs. Annabelle McBride
- Arts/Technology – Mrs. Mandy Stephens
- Health and Physical Education – Mrs. Julieann Richardson

### Coordinators

#### **VCE Coordinator – Mr. Brendan Walsh**

The VCE Coordinator will work with other staff, students and parents to ensure that procedures are put in place, are adhered to, and meet VCAA requirements for VCE and the College. They will work with Learning Leaders to guide and support students and families in relation to the VCE Pathway.

#### **Applied Learning Leader - Mrs. Erin Crook**

The Applied Learning Leader is responsible for organisational matters within the Applied Learning Area including VCAL, VET and School Based Apprenticeships.

#### **Performing Arts Coordinator – Mr. Guy Durance**

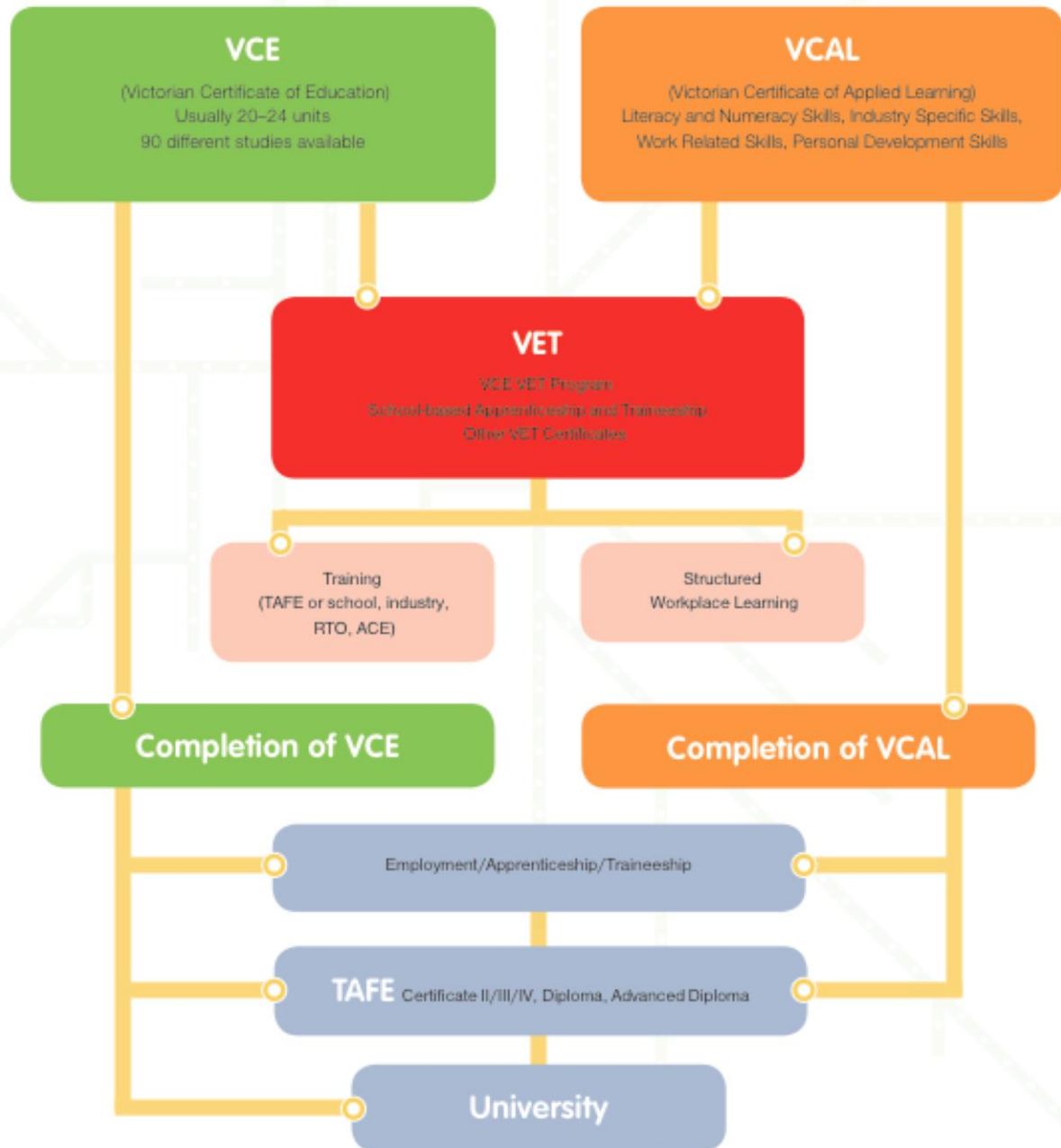
The Performing Arts Coordinator will ensure that the Performing Arts program is of the highest standard and caters for the needs of the full range of students. This program will include the biannual production along with other performances, workshops and activities.

#### **Sport Coordinator – Mr. Luke Morgan**

The Sport Coordinator will be responsible for developing and facilitating a sport program for all students which is consistent with the ethos of the College. This will include college sports days along with interschool, zone and state competitions.

## PATHWAYS FOR YEAR 12 STUDENTS

This Handbook is designed to assist students and their parents/guardians choose a pathway for senior study at FCJ College. Its purpose is to ensure that parents have the necessary information to engage with confidence in the many opportunities available to their children through Catholic education.



# Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is awarded on the basis of satisfactory completion of units. There are two options when selecting to complete your VCE, the first is to do so as a scored student, the other is to do so as an unscored student. These options are explored below.

## Scored Option

The Victorian Certificate of Education (VCE) is a qualification designed for students in Years 11 and 12 that is recognized around the world. It is a valuable pathway to university study, Technical and Further Education (TAFE) and the world of work. It is also possible to do a vocational certificate (VCE VET) or a school-based apprenticeship (SBA) or traineeship within the VCE.

The VCE program is a set of Units that are completed over a 2 to 3 year period. Each study consists of units 1-4, with units 1 & 2 usually completed at year 11 and units 3 & 4 at year 12. There is some flexibility to this standard that will be explained in more detail throughout this handbook. When completing the scored option, on successful completion of their course students will receive a VCE certificate of completion and an ATAR (Australian Tertiary Admission Rank), this ATAR is used by many universities as one of their entry requirements.

## Non-Scored Option

Students may choose to complete their VCE non-scored. This means that on satisfactory completion of their course they receive their VCE certificate, however they will not receive an ATAR. When following this pathway, students complete all of the course work and assessment tasks in each subject but are not required to complete the final examinations.

This is a good option for students who do not require an ATAR to follow their chosen pathway, this may be because the TAFE or University course that they are interested in does not require an ATAR for entry purposes or for those students who are intending to obtain an apprenticeship or traineeship after they complete their VCE.

The table below outlines the major positives for each option

Scored VCE	Non-Scored VCE
<ul style="list-style-type: none"><li>➤ Most Universities use the ATAR to judge student's eligibility for their courses.</li><li>➤ Motivates students to pursue excellence and achieve the best ATAR possible.</li><li>➤ Keeps pathway options open eg. University, TAFE, Apprenticeships.</li><li>➤ Examination practice for university.</li></ul>	<ul style="list-style-type: none"><li>➤ Allows students to learn through their individual style and needs without the pressures of examinations and ATAR scores.</li><li>➤ Avoid students feeling demoralized due to their grades.</li><li>➤ Beneficial for those not wanting to attend university straight out of high school.</li><li>➤ Encourages students to look into a variety of pathways options, including the alternative entrance requirements used by some universities.</li></ul>



### Summary of features of both scored and non-scored options for VCE.

	Scored	Non Scored
Units 3 and 4 contribute to the achievement of the VCE if satisfactorily completed	Yes	Yes
Study score is calculated upon satisfactory completion of Unit 3 and 4	Yes	No
Contributes to an ATAR (Australian Tertiary Admission Rank)	Yes	No
Graded, school-based assessments (SAC's, SAT's) must be attempted	Yes	Yes
External, end-of-year VCAA examination must be attempted	Yes	No
GAT (General Achievement Test) must be attempted	Yes	Encouraged
Minimum coursework requirements must be met for satisfactory completion of unit	Yes	Yes
90% attendance requirement must be met for satisfactory completion of unit	Yes	Yes

### Case studies

Adam is a Year 12 student wanting to become a teacher. He would like to go to university straight after Year 12. Adam decides to complete his VCE as a scored student and aims achieve an ATAR which meets the requirements of his chosen university course.

