



SENIOR SCHOOL HANDBOOK

East Preston Islamic College



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Our Philosophy

East Preston Islamic College (EPIC) is a non-for-profit, independent, coeducational school offering the Victorian Curriculum from Foundation to Year 12 and operates in an Islamic cultural and religious tradition, under the direction of the EPIC School Board. Our staff and students are expected to follow the principles and values of the Islamic faith.

EPIC has a low fee structure so that it is possible for all interested families to attend. The College's aims for our students is to achieve excellence in academic performance and to embrace Islamic values so that our graduates will exemplify the College motto:

‘Success Here and Hereafter’

Our Mission

Our mission is to provide a positive learning environment where staff and students work cooperatively to achieve their best, developing a commitment to continuous learning. The core values of the school are **learning, achievement, respect, commitment** and **fairness**.

Our Vision

The vision of the College is to ensure excellence, in both academic and Islamic development, with continuous progress towards producing a new generation of Muslims who are committed, compassionate and hardworking citizens, and who are ready to contribute positively and productively to the Australian society.

Australian Democratic Principles

East Preston Islamic College is committed to the principles and practice of Australian democracy, including a commitment to:

- elected Government;
- the rule of law;
- equal rights for all before the law;
- freedom of religion;
- freedom of speech and association;
- the values of openness and tolerance.

Principal's



Assalamu Alaikum Warahmatullahi Wabarakatuhu
In the Name of Allah, the most Gracious, the most Merciful, the Mercy-giving. Praise is to Allah whom we ask for help, protection and forgiveness. We seek the protection of Allah from the sins of ourselves and our deeds. No one can misguide whom He guides and whom He does not guide will never find a guide.

Mr. Ekrem Ozyurek OAM
Principal

At East Preston Islamic College, our aim is to support our senior students in developing positive futures, enabling them to participate confidently in our faith and world communities. We encourage them to develop a strong commitment to social justice and to adopt adult learning styles and approaches to set them up for future learning. Senior students also have an option of attending school and undertaking school-based apprenticeships and traineeships as part of their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) programs.

Our curriculum offerings cater for individual learning needs and aspirations for each student and aims to maximize student engagement and achievement through innovative approaches.

Through our strong care and support from the teachers and close liaison with parents, we strive to provide our senior students a place of learning excellence, where students can achieve their personal best. We focus on educational excellence to ensure that every student gains the learning support they require.

This Senior Secondary Curriculum Handbook presents an overview of the curriculum provided at East Preston Islamic College, providing details on all possible subjects offered in Years 10, 11 and 12. This booklet is the basic resource for parents and students, but does not replace the need for students to talk with parents, teachers and the career counsellor.

Students are encouraged to research University and TAFE Handbooks and visit relevant websites, before they make final decisions about the courses and subjects they choose.

May Allah (SWT) guide and help us in our future endeavours.

Introduction

This handbook is intended to assist you in the very important process of choosing the subjects you will study. It contains an overview of the process you will work through, information about the pattern of the subjects you must complete in order to achieve your VCE or VCAL certificates and the descriptions of the subjects on offer to you as you move to the final years of your secondary education.

You are strongly advised to make use of the many resources available to you as you work through this sometimes-confusing process. In addition to the information in this handbook, you may also access information from:

- Your subject and homeroom teachers;
- Ms Sonya Hammoud (VCAL/VET & Careers Coordinator);
- Mr Wael Hasaneen (VCE Coordinator);
- Job Guide;
- VTAC university guide;
- VICTER guide;
- TAFE courses directory;
- Various university information booklets.

EPIC Pathways for completion of Year 12

EPIC has introduced foundation VCAL in year 10 as an alternative to Year 10 general. Students were invited to begin their VCAL pathway in year 10, instead of waiting until year 11. This allowed students to begin placement earlier and start their '*on the job training* earlier'.

Students can, at the completion of year 10 general, move into the VCAL stream. There is no time limited or demand that a student sticks to a VCAL or VCE pathway in year 10.

All students in year 10, regardless of being in Year 10 General or VCAL foundation are expected to complete two VCE VET subjects.

Currently EPIC offers VCE VET subjects within the school. However, students are welcome, if they choose, to complete a VET subject at a partnership RTO.

Students are encouraged to reflect on their progress, ability and desire, to select a pathway that will bring them both success and fulfillment.

VCE is not "better" or "smarter" than VCAL. They are simply different pathways with a focus on different skills to a successful future.

The Subject Selection Process

Step 1: Using this handbook, you need to choose the subjects you think you would like to study and complete the Subject Selection Form under the guidance of your subject teachers. You should carefully consider:

- Your ambition and possible future career choices;
- Your capabilities and performance in subjects you are currently studying;
- Your interest in the content of the subjects you are currently studying;
- Your suitability to particular career pathways;
- The pattern of VCE and VCAL;
- Information gathered at Careers Expo, TAFE and University open days and like;
- Which subjects are pre-requisites to further study;
- Advice from Career Counsellor, VCE & VCAL coordinators and subject teachers.

Step 2: Once you have chosen subjects that you think you would like to study, and entered them on your subject selection form, you must ask your current subject teachers if they feel that you are a suitable candidate for that subject, at that level. You need to have them complete the Subject Recommendations section of your subject selection form.