Sally is a Year 12 student wanting to become a Psychologist. She intends on taking a gap year after Year 12 and then going to university. Sally decides to complete her VCE as a scored student and aims achieve an ATAR which meets the requirements of her chosen university course.

Josh is a Year 12 student wanting to become a builder. He would like to start an apprenticeship after finishing his Year 12. Although not necessary, Adam chooses to complete his VCE as a scored student as he believes that working towards and ATAR will motivate him to always try his best.

Ashlee is a Year 12 student wanting to become a nurse. She has had some mental health issues and find exams particularly difficult. Ashlee decides that she would like to complete an Allied Health Certificate after Year 12 and then hopes to work for a few years to earn some money before attempting any further studies. Ashlee decides to complete her VCE as a non-scored student. When she graduates she gains a VCE certificate, however does not receive an ATAR. Ashlee would then contact her chosen university to enquire about mature age entry to her course.

Amber is a Year 12 student who is not sure what career path she wants to take. She has no interest in going to university and feels that she would like to find a job straight out of high school and work for a few years while she works out what she would like to do next. Amber decides to complete her VCE as a non-scored student.

Billy is a Year 12 student who is not sure what career path he wants to take. He does think however, that he would like to go to university, therefore, he completes his VCE as a scored student to keep his options open.

## *UNDERSTANDING THE 'ATAR'*

The Victorian Tertiary Admissions Centre (VTAC) uses VCE results issued by the Victorian Curriculum and Assessment Authority (VCAA) to calculate the Australian Tertiary Admission Rank (ATAR). The ATAR may be used either solely or in conjunction with other criteria as a selection tool for university course entry.

The ATAR is a ranking of graduate results that measure a student's overall academic achievement compared with all other final year students in Australia (excluding Queensland). The ATAR is not a score out of 100 – it is a rank. The ATAR allows tertiary institutions to compare the overall achievements of all students who have graduated from secondary school in that year.

An ATAR is developed from an aggregate produced by adding:

- ATAR study score in English, English Language or ESL
- The next best three ATAR study scores permissible; and
- 10% of the fifth and/or sixth permissible ATAR study score that is available
- VET Certificates may also contribute to an ATAR score

## **Satisfactory completion of the VCE**

### Minimum Requirements

The minimum requirement for being awarded the VCE is the satisfactory completion of 16 units, which must include:

- Three units from the English group, including a complete Unit 3/4 sequence
- At least three sequences of Unit 3 and 4 studies other than English.

FCJ recommends that all students plan to have at least five Unit 3 and 4 sequences upon completion of their VCE. This provides a 'safety net' for students in the event of unforeseen circumstance. This fifth subject also adds to a student's ATAR.

## **Satisfactory achievement of a VCE unit**

For a satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. Students should familiarize themselves with the Study Design for each VCE subject they elect to study. It describes the key knowledge and skills students should possess by the time they have completed a unit. Please go to [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) to find all study designs.

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on a combination of set work and assessment tools. The overall S/N for each area of study is determined by whether or not students have demonstrated sufficient key knowledge and skills to meet the outcome and satisfied the attendance requirement.

If a student's work does not demonstrate achievement of the outcomes, is not completed by the set deadline, cannot be authenticated or if a student has breached VCAA rules or not met the attendance requirements they will receive an N (not satisfactory) for the unit and it will not be credited towards their VCE.

### **Vocational Education and Training (VET) in the VCE**

In senior secondary years, students can choose to complete a VET program as part of their VCE. There are a number of VET programs from which students can choose, which can contribute towards a student's satisfactory completion of the VCE, and which give the students a nationally recognized vocational qualification. VCE VET programs provide students with pathways to university, TAFE, further training and the workplace and include job training such as music, building and construction, business, engineering, digital technologies and nursing.

# Victorian Certificate of Applied Learning (VCAL)

Some students enjoy hands-on learning activities and the chance to obtain practical industry-related experience in areas such as those referred to above. Schools can benefit these students by offering the Victorian Certificate of Applied Learning (VCAL) – a high quality option for Years 11 and 12 students who want a flexible study program that suits their particular learning needs, interests and goals.

FCJ VCAL students participate in a range of activities and partnerships and undertake an integrated, project based program. Every VCAL student has an individual program that includes VET subjects VCAL strands and where appropriate VCE units.

The VCAL has four compulsory strands:

- Literacy
- Numeracy Skills
- Work Related Skills/ Industry Specific Skills
- Personal Development Skills

These strands give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that stand them in good stead for both work and life.

VCAL students are also highly encouraged to obtain a school-based apprenticeship or traineeship (SBAT), details of this process are on the next page. VCAL classes do not run on a Wednesday to allow for students to complete their apprenticeships or structured workplace learning on this day without interrupting the rest of their program.

VCAL students may apply to enroll in VCE subjects to complement their VCAL program. The VCE application will only be successful if the VCE subject in question does not clash or interfere with their SBAT or VET subjects on the timetable. If the application to study a particular VCE subject is successful, the student will not sit VCE examinations and will not receive a Study Score for that subject. All individual learning plans are subject to confirmation via an online eligibility check.

Students have the opportunity to move between VCE and VCAL at the end of Year 11 if they have completed their Year 11 VCE units or have completed a VCAL certificate at Intermediate or higher. Such changes are agreed on a case by case basis after pathways counselling.

## School-Based Apprenticeships and Traineeships (SBAT)

In the past, many young people had to make the hard decision about whether to pursue an apprenticeship or traineeship and leave school, or to stay on and complete their secondary study. The SBAT program enables students to have the best of both worlds. They can participate in paid employment (part-time), while completing their 12 years of schooling.

Available to students as part of their VCE or VCAL, school-based apprenticeships assist students in making a successful transition from school to further training, education or work. They provide multiple pathways to employment, on-the-job training, TAFE and university. Local industries also benefit from school-based apprenticeships, because they help to fill local skill shortages.

The SBAT qualification that a student receives will contribute to satisfactory completion of the VCE in the same way that VCE VET programs contribute. Students completing the VCAL also gain credits towards their course.

### **FCJ Procedure of enrolling in an SBAT (School Based Apprenticeship or Traineeship) and undertaking a Structured Workplace Learning placement.**

#### **\*Please note:**

**If completing VCAL, we highly encourage students to complete a SBAT as part of their course. At FCJ we do not encourage students to complete a SBAT during Year 12 if they are completing the VCE scored pathway.**

At times, businesses contact the school to advertise a school-based apprenticeship or Structured Workplace Learning opportunity, so if you are interested in gaining an apprenticeship or undertaking Structured Workplace Learning speak with your Learning Leader or the Applied Learning Leader so that they are aware. **Generally, it is the student's responsibility to find a possible employer.**

Once an employer is found the process is:

1. Talk to parents/guardians about your interest in an SBAT
2. Speak with the Applied Learning Leader and your Learning Leader about your interest
3. Speak to the employer and perhaps undertake some work experience or a Structured Workplace Learning placement to ensure that this is the correct pathway for you.
4. If you are planning to complete a Structured Workplace Learning placement collect a form from the Applied Learning Leader for completion by the employer and your parents. Structured Workplace Learning placements can begin once the principal has signed off the completed application form.
5. If you are undertaking an SBAT you will also need to complete forms but these are provided by the training organisation (RTO) that your employer has chosen to work with. The RTO will contact the school with the signed work plan and the student can begin once all paperwork is signed off.

## YEAR 12 COURSE OPTIONS

Individual counselling is completed with all students entering years 11 and 12 to assist in the selection of suitable course options. Selection of course options include the following:

<p><b>VCE</b> <b>Year 12 students</b></p>	<p>Religious Education – Unit 2, Units 3&amp;4 or Youth Ministry (CSYMA) English – Unit 3 &amp; 4 4 subjects of the student’s choice – Units 3 &amp; 4</p>
<p><b>VCAL</b> <b>Year 12 students</b></p>	<p>Literacy Numeracy Skills Industry Specific Skills (VET) Work Related Skills Personal Development Skills VCE Religious Education Unit 1 or 2 SBA or work placement VCE subjects can form part of this course. <b>*VCAL strands are studied at Foundation, Intermediate or Senior level. A formal interview process determines the level.</b></p>
<p><b>VET</b> <b>Year 12 students</b></p>	<p>A VET Certificate may be completed to compliment either the VCE or VCAL. Students completing their VCE would usually study one less subject to complete a VET Certificate or School Based Apprenticeship.</p>

## ACADEMIC ACCELERATION

### Expectations in Year 12 after completing a Unit 3/4 subject in Year 11:

- Complete Full complement of subjects
- RE, English + four Unit 3/4 subjects of the student's choice

## PLANNING A COURSE OF STUDY

At FCJ College, we endeavour to ensure that all students have access to the courses of their choice. Our current range of studies allows for all students to select interesting and worthwhile courses that will give them the necessary skills to continue with their post-school education or employment. Obviously, in any one year, study selection may vary according to numbers and the manner in which subjects are blocked on the timetable.

You need to take into account the following:

- VCAA requirements for satisfactory completion and career choices and their necessary prerequisite studies. You must start planning for your future now. Do not leave it until the end of Year 12. Post school options include study at a university or a TAFE College, employment or some other form of training. Check what subjects are prerequisites for courses in which you are interested using the VICTER guide.
- Utilise your abilities and interests. You will achieve best in areas that are of interest to you and also are geared toward your future interests.
- VTAC currently offers the following advice in relation to selecting subjects at VCE. The best advice is that once prerequisites are chosen, to choose subjects:
  - the student enjoys
  - in which the student achieves well
  - that the student may need for future study or work
  - which maintain and develop the student's special skills and talents

## STUDENTS CAN RESEARCH THEIR PATHWAY THROUGH THESE ADDITIONAL RESOURCES

### **VCAA: Victorian Curriculum Assessment Authority**

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

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



In depth information on all curriculum and assessment programs for Victorian students including VCE, VET and VCAL programs.

### **VTAC: Victorian Tertiary Admissions Centre**

[www.vtac.edu.au](http://www.vtac.edu.au)



The central office that administers the application and offer process for places in tertiary courses at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria).

Use **CourseSearch** to find important information such as prerequisite studies and application requirements for each course.

- Search by institution
- Search by field of interest
- Search by course code

[Open CourseSearch](#)

[www.vtac.edu.au/publications](http://www.vtac.edu.au/publications)

An in depth resource that allows institutions to outline the projected VCE study requirements needed for entry into their courses.

**VICTER** – is the downloadable publication for current year 10 students which details pre-requisites

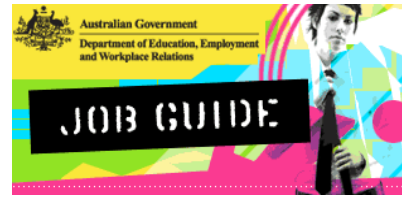
**CHOICE** – is the companion booklet for VICTER and provides a snapshot of the tertiary system. It explains the terms they need to be familiar with and debunks some of the myths commonly associated with choosing subjects by using real life examples.



## **Job Guide**

[www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au)

The Job Guide provides an in-depth look at a range of occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities.



## **My Future**

[www.myfuture.edu.au](http://www.myfuture.edu.au)



'My Guide' includes activities to build your career profile, explore career ideas, consider career options and develop your career plan. 'The Facts' includes occupation profiles, courses, job seeking tips and lots of other career resources.

## List of VCE and VET subjects offered - 2020

<b>VCE</b>
<b>ALL COURSES ARE UNITS 3&amp;4 UNLESS OTHERWISE NOTED</b>
English (compulsory)
Positive Education (compulsory)
Religion and Society Unit 2 (compulsory unless Units 3/4 or Youth Ministry are chosen)
Religion and Society Unit <sup>3</sup> / <sub>4</sub>
Youth Ministry
Studio Arts
Health and Human Development
Legal Studies
Food Studies
Physical Education
Further Maths
Maths Methods
Japanese
Biology
Chemistry
Physics
Psychology
<b>VET SUBJECTS</b>
Business Certificate II
Music Certificate III
Engineering Certificate II
Allied Health Certificate III
Furniture Making Certificate II

## VCAL

VCAL strands are studied at Foundation, Intermediate or Senior level. A formal interview process determines the level.

Where timetable arrangements can be made, it is possible for students to study a VCE subject as part of their VCAL program, this option should be discussed with the Applied Learning Leader.

VCAL is studied in an integrated approach using project based learning.

Religion and Society Unit 2 or Youth Ministry
Literacy
Numeracy Skills
Industry Specific Skills (VET)
Work Related Skills
Personal Development Skills
SBA or work placement
<b>VET SUBJECTS</b>
Business Certificate II
Engineering Certificate II
Allied Health Certificate II
Furniture Making Certificate II

# VICTORIAN CERTIFICATE OF EDUCATION (VCE) SUBJECT CHOICES

## Area of Study: Religious Education

### Religion and Society

*All students study Unit 1 of Religion and Society in Year 11 and Unit 2 in Year 12, unless they select to study either Unit 3/4 Religion and Society or Youth Ministry.*

#### Rationale

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

In VCE Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist and consider individual experiences of members as they engage with their religion.

#### Unit Two: Ethics

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

#### Unit Three: A Search for Meaning

This unit explores Christian beliefs that support communities and individuals in the search for meaning. Religions may be communicated and expressed through beliefs, sacred stories, spaces, places, times and artifacts, texts, rituals, symbols, social structures, ethics and spiritual experiences.

#### Unit Four: Challenge and Response

Religious traditions are in a constant state of development through the interaction of religious traditions and society. Significant challenges from their membership, and of people and groups within wider society are the focus of this unit. These challenges and the religious tradition are influenced by broader contexts such as changing economic, political and social conditions.

## Youth Spirituality and Ministry

Youth Spirituality and Ministry is both an academic study and practical student ministry. This Religious Education pathway provides the opportunity for students to understand the role of scripture and prayer in developing Christian spirituality, to explore the Catholic Church's vision and rationale for contemporary Youth Ministry and to develop and implement Youth ministry events.

There are three main aspects to this course:

1. A unit of study "Youth Spirituality and Ministry". This is the classroom Religious Education aspect of this course.
2. A two-day Youth Ministry Retreat or attendance at two Stronger Rallies.
3. Twenty hours of service (minimum) in the school/ Parish community.

This Religious Education pathway is NOT a VCAA Unit but is a course of study developed by Catholic Schools Youth Ministry Australia (CSYMA). On successful completion of this course students receive a certificate that has national recognition.

## Area of Study: The Arts

### Studio Arts

#### Rationale

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

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

#### Unit Three: Studio production and professional practices

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas.

#### Unit Four: Folio work

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks.

## Area of Study: English

*All students must complete at least three units including a 3 and 4 sequence of English in order to gain their VCE certificate.*

### **Rationale**

In this subject, students research the development of language, the effect of language on culture and society and the changes in language over time. Language composition and grammar are also studied. Investigation, research and report writing is the focus in this study of English.

English also emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

This subject will give you skills for life. It involves reading and discussing great works – from the traditional to the contemporary. English also involves personal writing on topics of your own choice. Finally, English will hone your skills as an intelligent conversationalist. Be informed and impress your friends!

### **Unit Three:**

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

### **Unit Four:**

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes. The student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

## Area of Study: Health and Physical Education

### Health and Human Development

**Rationale:** VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk.

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

#### **Unit 3: Australia's health in a globalised world**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

#### **Unit 4: Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.



## Physical Education

### **Rationale**

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers

### **Unit Three: 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. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### **Unit Four: 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. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

## Area of Study: Mathematics

### Rationale

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

### Further Mathematics Units 3 and 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

### Mathematical Methods Units 3 and 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

### Specialist Mathematics Units 3 and 4 (VIA DISTANCE EDUCATION)

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

## Area of Study: Science

### Biology

#### Rationale

Biology is the study of living things from familiar, complex multi-cellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

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

In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.

## Chemistry

### Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of 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 3:

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, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

### Unit 4:

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

## Physics

### Rationale

Physics is a science that studies the fundamental forces and particles of nature and uses mathematical models to explain and predict the behavior of simple systems.

Physics is an important subject for students considering careers in science, engineering, electrical trades and aviation.

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

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

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

Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

## Psychology

### Rationale

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. Students explore complex human behaviours and thought processes. They develop an understanding of mental health issues in society. Students are provided a sophisticated framework to understand complex interactions between biological, behavioural, cognitive and social factors influencing thought, emotions and behaviour.

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

Students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

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

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

## Area of Study: Humanities

### History

#### **Rationale:**

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

#### **Unit 3 and 4: Revolutions**

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

## Legal Studies

### Rationale:

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 consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

### 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. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Unit 4: The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.