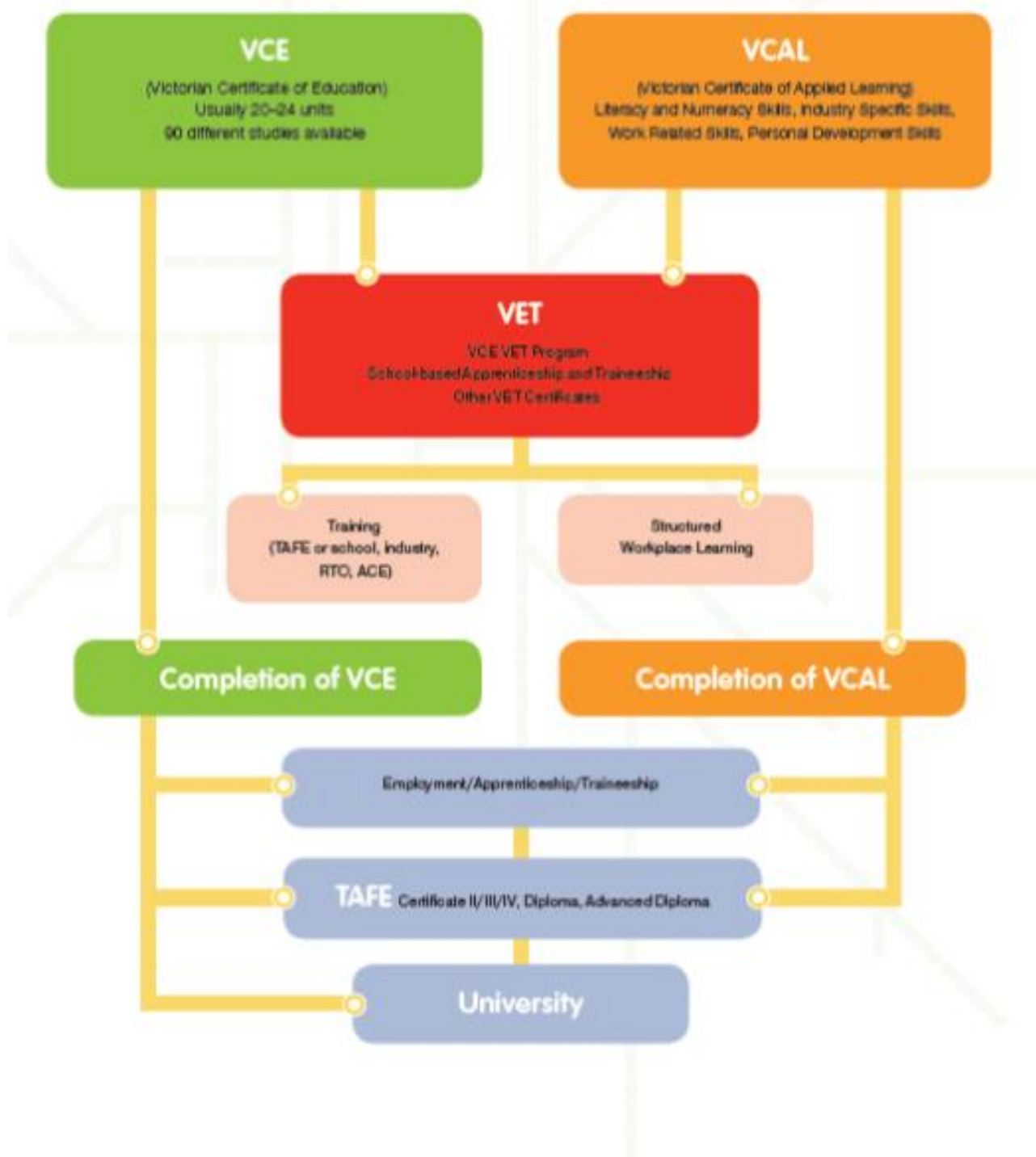
Step 3: You will then bring your completed Subject Selection form with you to your Subject Counselling interview, where you will have the opportunity to discuss the suitability of your choices in the light of your career ambitions, your capabilities, your achievement in your current subjects, etc. Your parents need to attend this interview with you.

Step 4: At the conclusion of the interview, you will be emailed a Subject Selection Form.

Step 5: You will commence classes during transition week, in term 4.

Step 6: A few weeks into term 1, you will be advised as to whether you are able to study your first choice of subjects. Should subject clashes or class numbers prevent this from being possible, you will be invited to a further interview where your alternative choices will be discussed.

EPIC LEARNING PATHWAYS



VCE

What is VCE?

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within the VCE.

To obtain your VCE, you must satisfactorily **complete at least 16 units**.

The 16 units can include VET VCE.

Regardless of how many units you do altogether, a student must satisfactorily complete:

- At least three units from the English Group listed below:
- English or English as an Additional Language (EAL) Units 1 - 4
- English Language Units 1 - 4
- Literature Units 1 - 4

No more than two Units at 1 and 2 level may count towards the English requirement. To gain an Australian Tertiary Admission Rank (ATAR) a student must complete both Units 3 and 4 of an English sequence.

- Three sequences of Units 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VET programs.

PREREQUISITES FOR UNIT 3/4 STUDIES:

While it is generally accepted that units one and two help prepare students for the 3-4 of any study, certain studies are very sequential. Prior knowledge and skills acquired in Unit 1 and/or 2 are required before the following 3/4 sequences can be attempted at EPIC: Chemistry, Biology and Mathematics.

The College makes every effort to run a 3-4 sequence of a study if the study ran as a 1-2 sequence in the previous year. It is not anticipated a 3-4 study will run if a class has not run as a 1-2 at the College in the preceding year. A study that has not run this year in no way predicts whether the class will run at Year 11 next year, as each year classes are primarily determined by the **numbers of applicants**.

ASSESSMENT, AUTHENTICATION AND SPECIAL PROVISION

ASSESSMENT

Assessment in the VCE has two distinct aspects.

Satisfactory completion of a unit: Each VCE Unit has a number of Learning Outcomes, determined by VCAA, which the student must demonstrate to his/her teacher s/he has satisfactorily achieved. If the student is able to demonstrate this, the teacher will report a Satisfactory (**S**) for the outcome. A student must satisfactorily achieve all of the outcomes to pass the Unit.

Grades: A teacher will design a number of tasks that will be used to assess each student's level of achievement, or grade, in different parts of the course. These assessment tasks are called SACs (School Assessed Coursework) in all Units. VET VCE subject's assessment tasks are called SATs (school assessed tasks). Strict guidelines for the criteria used to grade SACs are laid down by VCAA, however specific details as to the nature of the tasks can vary between schools. The subject teacher marks the SACs and the results are submitted to VCAA. In Units 3 and 4 an external exam is an essential tool to determine grades. These exams are not set or marked by the class teachers. They do not determine if a student has satisfactorily achieved outcomes and are therefore not used to determine the **S** or **N**. However, they do contribute significantly to the study score and therefore the subsequently derived ATAR.

It is possible, but unlikely, that a student could do well on her SACs but still not pass the unit, if SACs did not assess all of the required outcomes. They must therefore be careful to submit all work, not just SACs. It is also possible a student may do poorly on an assessment task but still be able to demonstrate that they have achieved an outcome and subsequently pass the Unit. It is important the student pays close attention to assessment requirements and due dates in each study to be sure s/he is satisfactorily completing them.

AUTHENTICATION

The College and VCAA expect all work submitted by a student to be the student's own work. The College has a number of procedures to ensure that work submitted will indeed be authentic. A student must follow all specific guidelines of an assessment. A student must not submit any part of another student's work or allow another student to copy his/her work used for assessment. S/he must not pass on information or solicit any information about a SAC from another student, or in any way gain an unfair advantage for themselves or another student. A student who is found to be in breach of a rule can have a range of sanctions imposed depending on the seriousness of the breach. These include loss of part or the entire grade for that assessment task, and possibly the awarding of a Non-Satisfactory assessment for the outcome being assessed. If any outcome for a study is deemed to be not satisfactorily achieved, then the student will receive an "N" for overall assessment for that unit.

School -assessed Coursework and School Assessed Tasks

Coursework and SAC/SATs tasks are completed mainly in the classroom.

Where Coursework is completed outside the classroom, teachers must ensure that work submitted by students has been completed according to the above VCAA provisions. The teacher may ask a student to demonstrate his or her understanding of the work submitted at or about the time of submission of the work. The work will be accepted only if the teacher can attest to the best of his or her knowledge, all unacknowledged work is the student's own. If work cannot be authenticated, then the matter must be dealt with as a possible breach of authentication.

Breaches

Teachers should not accept work for assessment until sufficient evidence is available to show that the work is the student's own.

The authenticity of the work may need to be checked if the work:

- is not typical of other work produced by the student;
- is inconsistent with the teacher's knowledge of the student's ability;
- contains unacknowledged material;
- has not been sighted and monitored by the teacher during its development.

Onus of proof

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

- provide evidence of the development of the work, for example, drafts which may not have been sighted by the teacher;
- 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;
- complete, under supervision, a supplementary assessment task (or test) related to the original task;
- attend an interview or complete a test to demonstrate his or her understanding of the work.

If a subject teacher suspects an authentication problem, immediate notification to the VCE coordinator is required. If an interview is required, parent, subject teacher, VCE Coordinator, Principal or his nominee and Discipline coordinator will be present. If breach is proven, the penalties will be imposed by the Principal.

School -assessed Coursework -penalties for breach of authentication

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 that part of the work which infringes the rules and base a decision whether to award the work requirement an N or S upon the remainder of the work, or
- iv. Refuse to accept any of the work if the infringement is judged by the principal to merit such a decision, in which case an N will be awarded for the work.

SPECIAL PROVISION

Students who have or who, during the course of their VCE, develop circumstances that may affect their ability to perform in the VCE can have Special Provision to enable them to manage their VCE studies, assessment tasks and exams. The provision will depend on the nature of the difficulty. For example, for a chronic illness it may be appropriate to complete the VCE over three years. Certain conditions may require Special Exam Arrangements such as allowing rest breaks or having a scribe or reader. Other situations may require rescheduling of assessment tasks or allowing extension of time to complete a task.

If an illness or personal trauma occurs during the exam period or within the two weeks preceding the exams for a Unit 3 or 4 study, it is possible to apply for a **Derived Exam Score (DES)**. Evidence from an independent source, such as a doctor, is required for a DES. If the application is approved by VCAA, a grade for the exam or exams, will be derived. It will be based on information at the disposal of VCAA such as the student's performance on the GAT, performance on SACs, and indicative grades supplied by teachers.

It is important that students keep the College informed of any circumstances that may warrant variation from the normal rules applying to any assessment procedure, so that timely and appropriate management of the situation can be achieved.

SELECTING YOUR PROGRAM

EPIC has been offering accelerated VCE courses for the past few years.

All year10 students must undertake two VCE VET Unit 1-2 sequence. Students may, if they choose, complete a VET or VCE subject offsite. It is the student's onus to ensure enrolment and completion of an off-site subject.