## Area of Study: Technology

### Food Studies

#### **Rationale**

This study is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small scale perspective to a mass production in industry. Students will develop skills in planning, preparation and evaluation of food products.

#### **Unit 3: Food in daily life**

This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students also focus on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

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

In this unit students examine debates about global and Australian food systems. Students focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety and food wastage. They also explore the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Students then focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

## VOCATIONAL EDUCATION TRAINING (VET)

In senior secondary years, **students can choose to complete a VET Certificate as part of their VCE or VCAL course.** On completion, some contribute to completion of the VCE and VCAL and some can contribute to a student's ATAR score. It also gives the student a nationally recognised vocational qualification.

Some Certificates are studied at FCJ College while others are completed by external providers or as part of an SBA. We invite students to express interest in the following VET Certificates which are scheduled to run in 2019, subject to timetabling constraints and student numbers.

### Allied Health – second year.

**Please note: Students may only apply for second year of Allied Health if they have previously completed the first year.**

- There are a limited number of places available
- A formal selection process will follow selections
- **One day a week spent at TAFE or Hospital**

This is a two-year course, with the successful completion of these two years, students will gain two certificates:

- Certificate III in Allied Health Assisting
- Certificate III in Health Services assistance

### Certificate III in Allied Health and Certificate III in Health Services Assistance

This qualification covers workers who provide assistance to allied health professionals. Workers at this level operate under direct supervision and do not conduct programs or therapeutic interventions. This qualification covers workers in a range of work roles who provide assistance to health professional staff with the care of clients. Health Services Assistance involves the worker in direct client contact under supervision.

This qualification has been structured with mandatory electives to address requirements of specific work functions in operating theatre support and recommended electives for assisting in nursing work in acute care. In addition the qualification supports multiskilling requirements of smaller and rural/remote work settings.

15 units of competency are required for award of the Allied Health qualification, including:

- 10 core units • 5 elective units

#### Core units

- Communicate and work effectively in health
- Comply with infection control policies

#### Elective Units

- Support the care of clients  
Communicate effectively with clients

- and procedures
- Participate in OHS processes
- Contribute to effective workplace relationships
- Assist with an allied health program
- Maintain high standard of client service Assist with client movement
- Recognise healthy body systems in a health care context
- Use basic medical terminology
- Organise workplace information

- Facilitate cooperative behaviour Respond effectively to difficult or challenging behaviour
- Undertake visits to remote communities
- Work effectively with Aboriginal and/or Torres Strait Islander people Work effectively with culturally diverse clients and co-workers Orientation to disability work Orientation to mental health work Orientation to aged care work
- Assist with the application and removal of a plaster cast

A further 15 units of competency are required for award of the Health Services Assistant Certificate, including:

- 6 core units • 9 elective units

A wide range of electives is available and can be packaged to provide either:

- a generic qualification that covers a range of work functions, or
- a targeted qualification as required for specific work roles

#### **Core units**

- Communicate and work effectively in health. Comply with infection control policies and procedures
- Participate in OHS processes
- Contribute to effective workplace relationships Use basic medical terminology
- Recognise healthy body systems in a health care context

#### **Elective units (options exist within each of the below elective units)**

- operating theatre technician work
- assisting in nursing work in acute care
- Client services
- culturally aware and respectful practice
- Work relationships
- Client care
- Transport
- Operation Theatre support
- Mortuary Practice
- Miscellaneous Support
- First Aid

## Certificate II in Business and selected units from Certificate III in Business

VCE VET Business provides students with the knowledge and skills to work effectively in a business or office environment. Students who complete units from the Certificate II in Business are eligible to complete the second year of study which includes selected units from Certificate III in Business. The second year of this Certificate can be completed as a scored assessment, contributing to the students' ATAR score. These Certificates provide a pathway to further study and employment in business and related industries.

### Units to be completed in the Certificate II course include:

- Communicate in the workplace
- Deliver a service to customers
- Work effectively in a business environment
- Process and maintain workplace information
- Handle mail
- Produce simple word processing documents
- Create and use spreadsheets
- Participate in OHS processes
- Participate in environmentally sustainable work practices
- Organise and complete daily work activities
- Work effectively with others
- Use business technology

### Units to be completed in the Certificate III course include:

- Organise workplace information
- Recommend products and services
- Design and produce business documents
- Organise personal work priorities and development
- Deliver and monitor a service to customers

## Certificate II in Engineering

**Please note: Students may only enroll in the second year of Engineering if they have successfully completed the first year.**

The Certificate II in Engineering is a nationally accredited course delivered over 2 years. The aims of the course are to:

- provide the skills, knowledge and attitudes required to perform entry level roles across the main areas of engineering technology and incorporates Mechanical, Electrical and Jewellery making
- enhance prospects for employment and enable informed choices related to future careers
- This course is delivered in the Engineering room for one day each week.

### **Some of the units completed this course include:**

- Apply principles of OHS in the work environment
- Use hand tools
- Use power tools/hand held operations
- Develop an individual career plan for the engineering industry
- Perform basic machining processes

- Apply basic fabrication techniques
- Use computers for engineering related work activities
- Apply basic computational principles in engineering work activities

## Certificate II in Furniture Making

**Please note: Students may only enroll in the second year of Furniture Making if they have successfully completed the first year.**

This Certificate is a Pre-apprenticeship for Cabinet Making, Wood Machining and Furniture Polishing.

Certificate II in Furniture Making is an accredited course, which is designed to produce graduates with the skills and knowledge that will enable them to gain employment under a 'Contract of Training', so as to complete an apprenticeship in one of the following industry sectors: Cabinet Making; Wood Machining; Furniture Polishing.

### **Some of the units completed during this course include:**

- Work safely in the construction industry
- Prepare surfaces for finishing
- Join solid timber
- Hand make timber joints
- Apply first aid

### **Employability skills achieved:**

- Apply quality standards
- Work safely
- Make measurements
- Communicate in the workplace
- Work in a team

## Music

Certificate III in Music Industry

*Certificate III in Music is a two-year course in which students select a focus from:*

**Music Performance Specialisation:** provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 1 and 2 of the program include implementing copyright arrangements, developing music industry knowledge, make a music demo and compose simple songs or musical pieces. Units 3 and 4 offer scored assessment, with units on developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

**Sound Production Specialisation:** provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program include core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to specialise in areas such as developing basic audio skills and knowledge and digital recording. Units 3 and 4 offer scored assessment and include units such as recording and mixing a basic music demo, providing sound reinforcement and setting up and disassembling audio equipment.

## VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) EXPLAINED

VCAL is a nationally accredited course designed to develop and extend pathways for young people. Meaningful pathways are created through linking student aspirations and future employment goals to the choice of accredited curriculum in individualised ways. Local community partnerships are connected with VCAL learning programs for work and industry experiences, active participation in the community, and to support young people. On completion of the VCAL, students are able to make informed choices about employment or education pathways.

At FCJ our VCAL program is integrated and student led with projects and study strongly aligned to areas of interest for the students. We have a core group of VCAL teachers who work together to ensure that every student has an individual study and pathways plan and understands how they can get the best possible outcome from their study. Students participate in a range of activities and partnerships, identifying community projects that teach skills through a hands-on and integrated approach supporting students to make meaningful links in their learning. For example, this year FCJ has had involvement with the local LLEN in the successful set up and running of the Hands on Trade Expo and some of our VCAL students have travelled to the Philippines for a two week immersion. Current projects include creating a Treasure Hunt for school orientation days, planning a Teddy Bears picnic to join our local community with our school and creating a project called “Upcycle Me” using recycled and unused items. Students have also provided BBQ lunches for sports events and are planning a range of onsite projects to enhance our school facilities. Classes are integrated, and individual programs allow students to build leadership and teamwork skills.

The VCAL is an accredited course, studied and issued at three award levels:

- **Foundation** At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- **Intermediate** At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- **Senior** At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.

**A formal interview process will determine the level and create an individual learning plan.**

Individualised careers counselling is provided to students who choose to undertake a VCAL course. **Students who undertake this program are required to complete School Based Apprenticeship or Traineeship (SBAT) or work placement as part of their study. Students should consider an industry they would like to experience and actively seek out a workplace.** All VCAL students are expected to have a work placement or a SBAT organized by the end of Term 1.

## **Compulsory Strands:**

### **Strand 1 – Literacy**

FCJ runs Literacy classes for all VCAL students to complete this strand. These strands can also be covered by completion of VCE English.