All Year 11 Students will undertake 12 units (6 studies) including English, with the Unit 3-4 sequence of the subject they studied in year 10. **This facilitates the completion of six Unit 3-4 sequences, thus improving their ATAR.**

All year12 students will undertake at least 8 units (4 studies).

CHANGE OF SUBJECT

Students do have an opportunity to change subject early in semester 1. Changes can only be made if they are applied for within the timelines advertised and with approval of parents. They can only occur if space and blocking allow and without disrupting other students' programs. Changes are made on curriculum grounds only and not on the basis of student or parent request for a change of teacher.

ATTENDANCE

All VCE students must remain at East Preston Islamic College for the duration of the school day and attend all scheduled classes or other approved activities. All absences should be explained by a medical certificate where available or by a note from parents. If the student is living independently, then the student must provide a medical certificate or an appropriate note.

Unexplained absences from school or from a particular unit may result in a "J" score being entered for the student. This is to indicate that a student "Did Not Complete" the unit and terminates that student's enrolment in the unit or units.

Students who wish to leave the College during the day for special circumstances should apply for a pass from the VCE Co-ordinator before school commences for the day.

SUPPORT FOR STUDENTS

VCE places very heavy time demands and task management demands on students. If you experience any sort of problem which you cannot solve for yourself, you should seek immediate assistance from a Classroom Teacher, VCE or careers coordinator. If you wish to see one of these teachers, you should make a definite appointment (time and place) to avoid wasting your time and their time.

THE LANGUAGE OF THE VCE

Australian Tertiary Admission Rank (ATAR). A student's ATAR is determined by VTAC using the student's scaled study scores. The ATAR is a percentile which ranks students for the purpose of tertiary selection.

Authentication. The process of ensuring that work submitted by students for assessment is genuinely their own. Teachers monitor the completion of students' work.

Derived Exam Score (DES). An estimated score for a particular exam, which may be used under Special Provision.

General Achievement Test (GAT). All students undertaking a Unit 3-4 sequence must sit this 3-hour test in the June test period. GATs are used by VCAA to monitor school assessments and for the determination of a DES and may be used to assist with selection into tertiary courses.

Learning Outcomes – What a student must know or be able to do by the time she has finished the Unit.

Managed Individual Pathways (MIPs). A program, including course counselling, which assist students make informed choices about possible future directions.

Part-time Apprenticeships and Traineeships. Students who receive training as part of their casual employment and receive credit towards their VCE.

'S' or 'N' - These letters mean 'S' for satisfactory (pass) or 'N' not satisfactory (not passed).

School Assessed Coursework (SACs). Work done, mainly in class time, to assess performance in Units 3&4. Set and marked by teachers according to VCAA (Victorian Curriculum & Assessment Authority) specifications.

School Based Apprenticeships and Traineeships (SBAT) – Students undertake training and employment with an employer which is an integral part of the school learning program and study timetable.

Semester. One half of the academic year. A unit of study lasts for one semester.

Sequence. A sequence is a Unit 3 followed by Unit 4. One of the requirements for passing the VCE is the successful completion of four Unit 3-4 sequences.

Student Program. This is the total package of VCE and VET studies normally taken over two years.

Study/Studies. Subject(s).

Technical and Further Education (TAFE). TAFE Institutes offer post-secondary courses.

Unit. Each VCE study is divided into 4 units. Each unit lasts one semester. Units 1-2 are normally at Year 11 level, and Units 3-4 are normally at Year 12 level.

Victorian Curriculum & Assessment Authority (VCAA). The accrediting and authorising body responsible for overseeing the VCE.

Victorian Certificate of Education (VCE). The VCE is the credential awarded to secondary school students who successfully complete high school level studies (Year 11 and 12) in the state of Victoria.

Vocational Education & Training (VET). An accredited vocational program which enables students to complete a nationally recognised qualification.

VCE/VET - This refers to the expanding range of nationally recognised vocational studies now integrated within the VCE.

Victorian Tertiary Admissions Centre (VTAC). The body responsible for the administration of the application and offer selection processes on behalf of universities and TAFE Institutes.

Victorian Certificate of Applied learning (VCAL). The VCAL is a hands-on option for Year 11 and 12 students, offering practical work-related experience and learning.

VCAL

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 10, 11 and 12.

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

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

There are four compulsory strands in VCAL:

- Literacy and Numeracy Skills (Foundation Mathematics and Foundation English is taken instead at EPIC);
- Work Related Skills;
- Industry Specific Skills;
- Personal Development Skills.

Students who start their VCAL and then decide they would like to complete their VCE, are able to transfer between certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE.

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

VET

VET in the VCE/VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCAL. VET studies focus on the development of industry-specific workplace skills, with pathways into apprenticeships, employment, TAFE or tertiary education.

VET programs may be undertaken in a variety of settings and offer students the opportunity to undertake Structured Workplace Learning (SWL) and School-based Apprenticeships and Traineeships.

VET offers students the opportunity to:

- combine general and vocational studies;
- explore career options and pathways;
- undertake learning in the workplace;
- undertake applied learning in an adult learning environment;
- gain a nationally recognised qualification or credit towards a qualification that contributes to satisfactory completion of the VCAL;
- develop skills that will equip them for the workforce.

VET certificates or units of competence contribute to a student's VCAL program. The contribution of a student's VET program to their VCAL is determined by the number of hours successfully completed. A credit towards VCAL is awarded on successful completion of approximately 90 nominal hours of units of competence from accredited curriculum/nationally recognised qualifications. Units of competence may be from one VET certificate or a number of VET certificates.

VET in VCE

VET is also part of the VCE program. Unlike VCAL students, VCE VET students must complete an exam for the VET subject during the final year of the course in November, alongside their VCE subjects.

VET in VCE is treated the same as any other VCE subject and has the same importance in determining a student's ATAR. The students SAT scores and their exam scores are combined to create a study score. Some VET subjects offer a study score bonus upon successful completion. Some VET subjects will allow a recognition for prior learning when a student applies for university.

A VCAL student will not receive credit towards their VCAL for partially completed VET units of competence.

Registered Training Organisations (RTOs) are responsible for the delivery, assessment and certification of VET qualifications. In 2017 onwards, EPIC students will have an option of undertaking their VET program at Northern College of Arts and Technology (NCAT), which is the partner school for EPIC for VET programs, or at any other secondary school that is part of The Northern Melbourne VET Cluster (NMVC) consortium or they may wish to go to other RTOs such as a TAFE. For VET programs, students travel to the RTO and undertake the training delivered by RTO staff, using RTO facilities.

EPIC currently offers the following subjects as both VET VCE and VET VCAL:

1. VET Sport and Recreation
2. VET Business
3. VET Information, Digital Media and Technology
4. VET Visual Arts

The above subjects can be entered into in both year 10 and year 11.

EPIC is in partnership with the Northern College of the Arts and Technology (NCAT) which provides one of the broadest VET programs in Victoria.

NCAT offered the following VET courses:

VET Arts

- Design
- Furniture Making
- Live Production, Theatre & Events
- Media
- Multimedia
- Music
- Musical Instrument Making & Repair
- Photo-imaging
- Visual Arts

VET Other

- Fitness
- Sport & Recreation

VET Technologies

- Automotive Technology
- Building & Construction
- Electrotechnology
- Engineering
- Furniture Making
- Integrated Technology
- Manufacturing Technology
- Musical Instrument Making & Repair
- Plumbing

Please refer to the NMVC handbook to find out more information about the member schools and the courses which will be offered by NMVC VET cluster group.

NOTE:

There are administrative/materials costs associated with all VET studies, and the payment of these is the responsibility of the parent or guardian. These fees are required to be paid 'up front' before the end of the school year.

HOMEWORK POLICY

All Years 10, 11 and 12 students are expected to study 40 minutes for each subject studied that day (at least). Homework is considered to be an integral part of the teaching and learning program and from the development of sound study attitudes and habits, is considered valuable for developing an individual sense of responsibility and self-discipline and preparation for professional life. Parents are asked to support this ethos and to provide good study facilities at home for their children.

In Year 12 students should not be withdrawn from school during the term for any period of time. Students must also be supported, at home, by the parents. Close to the exam period students may need a reduction in household chores.

STUDY SPACE

It is very important that a student be given a private study space during their senior years. A good study space is critical to a student's success. A good study space is:

- Separate from the main family area, such as a quiet office or a corner of their bedroom;
- Is not in an area likely to be in the way of the household. Students will often have study notes and other materials out and on the desk. A good study space will mean these items are safe from being moved accidentally;
- Is free from distractions such as the TV;
- Is comfortable for the student;
- Is well lit;
- Students have all their stationery accessible;
- Everyone in the household knows that when a student is in their study space they should not be disturbed;
- The use of phones and computers should be monitored. Only some subjects

require the ongoing use of computers and few subjects ever require the use of a mobile phone;

- Students may find that they are more comfortable to study in a library.
- Students have to be supported by have a study timetable when studying outside the home.

TIME MANAGEMENT

One of the most important cornerstones of success in VCE is time management. Students must have a set bedtime.

Some students find that they work best in the early morning and others in the evening, this is fine. Students should study at times they know they work best in. However, students must have a regular bedtime. As growing people, teenagers require more sleep than adults. It is critical that a student goes to set prior to midnight and it able to have uninterrupted sleep.

Students must also make use of a persona timetable. The best time to study and revise is after the class. Students should find a balance between study, work and family that works best for them. The staff at EPIC are happy to support students in finding this balance.

ACADEMIC REVIEW AND PROBATION

Towards the end of each Term teachers of all classes from Years 10 through 12 and up to the end of Term 3, will be asked to grade their students in terms of the effort that they have made in their studies and their attitude (co-operative, fair or poor) in the class. The grades will be on a five-point scale where five represents 'excellent' and one represents 'very poor'.

It must be emphasised that these grades are not based on attainment, but solely on effort and attitude. This means that the student who achieves average or below average results for his or her work, but works hard and positively to do so, will not be part of the Academic Review and Probation process. The collated grades for each student will be passed on to the coordinator. If a student's effort or attitude grades do not satisfy the minimum standards set out by the School, the student would automatically be placed upon 'Academic Review' by the coordinator.

The student's parents would be informed, and a meeting arranged involving the student's parents and subject teacher/s. The purpose of the meeting would be to

formulate strategies for effecting an improvement in the student's performance in either area. If by the end of the following term the student's effort or attitude grades have improved sufficiently to satisfy the minimum requirements at that assessment, he or she would be removed from Review.