### **Strand 2 - Numeracy Skills**

FCJ runs Numeracy classes for all VCAL students to complete this strand. These strands can also be covered by completion of VCE Maths.

### **Strand 3 – Industry Specific Skills**

The outcomes in this strand are met by completion of a VET Certificate or modules from a range of VET Certificates.

### **Strand 4 – Work Related Skills**

In order to develop ‘employability’ skills, VCAL gives you the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship or part-time work. You can also study units and modules that will help prepare you for work, for example OH&S or job interview skills. This strand can also be covered by studying VET Business.

### **Strand 5 – Personal Development Skills**

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

### **Gaining a Satisfactory VCAL unit result**

A student will receive an S (satisfactory achievement) for a unit in the Work-Related Skills, Personal Development Skills, Skills for Further Study–Senior and Literacy Skills units when they have demonstrated competence in all learning outcomes for the unit. In the Numeracy Skills units, students must demonstrate competence in five of the six learning outcomes at the Foundation and Intermediate level and six out of the seven learning outcomes at the Senior level.

For VCAL units, students will receive a satisfactorily completed (S) or not yet complete (N) result for each unit. Students will receive an N in a VCAL unit if they do not meet the outcome requirements. Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.

**VCAL students may apply to enroll in VCE subjects as part of their personal plan.** The VCE application will only be successful if the VCE subject in question does not clash or interfere with their SBA or VET subjects on the timetable. If the application to study a particular VCE subject is successful, the student will not sit VCE examinations and will not receive a Study Score for that subject unless the family makes it clear to the school that a Study Score is desired.



## What must students do to receive a VCAL qualification?

A student is awarded a Certificate when they gain credits for 10 units that fulfil the minimum requirements for a student's learning program. A credit is gained for successful completion of a unit of study. A unit of study can be:

- 1 VCAL unit
- 1 VCE unit
- 90 hours for VET modules/units of competence

A student's VCAL learning program must include:

- a minimum of two VCAL units
- at least one literacy unit\*
- at least one numeracy unit
- at least one unit from the Industry Specific Skills strand.

At the intermediate and Senior levels this must include a unit of study from a VET qualification:

- at least one unit from the Work-Related Skills strand
- at least one unit from the Personal Development Skills strand
- at least six credits at the level or above, of which one must be literacy and one VCAL Personal Development Skills unit.

\*If a student is enrolled in a VCAL literacy unit to fulfill the Literacy Skills strand requirement, the student must complete the VCAL Literacy – Reading and Writing unit at the certificate award level.

*(Taken from VCAL Information Sheet, The VCAL: An Introduction, <http://www.vcaa.vic.edu.au/Documents/vcal/VCALinfointro.pdf>)*

## Summary of VCAL Units and Learning Outcomes

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### Literacy Skills – Reading and Writing (Foundation, Intermediate and Senior)

- 1 - Writing for Self Expression
- 2 - Writing for Practical Purposes
- 3 - Writing for Knowledge
- 4 - Writing for Public Debate
- 5 - Reading for Self Expression
- 6 - Reading for Practical Purposes
- 7 - Reading for Knowledge
- 8 - Reading for Public Debate

### Literacy Skills – Oral Communication (Foundation, Intermediate and Senior)

- 1 - Oracy for Self Expression
- 2 - Oracy for Knowledge
- 3 - Oracy for Practical Purposes
- 4 - Oracy for Exploring Issues and Problem Solving

## **Numeracy Skills – Foundation and Intermediate**

### **1 - Numeracy for Practical Purposes – Design**

Can use everyday informal language of shape, size, colour and other commonly used attributes to identify and recognise shapes in the context of their common usage and application.

### **2 - Numeracy for Practical Purposes – Measuring**

Can use familiar simple measurements of length, mass, capacity and temperature to compare or measure materials or objects in personal situations.

### **3 - Numeracy for Personal Organisation – Money and Time**

Can identify and use familiar everyday numbers, and units of money and time to make decisions about money and time in personal situations.

### **4 - Numeracy for Personal Organisation – Location**

Can use simple everyday language of location to give and follow informal oral directions.

### **5 - Numeracy for Interpreting Society – Data**

Can use simple everyday tables and graphs to interpret public information which is of personal relevance or interest.

### **6 - Numeracy for Interpreting Society – Numerical Information**

Can use simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest.

## **Numeracy Skills Senior**

### **1 - Numeracy for Practical Purposes – Design**

Can translate between two-dimensional and three-dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.

### **2 - Numeracy for Practical Purposes – Measuring**

Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations.

### **3 - Numeracy for Personal Organisation – Location**

Can use the conventions of distance, location and direction to read, create and use maps.

### **4 - Numeracy for Interpreting Society – Data**

Can create, use and interpret tables and graphs, and calculate and use averages, in order to reflect on information of relevance to self, work or community.

### **5 - Numeracy for Interpreting Society – Numerical Information**

Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.

### **6 - Numeracy for Knowledge – Further Study in Maths (formulae)**

Can develop and use simple formulae to describe and represent relationships between variables in real life contexts.

### **7 - Numeracy for Knowledge – Further Study in Maths (problem solving)**

Can use simple mathematical problem-solving techniques to interpret and solve straightforward mathematical problems.

## **Development Skills Foundation - Unit 1**

- 1 - Plan and organise a simple activity.
- 2 - Demonstrate knowledge specific to a simple activity or goal.
- 3 - Demonstrate skills specific to a simple activity or goal.
- 4 - Solve problems specific to a simple activity or goal.
- 5 - Demonstrate teamwork skills.

## **Personal Development Skills Foundation - Unit 2**

- 1 - Identify the rights and responsibilities of individuals in a community.
- 2 - Plan and organise a simple activity within a community.
- 3 - Communicate information about a social issue or community activity.
- 4 - Communicate effectively to resolve problems related to a social issue or community activity.
- 5 - Demonstrate teamwork skills or work effectively as a group/team member.

## **Personal Development Skills Intermediate - Unit 1**

- 1 - Plan and organise a complex project or activity.
- 2 - Demonstrate knowledge and skills in the context of a complex project or activity.
- 3 - Demonstrate self-management skills for goal achievement in the context of a project or activity.
- 4 - Describe leadership skills and responsibilities.
- 5 - Demonstrate interpersonal skills to communicate ideas and information.

## **Personal Development Skills Intermediate - Unit 2**

- 1 - Research and analyse the roles of citizens/members in a community.
- 2 - Plan and organise a complex community project or activity.
- 3 - Use a range of communication strategies to raise awareness of a complex social issue or community activity.
- 4 - Manage problems related to a complex social issue or community activity.
- 5 - Actively contribute to group cohesion to manage a complex social issue or community activity.

## **Personal Development Skills Senior - Unit 1**

- 1 - Plan and organise to completion a complex project in an autonomous manner.
- 2 - Demonstrate an awareness of social diversity within a complex project.
- 3 - Apply strategies to improve communication.
- 4 - Demonstrate leadership skills for group and team work.
- 5 - Use decision-making skills in a group or team context.

## **Personal Development Skills Senior - Unit 2**

- 1 - Research a community problem or issue that affects citizens/members in a community.
- 2 - Establish or build on an external partnership to address and/or promote awareness of a community problem or issue.
- 3 - Plan, organise and complete a complex community project, utilising project management skills, in an autonomous manner.
- 4 - Demonstrate effective teamwork skills in relation to a complex community project.
- 5 - Present and communicate ideas and information relating to the complex community project.

## **Work Related Skills Foundation - Unit 1**

- 1 - Learn about a selected workplace or industry setting.
- 2 - Communicate the major features of OH&S in a workplace context.
- 3 - Plan, organise and manage a simple work related activity that complies with OH&S guidelines.
- 4 - Identify OH&S problems that may arise in the workplace.
- 5 - Work in a team to complete a safe work procedure for a simple work related activity.
- 6 - Use information and communications technology in relation to a simple work related activity.

## **Work Related Skills Foundation - Unit 2**

- 1 - Prepare for a simple work related activity.
- 2 - Communicate basic work related ideas and information.
- 3 - Plan, organise and manage a basic work related activity.
- 4 - Identify and solve a problem relevant to a simple work related activity.
- 5 - Work in a team to complete a simple work related activity.

6 - Use information and communications technology in relation to a simple work related activity.