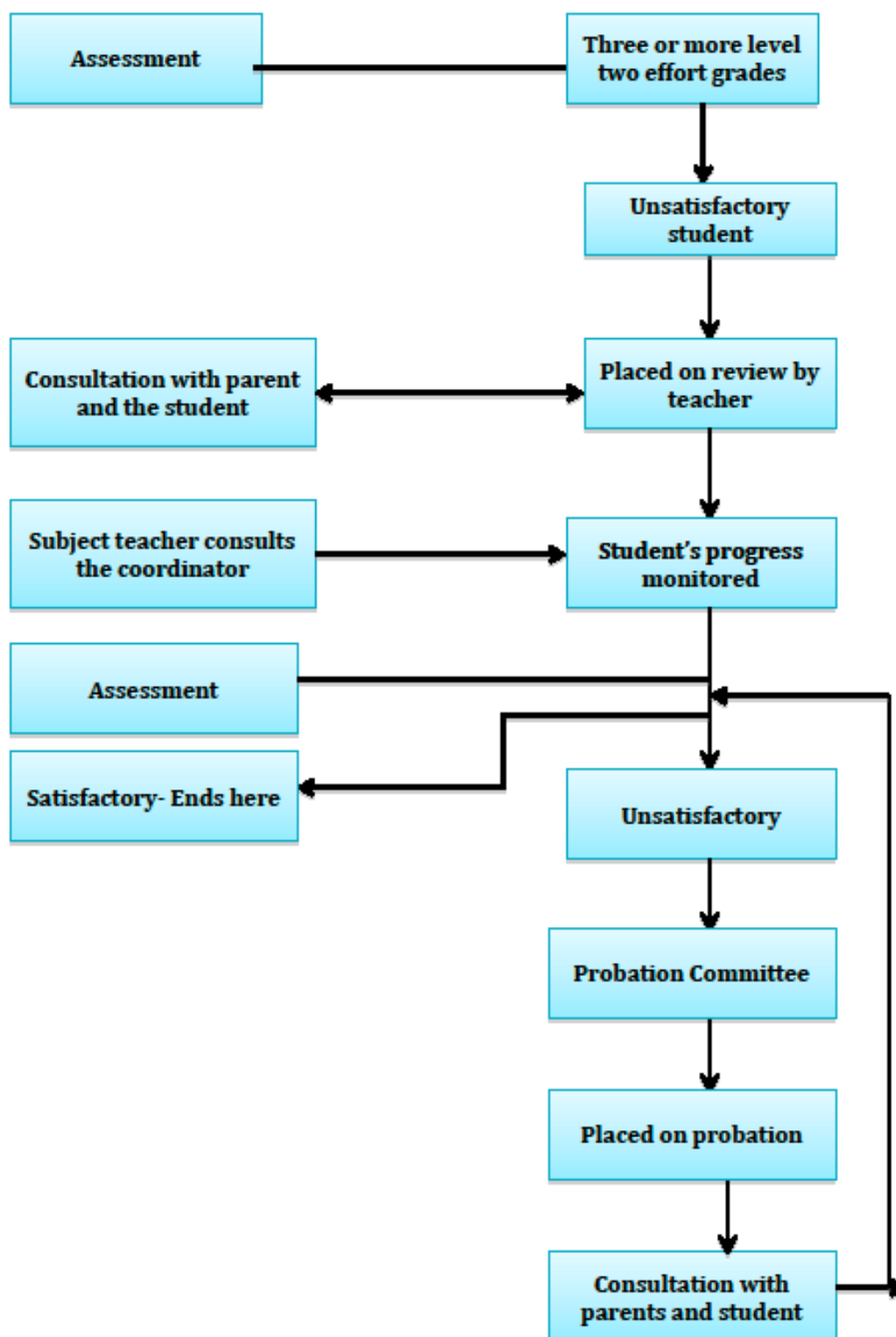
Failure to affect an improvement in effort or attitude while on Academic Review leads to a student's automatic appearance before a probationary committee, consisting of a Vice Principal, School Counsellor, Head of Secondary and the VCE coordinator.