### **Work Related Skills Intermediate - Unit 1**

- 1 - Learn about basic conditions and entitlements of a specific industry.
- 2 - Obtain and communicate information in response to a work related OH&S issue.
- 3 - Develop knowledge and understanding of OH&S in a work related context.
- 4 - Identify problems or safety hazards that can affect the safety of the work environment.
- 5 - Contribute to team objectives to achieve safe work procedures.
- 6 - Use information and communications technology in relation to a work related activity.

### **Work Related Skills Intermediate - Unit 2**

- 1 - Learn to analyse and organise information for a work related goal.
- 2 - Communicate information and ideas for a work related goal.
- 3 - Plan, organise and manage activities for a work related goal.
- 4 - Identify and solve problems for a work related purpose.
- 5 - Work with others and in teams to achieve a work related goal.
- 6 - Use information and communications technology in relation to a work related activity

### **Work Related Skills Senior - Unit 1**

- 1 - Research information about the career pathways, functions and layout of a specific industry or workplace.
- 2 - Communicate ideas and information about OH&S requirements for a work environment.
- 3 - Assist in the Hazard Identification Risk Assessment and Control Planning Process to meet OH&S requirements in a work related context.
- 4 - Develop an OH&S plan for a work environment that addresses at least five OH&S issues.
- 5 - Work with others and in teams in a work environment in accordance with defined workplace procedures.
- 6 - Use information and communications technology in relation to a complex work related activity.
- 7 - Use technology in accordance with OH&S guidelines in a work related context.

### **Work Related Skills Senior - Unit 2**

- 1 - Collect, analyse and evaluate information in a work environment.
- 2 - Communicate ideas and information in a work environment.
- 3 - Plan, organise and manage activities in a work environment, incorporating quality assurance processes.
- 4 - Identify and solve problems in a work environment. 5 Work with others and in teams in a work environment.
- 6 - Use information and communications technology in relation to a complex work related activity.
- 7 - Identify, apply and evaluate technology in a work environment.
- 8 - Show enterprise and identify opportunities in work processes in relation to a simple work related activity.

# VCE Policies and Procedures 2019

## 1.1 VCE Units 3 – 4 'Heads up' Program

It is the expectation that VCE students will be well organised, plan a study timetable and demonstrate a commitment to achieving the best outcomes that they can. It is intended that the 'heads up' program provide students with a clear plan of what will be studied for each unit and when. They also provide information on the type of assessment that students will undertake and timelines for such assessment.

Students will be provided with:

- A brief synopsis of the subject. (refer to the Study Design).
- A weekly timeline outlining the material to be covered in class.
- The outcomes that must be achieved for each unit.
- The assessment tasks and their contribution towards the total score.
- References, textbooks and resources relevant to the subject and the Study Design.
- Holiday homework that is to be completed and submitted in the first class back after the summer holidays. (Appendix A)

## 1.2 School Rules

The rules and expectations for students completing a VCE subject are exactly the same as for ALL students of the school. This applies equally to the students conduct and behaviour in the school yard.

It is strongly suggested that whilst the best outcomes will always be achieved by establishing positive, respectful relationships between students and teachers, both teachers and students are fully aware of the Student Code of Behaviour and that this document be enforced consistently and students be aware of the consequences of certain behaviours within the classroom. The Student Code of Behaviour is strictly enforced at all year levels.

## SECTION TWO - Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.

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

There is one examination period each year. The performance and oral examinations occur in October and the written examinations are held in October and November. The General Achievement Test (GAT) is conducted in June. There are three forms of School-based Assessment for Units 3 & 4:

- School-assessed Coursework is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.
- School-assessed Tasks are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating

against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

## 2.1 Requirements for satisfactory completion of the VCE

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements, as set out in accredited study designs. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Students are required to demonstrate achievement of study outcomes. For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include School-based Assessments that are designated for the study, and examinations. School-based Assessment is generally used to determine both satisfactory completion of the unit and assessment for a study score. However, it is not a requirement that these be scored for the student to be eligible for the VCE.

A student may be eligible for the award of the VCE where they have submitted School-based Assessments for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not sat examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the evidence provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any part of the study, a student will not have a study score calculated.

If no score is provided for the unit, the student will not receive a study score. When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Absence of graded assessments may limit a student's options for further training, study and work. Students should be encouraged to attempt all graded assessments, wherever possible. Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. It is possible for students returning as adults, and students who have received credit equivalent to a full Year 11, to complete their VCE in a single year.

Most students will be advised to complete a total of 22 units. Generally, students will do 12 units in Year 11 and 10 units in Year 12. Some students also complete two units in Year 10 therefore a total of 24 units may be completed in their VCE program.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE.

### Non-scored VCE program

During the academic year, students, if approved by the Director of Teaching and Learning and

Learning Leader, may opt to complete their VCE studies as 'non-scored'. For these students, the rules and conditions are exactly the same as the other students. They must satisfactorily complete all the Outcomes for each unit and under the same conditions as the other students. The only difference with these student's program is that they are not required to attend the final VCAA exam or the General achievement test (GAT). When submitting unit 3 and 4 results for VASS, teachers must not enter a numerical score for a non-scored student and leave the relevant field blank.

## 2.2 Minimum requirements for the award of the VCE

The minimum requirement is satisfactory completion of 16 units, which must include:

- three units from the English group, with at least one unit at Units 1 & 2 level
- at least three sequences of Units 3 & 4 studies other than English, which may include any number of English sequences once the English requirement has been met. Units 1&2 may be completed separately (although usually completed as a Unit 1&2 sequence) whereas Units 3&4 must be completed as a sequence.

It is FCJ College policy that all students must satisfactorily complete Religion and Society Unit 1 or Youth ministry in Year 11. Students in Year 12 must satisfactorily complete Religion and Society Unit 2 or Youth ministry.

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

## 2.3 The English requirement for the award of the VCE

The minimum English requirement is three units from the English group, with at least one at Units 3 and 4 level English units may be selected from Foundation English Units 1 & 2, English Units 1 to 4, EAL Units 3 & 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 & 2 level selected from the English group may count towards the English requirement.

The English group at this level comprises English Units 1 & 2, English Language Units 1 & 2, Foundation English Units 1 & 2 and Literature Units 1 & 2.

English Units 3 and 4 and EAL Units 3 & 4 are equivalent sequences and a student may not count both towards the award of the VCE. Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units.



Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

## 2.4 Satisfactory completion of a unit

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 designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an 'S' for the unit. The decision to award an 'S' for the unit is distinct from the assessment of levels of achievement.

The student receives 'S' for a unit when the school determines that all outcomes are achieved satisfactorily.

A student must:

- produce work that demonstrates achievement of the outcomes
- submit work on time
- submit work that is clearly their own
- observe the VCAA and school rules.

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

The student receives 'N' for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules, including school attendance rules. The 'N' result should be used for students who only partly complete work or whose attendance records breach school rules.

### 2.5.1 Redeeming outcomes: Submitting further work

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit.

However, students may not submit further tasks for the reconsideration of School-based Assessment scores awarded by the school. Students usually complete work for a unit during the

semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. Decisions regarding redemption tasks or activities will be made by the classroom teacher in consultation with the VCE Coordinator, Learning Leader or Director of Teaching and Learning. When deciding whether or not redemption should be permitted, the class teacher may consider factors such as student illness, absence from class, whether set classwork and homework was completed by the student and the general attitude of the student in class. Again, the class teacher will make a decision with advice from the relevant Learning Leader and Director of Teaching and Learning. The teacher may do one or more of the following things: set a similar task, ask the student questions about the task or topic and/or check student notes and workbooks. This will normally take place when the teacher realises that the student is unlikely to gain a satisfactory result of the outcome. **The marks allocated for the original submission will not be altered.** Individual class teachers will determine the most appropriate redemption tasks for the requirements of their subjects. In cases where the student must undertake redemption to obtain an S for that particular outcome, the class teacher should communicate this to parents.

If the student does not complete the redemption task at the agreed time and does not supply a medical certificate, they forfeit the right to the redemption process.

### Computer work

A student who uses a computer to produce work for assessment is responsible for ensuring:

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

### 2.5.2 'At Risk' Students

If a classroom teacher believes that a student is at risk of not successfully completing their VCE Units, the relevant Learning Leader will be informed immediately. The teacher will follow the 'Academic tracking process'. Part of this process is the subject teacher making contact with parent/s to inform them that their child is at risk of receiving an N for an Outcome and the Unit.

## SECTION THREE – School Assessment (Units 1-4)

### STUDENT OBSERVANCE OF VCAA RULES FOR SCHOOL-BASED ASSESSMENT

All School based assessment will be completed by students in silence with no assistance from any third party. Teachers conducting the assessment will give clear instructions on the following prior to the commencement of the task:

- Length of the task.
- Permitted materials.
- Reinforce any task completed must comply with the VCAA examination rules.

#### VCAA rules for School-based Assessment

A student undertaking tests as part of School-based Assessment must comply with VCAA examination rules. In addition, the VCAA sets out rules related to authentication, which a student must observe when preparing work for assessment by the school:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student 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.
- A student must not receive undue assistance from another person in the preparation and submission of work.

Acceptable levels of assistance include:

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

Unacceptable forms of assistance include:

- use of, or copying, another person’s work or other resources without acknowledgment
- corrections or improvements made or dictated by another person.

A student must not submit the same piece of work for assessment in more than one study, or more than once within a study. A student must not knowingly assist another student in a breach of rules.

## INVESTIGATION OF SCHOOL-BASED ASSESSMENT BREACH OF RULES

Teachers who believe that a breach of rules (including authentication rules) has occurred in a School-based Assessment should report the incident in accordance with the school's policy and procedures. The school principal, or an authorised member of the principal class, must be notified of the allegations immediately. Any matter that involves a breach of rules will be handled according to the VCAA VCE Administrative Handbook 2018.

### School Based Assessment

For most subjects' school based assessment consists of school assessed coursework (SACs). For some subjects, such as Arts and Technology based subjects, school based assessment includes School Assessed Tasks (SATs). Coursework assesses overall level of achievement on the assessment tasks as set down by the VCAA. Assessment tasks will generally be completed in class and may include:

- tests
- essays
- written reports.
- folios
- oral presentation
- case studies
- data/media analysis
- laboratory reports

At the Units 3&4 level coursework results count towards a student's Study Score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR), Teachers will collect work in progress for extended school assessment tasks at the end of each lesson.

### 3.1 Reporting on Coursework and School Assessed Tasks

Subject teachers will provide feedback on School-based Assessment. It will be made clear to students that initial school assessment may change as a result of the statistical moderation process. This may include:

- Advice on particular problem areas
- Advice on improvement strategies
- Reporting – whether the student has gained an S for the outcome.
- Graded assessment for the task provided in a confidential manner.
- General comments to the class.

- All students should receive a 'raw score' i.e. a mark for the task.

Where the student's work demonstrates achievement of the outcome an S (satisfactory) will be awarded.

Where an outcome has not been achieved the student will receive N (not satisfactory).

However, it must be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by VCAA and therefore may change.

### 3.2 Attendance at School and at School Assessed Coursework Activities

All VCE units require approximately 50 hours of class time. A student needs to attend sufficient class time to complete work. **The school sets minimum class time and attendance rules.** If a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign an 'N' to the unit, the school must assign an 'N' for one or more outcomes and thus the unit. A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessment. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the Application for Special Provision for School-based Assessment and Unit Completion form and retain this at the school together with the supporting evidence.

VCAA has directed schools to set the minimum class time and attendance rules. Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign 'N' for one or more outcomes and thus the unit.

Students are required to attend at least **90%** of all classes. Subject teachers will mark the 'SIMON' attendance roll and notify the Learning Leader of a student's absence if it falls below 90%. The subject teacher must also follow the '[Academic tracking process: students at risk](#)'. Overall attendance will be monitored by the Subject teacher and parents and students informed when students are at risk. (See Section One).

The 90% requirement does not include approved absences. However, a minimum attendance requirement is necessary to meet authentication rules. Students who are absent from school without a medical certificate or for prolonged periods of time are in danger of failing unit/s.

It is essential that students meet the FCJ College attendance policy requirements as outlined by

VCAA. The VCE involves frequent deadlines for work. Outcome Tasks and some School Assessed Coursework (SACs) specify that particular tasks are to be done at the college so that the students work can be authenticated and student's skills can be assessed by their subject teacher. Students absent from SACs must provide a medical certificate and complete the required application (see appendix C) for their application to be considered. This must be done within the first day of returning to school.

Student absence may be deemed approved by the Learning Leader when documentation substantiates that the absence is due to:

- illness
- personal environment
- physical disability
- significant hardship

Absences must be supported by relevant documentation such as

- medical certificate
- other documentation including: Psychologist report/letter.-A qualified medical practitioner's letter/report.
- Statutory Declaration signed by a Justice of the peace

The onus is on the student to obtain and submit medical certificates and other documentation to support absences from school.

### 3.3 Breach of 90% class attendance rules:

The relevant Learning Leader will make a recommendation to the Director of Teaching and Learning and Deputy Principal regarding a student's breach of the 90% class attendance rule. They will then decide whether or not to award the student an N for the unit. Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an N for the unit. (See Section Two for further detail).

### 3.4 Procedures relating to absence from School Assessed Tasks

1. The student, or a parent, must notify the school on the day of the absence.
2. Student must collect relevant form from the VCE Coordinator the first day of attendance following the absence. (refer to Appendix C).
3. The student must contact the Learning Leader and return the form with any relevant documentation.
4. If the Learning Leader determines the absence is approved, then the student and the classroom teacher will be notified of this.
5. If the absence is approved then one of the following options will occur; the classroom teacher will then arrange for the task/s to be completed at an alternative time (this time

is not negotiable), the student will complete an alternative task of comparable scope and demand or extra time may be given if the task was an ongoing one.

6. It is important that both the student and the classroom teacher inform the Learning Leader of an absence from an assessment task.
7. If the absence is not deemed to be approved then the student is not entitled to complete the assessment task. This may result in an 'N' for the unit. The task will not be awarded any marks and this is likely to have an impact on Study Scores for a Unit 3&4 subject. (Refer to Appendix D)

This process does not apply in Term 3. Students must submit their SAT's before the school holidays commence. Work will not be accepted after the holidays have commenced. If a student is ill on the day of submission, then they must arrange for the SAT to be submitted to their teacher by whatever means necessary. If the SAT is not submitted on the due date, then the grade will be based on the most recent date of authentic

### 3.5 Consequence for unapproved absence from school assessed coursework.

Student will be awarded "0" (zero) towards their study score for that school assessed coursework task and a student may receive an N for the Outcome and therefore the unit.

## SECTION FOUR – Guidelines for School Assessed Tasks (SATs)

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

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

Acceptable levels of assistance include:

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

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment.
  - Actual corrections or improvements made or dictated by another person.
4. Students must not submit the same piece of work for assessment more than once.
  5. Students who knowingly assist other students in a breach of rules may be penalised.
  6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
  7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

When completing School-Assessed Tasks students must also:

1. Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the



development of the work and to attest that the work is the student's own.

2. Submit evidence of the development of each School-Assessed Task, for example, a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.

3. Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Students should observe:

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

## Section Five - Authentication

### 5.1 Students' Responsibilities

The student must provide evidence that the work submitted is their own and was completed in accordance with the VCAA's requirements. In order to obtain the necessary evidence, students will be required to:

- Provide evidence of the development of work.
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- Provide samples of other work.

and may

- Complete, under supervision, a supplementary assessment task (or test) related to the original task.
- Attend an interview to demonstrate an understanding of the work.

#### 5.2.1 Coursework and School-Assessed Tasks - Appropriate Penalties.

The Principal has the power to:

i Reprimand a student

or

ii Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA.

or

iii Refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder. The sections not accepted for assessment should be crossed out.

or

iv Refuse to accept any part of the work if the infringement is judged by the Principal to merit such a decision. The student should be awarded NA.

Where work was initially accepted for assessment and a breach of rules has been discovered after the initial assessment has been made then the Principal shall determine which of the above penalties should be imposed. This may result in a change of the original result from an S to an N.

If an N is awarded for an outcome, then as a consequence an N will be awarded for the unit.

### 5.2.2 Notification of penalty to the student

If a decision is made to impose a penalty, then the Principal will notify the student in writing of the decision being made. This notification will include:

- The nature of the breach of rules by the student.
- The reasons for a decision being made that a breach of rules has occurred and the evidence supporting this.
- The penalty to be imposed.
- Advice about the student's right to appeal to the VCAA.
- Advice that this appeal must be lodged within 14 days of receipt of notification from the Principal.