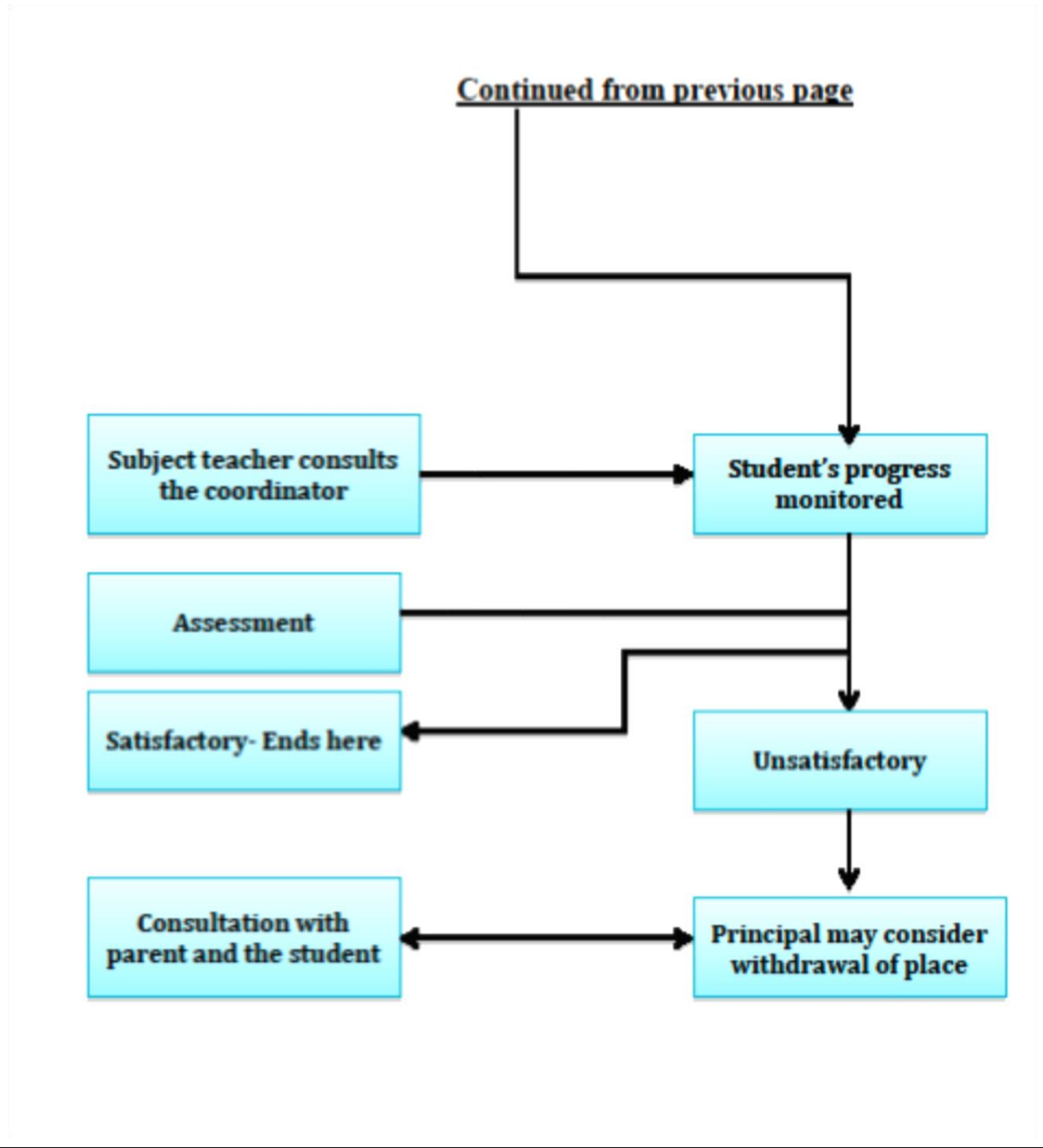
The primary purpose of this interview is to emphasise to the student the seriousness of the situation and the urgent need for improvement. The normal outcome of such an interview would be a recommendation to the Principal that the student be placed on 'Academic Probation'. On receiving the recommendation, the Principal would then formally advise the Committee and the student of his decision and inform the student's parents by letter and arrange an interview as necessary.

A student on Academic Probation who fails to affect an improvement in effort or attitude by the next assessment would have registered unsatisfactory performance over a period of at least two terms. In such circumstances the question would need to be asked, "Is East Preston the best place to meet the student's educational and social needs?" A student who effects the required improvement would be removed from the Academic Probation. The criteria for Academic Warning and Probation will be:

- Either the possession of three 'level 2' effort or attitude grades or worse
Or the possession of two 'level 1' effort or attitude grades or worse

Academic Review and Probation process:





East Preston Islamic College Activities



A: Anti-Violence Against Women



B: Berry St. Education Model



C: Canteen



D: Darebin Interfaith Council



E: Equality without Exception



F: Fire Education



G: Girls in Politics



H: Hajj



I: Indonesian Students



J: Juz – Quran Competition



K: Kearney, Ged. MP visit



L: Laser Printer at Bosch Factory



M: Mayor for the Day



N: Nutricious Food from Second Bite



O: Out of School Hours Program



P: Pyjama Day



Q: Quantum Victoria



R: Reading Buddies



S: Synchrotron



T: Tournament- EPIC vs Vic Police.



U: Umrah



V: Victoria Police Muslim Association



W: World of Mathematics



Y: Year 12 2018 Graduation



Z: Zakat – EPIC Community donations to Human Appeal for building a drinking well in Somalia

ACCOUNTING

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Aims

This study enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user
- develop an understanding of the role of accounting in the management and operation of a business
- develop skills in the use of ICT in an accounting system
- develop an understanding of ethical considerations in relation to business decision-making
- develop the capacity to identify, analyse and interpret financial data and accounting information
- develop and apply critical thinking skills to a range of business situations
- use financial and other information to improve the accounting decision-making within a business.

Structure

The study is made up of four units.

Unit 1: Role of accounting in business

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

Unit 3: Financial accounting for a trading business

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

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

ARABIC (LO021), (LO023)

Rationale

The study of Arabic contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Arabic provides students with the ability to understand and use a language that is spoken by over 250 million people in 22 countries worldwide. It is the official language of the Arab world, which includes countries of the Middle East, North Africa, and the Gulf region, and is one of the official languages of the United Nations. The Arabic-speaking world has a long history, and the Arabic language has evolved and flourished over time, as evidenced by the richness of its literature. The Arabic language has two forms: Modern Standard Arabic, which is the language to be studied and assessed, and colloquial Arabic. Modern Standard Arabic is common to all countries of the Arabic-speaking world and is the official language taught worldwide. It is used in formal situations and by modern writers, in the press and in news broadcasts on the radio and television. Colloquial Arabic varies according to geographical location and is used in everyday situations. The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Arabic-speaking communities in Australia and internationally in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, international relations, the arts and education.

Aims

This study enables students to:

- communicate with others in Arabic in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Arabic is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Structure

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

BIOLOGY (BI022), (BI033)

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpins much of contemporary biology, and the applications used by society to resolve problems and make advancements. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues and communicate their views from an informed position. VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Aims

This study enables students to:

- develop knowledge and understanding of key biological models, theories and concepts, from the cell to the whole organism;
- examine the interconnectedness of organisms, their relationship to their environmental context, and the consequences of biological change over time including the impact of human endeavours on the biological processes of species;
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory;

Structure

The study is made up of four units.