## SECTION SIX – General Advice

### 6.1 Timelines and deadlines

An important feature of VCE studies is the adherence to due dates for the completion of School Assessed Coursework (SAC). The VCE Coordinator will publish these dates at the beginning of each semester on the SIMON calendar. Specific details of the task will be given to all students in writing by the subject teacher prior to them undertaking the task.

### 6.2 Special Provision – Units 1-4

Special Provision provides students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Although there is no limit on the period of time allowed for a student to achieve the VCE or VCAL, the provisions available seek to help a student complete the requirements in a timeframe comparable to that of their peers.

Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

At the same time students granted special provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL, or from being assessed against the outcomes for a study. They are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE examinations

Similarly, the programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

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

Specific eligibility criteria apply to the granting of Special Provision for the VCE. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE.

## Types of Special Provision

Special Provision is available to students completing the VCE or VCAL for both School-based Assessment and VCE examinations. Specific eligibility requirements apply for each type of Special Provision:

- For School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Schools are encouraged to consult the VCAA if they are unsure about appropriate arrangements. The school's policies and procedures should be clearly documented and communicated to students. It is strongly recommended that schools keep records of all decisions made for each student.
- For VCE examinations, the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

## Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time while studying the VCE or VCAL, they are adversely affected in a significant way by:

- acute or chronic illness (physical or psychological)
- any factors relating to personal environment
- an impairment or disability, including learning disabilities.

These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own. All special provision applications will be managed according to the criteria listed in the VCAA VCE Administrative Handbook 2018. Anybody wishing to apply for special provision must do so in accordance with the information supplied under this section.

## 6.3 Examinations

It is FCJ College policy that all students are to attend and attempt the examinations to the best of their ability and stay for the whole duration of the scheduled exam. Where a student is eligible, an application for a Derived Examination Score (DES) for Units 3&4 subjects can be made to VCAA through the VCE Coordinator. The examinations are conducted under VCAA Rules. There is one formal exam period for Unit 3&4 subjects in November. Students undertaking a Unit 3&4 subject will also undertake practice exams during October, usually the first week of term four. There is one formal Unit 1&2 exam period during November. All students undertaking a Unit 3&4 study will complete the General Achievement Test (GAT) in June. It is important that all students attempt the GAT and aim to do their best. VCAA will use a student's GAT score to:

- Contribute to statistical moderation of School Assessed Coursework.
- Review school assessments of School Assessed Tasks.
- Calculate a Derived Examination Score if required.
- Check the accuracy of examination marking.

The November examination timetable is available from [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au). VCAA examination rules are also published on the website, and will be given out to students prior to the examination period. Students should be aware that no allowances are made by VCAA for students missing examinations due to misread timetables, late buses, broken down cars etc. The onus is on the student to get to all exams in a timely manner with the correct equipment, for example, calculators, pencils and pens.

## 6.4 ATARs and Study Scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's final School-assessed Coursework scores, School-assessed Tasks, the Externally-assessed Task (Music Style and Composition only) and examinations for each study. To receive a study score students must achieve two or more Graded Assessments in the study and receive S for both Units 3 and 4 in the same year unless they have Interrupted Studies status and have met these requirements over two years.

### 6.4.1 Study Score Calculation (Units 3&4)

The final score for each Graded Assessment is standardised. This is done by subtracting the state mean for a Graded Assessment from the student's final score for that Graded Assessment and dividing the result by the state standard deviation for the Graded Assessment. Students' weighted standardised scores are summed. For the VCE studies up to three weighted

standardised scores are added together. Students receive a Study Score out of 50. Students who receive a score over 40 are in the top 7% of the state. The Study Scores are taken and then scaled up or down depending upon the 'difficulty' of the subject. These scaled scores are used in the determination of the ATAR.

## APPENDIX A - UNIT 3 / 4 Holiday homework instructions

The Unit 3 / 4 Holiday Homework focuses on the following:

### Aim:

1. To establish commitment from all students completing a Unit 3 / 4 subject at FCJ College.
2. Promote greater communication between teacher / school expectations and parents. Ensure students are adequately prepared to complete their VCE studies to the best of their ability.

### Procedure:

1. A letter will be sent out to all parents during the VCE Unit 3/4 'Heads up' period at the conclusion of the regular school year outlining what is required from their child in relation to the homework set over the holiday period.
2. Students will receive a printed copy of the holiday homework during the scheduled class time of their allocated subjects.
3. Each subject teacher must set a minimum of four hours of homework for each subject. The due date for all work will be the first day of scheduled classes for each subject the student is enrolled in.
4. Teachers will provide the same work for all scheduled classes of the same subject. Any student who doesn't complete the holiday homework will then be reported on the Google Document 'Academic tracking: students at risk'
5. All students who do not complete the work will have a letter sent home to their parents/guardian outlining what homework has not been completed.
6. If after three days the student has not completed the work, the subject teacher and Learning leader will follow the process outlined on the 'Academic tracking: students at risk'.



APPENDIX B – SAC Non-Attendance Form

The satisfactory completion of VCE Units requires that all SAC's are completed on the date and time set.

Please fill in the following outlining the reason for the absence, attaching any appropriate documentation. This will be retained at school and may be reviewed at a meeting should these absences continue.

Please also be aware that students completing a Unit 3/4 sequence are required by the VCAA (Victorian Curriculum Assessment Authority) to have supporting evidence of absence via either a Medical Certificate or Statutory Declaration.

Should the absence be of an acceptable reason, such as illness or bereavement, the SAC will be rescheduled at the next convenient time. This will occur at a mutually agreeable time, which may be outside scheduled class times.

In relation to unit 3/4 subjects, students that do not have an acceptable reason for their absence will be given a mark of zero towards their subject study score but will be given an opportunity to complete a task to achieve a satisfactory standard.

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**Reply slip**

**Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date of scheduled SAC:** \_\_\_\_\_

**REASON FOR NON ATTENDANCE OF A SCHEDULED SAC:**

- ILLNESS  Medical Certificate provided
- FAMILY COMMITMENT
- OTHER \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_

VCE Coordinator: \_\_\_\_\_

**GLOSSARY OF TERMS USED**

<b>AUTHENTICATION</b>	The process of ensuring that work submitted by students for assessment is their own work.
<b>ATAR – Australian Tertiary Admission Rank</b>	The overall ranking on a scale of 0 – 100 that a student receives based on their study scores. The ATAR is calculated by VTAC and used for entry to University.
<b>GAT – General Achievement Test</b>	A test undertaken by all students completing a Unit 3 / 4 subject or VET scored assessment. The test results are used to check marking standards in schools and for statistical moderation of coursework.
<b>Satisfactory Completion of the VCE</b>	Students must receive an 'S' for 16 units of study. This must include at least 3 units from the English field of study, including a 3/4 sequence and 3 other 3/4 sequences.
<b>Satisfactory Completion of the VCAL</b>	Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for not yet complete. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements.
<b>Units</b>	The components of a study. There are usually 4 units in a study numbered 1 to 4. Unit 1 and 2 studies are assessed by the school. Unit 3 and 4 sequences are assessed by a combination of school assessment and external assessment. To achieve an outcome the student must produce work that meets the required standard, submit work that is clearly the student's own on time and observe VCAA and school rules.
<b>Satisfactory Completion of a unit</b>	Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N'.
<b>OUTCOMES</b>	Form part of unit assessments in the VCE. They reflect what a student must know or be able to do in order to complete a unit as specified in the study design.
<b>SAC – School Assessed Coursework</b>	A school based assessment that is recorded as a grade for either a unit 3/4 sequence or unit 3 and 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of unit 3 and 4 outcomes, as specified in the subject study design.
<b>SAT – School Assessed Task</b>	A school based assessment for studies where products and models are assessed ie. Studio Arts, Food Studies, reported as a grade. A School Assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria.
<b>Statistical Moderation</b>	The process used to ensure that schools' assessments are comparable throughout the state.
<b>Study Score</b>	A score from zero to 50, which shows how a student performed in a study, relative to all other students enrolled

	in that same study in a result year. It is based on the student's results in school assessments and examinations.
<b>Statement of Results</b>	The document issued by the VCAA showing the results a student achieved in the VCE and/or VCAL and whether they graduated.
<b>Student Number</b>	The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.
<b>VASS – Victorian Assessment Software System</b>	The internet based VCE Administrative Software System used by school to administer VCE/VET/VCAL enrolments and results and to transfer data to the VCAA.

## Notes