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

CHEMISTRY (CH011), (CH033)

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. In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues and communicate their views from an informed position. VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Aims

This study enables students to:

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts

Structure

The study is made up of four units:

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

Unit 2: What makes water such a unique chemical?

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

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

ENGLISH (EN011), (EN013) EAL: (EN093)

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Aims

This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- recognise the role of language in thinking and expression of ideas
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences.

Structure

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

EAL

For Units 3 and 4, English as an Additional Language (EAL) students need to meet the VCAA criteria for enrolment in VCE EAL.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester. EAL students receiving instruction in a combined English/EAL class may require some additional scheduled classroom instruction.

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.

The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

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

Aims

This study enables students to:

- understand the complex nature of health and wellbeing, and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- develop understanding of the Australian healthcare system and the political and social values that underpin it
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs
- propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

Structure

The study is made up of four units.

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

HISTORY

Structure

Units 1 and 2

Global empires

Unit 1: Twentieth century history 1918–1939

Unit 2: Twentieth century history 1945–2000

Units 3 and 4

Revolutions

Units 3 and 4 Revolutions (French & Russian)

Unit 1: Twentieth century history 1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

Unit 2: Twentieth century history 1945–2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

Units 3 & 4: History Revolutions: French and Russian

Area of Study 1: Causes of revolution

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions

Area of Study 2: Consequences of revolution

- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?
- To what extent was society changed and revolutionary ideas achieved?

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

External assessment:

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

Contribution to final assessment:

The examination will contribute 50 per cent.

LEGAL STUDIES (LS011)

Rationale

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

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

Aims

This study enables students to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes
- propose and analyse reforms to the legal system to enable the principles of justice to be achieved.

Structure

The study is made up of four units.

Unit 1: Guilt and liability

Unit 2: Sanctions, remedies and rights

Unit 3: Rights and justice

Unit 4: The people and the law

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

MATHEMATICS

Combinations of Mathematics units

Units 1 and 2

General Mathematics
Mathematical Methods

Units 3 and 4

Further Mathematics
Mathematical Methods or Further Mathematics

*Mathematical Methods is more complex than Further Mathematics. Year 10 students should average a 'B' for mathematics in Year 10 to be successful in Mathematical Methods.

*Some University courses require Mathematical Methods for entry. It is the student's responsibility to select the correct Mathematics.

Scope of Study

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving

Aims

This study enables students to:

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

Structure

The study is made up of the following units:

General Mathematics Units 1 and 2 (Year 11)
Further Mathematics Units 3 and 4 (Year 12)
Mathematical Methods Units 1 and 2 (Year 11)
Mathematical Methods Units 3 and 4 (Year 12)

Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics.

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

GENERAL MATHEMATICS (MA071)

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations' and
- Statistics.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

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

- assignments
- tests
- summary or
- review notes.

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

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

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

FURTHER MATHEMATICS (MA073)

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.

For each module there are related topics in General Mathematics Units 1 and 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs.

They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

School-assessed Coursework for Unit 3 and Unit 4 will contribute 20 and 14 per cent respectively to the study score.

External assessment

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

Contribution to final assessment

The examinations will each contribute 33 per cent.

End-of-year examinations

All of the content from the areas of study and the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Examination 1 Description

This examination comprises multiple-choice questions covering both Areas of Study 1 and 2. The examination is designed to assess students' knowledge of mathematical concepts, models and techniques and their ability to reason, interpret, and apply this knowledge in a range of contexts.

Examination 2 Description

This examination comprises written response questions covering both Areas of Study 1 and 2. The examination will be designed to assess students' ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

Examination Conditions

The examination will be of one and a half hours duration and student access to an approved technology with numerical, graphical, symbolic, financial and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination. VCAA examination rules will apply.

MATHEMATICAL METHODS – Computer Algebra System (CAS) (MA111), (MA113)

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

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

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

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

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

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

External assessment

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

Contribution to final assessment

The examinations will contribute 22 and 44 per cent respectively.

Entry

Mathematical Methods is more complex than Further Mathematics. Year 10 students should average a 'B' for mathematics in Year 10 to be successful in Mathematical Methods.

MEDIA

Rationale

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Aims

This study enables students to:

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

Structure

The study is made up of four units.

Unit 1: Media forms, representations and Australian stories

Unit 2: Narrative across media forms

Unit 3: Media narratives and pre-production

Unit 4: Media production and issues in the media

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

PHYSICS

Rationale:

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Aims

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts

Structure:

The study is made up of four units:

Unit 1: What ideas explain the physical world?

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

Unit 3: How do fields explain motion and electricity?

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key science skills. The study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

PSYCHOLOGY (PY011), (PY033)

Rationale

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

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position. VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Aims

This study enables students to:

- apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
- examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology

Structure

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is wellbeing developed and maintained?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills. The study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

PHYSICS

Rationale:

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Aims

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts

Structure:

The study is made up of four units:

Unit 1: What ideas explain the physical world?

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

Unit 3: How do fields explain motion and electricity?

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key science skills. The study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

RELIGION AND SOCIETY

Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals. The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. Religious traditions offer value systems that guide their interactions with society and influence society's decision making.

This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences. Through the study of VCE Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role. This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

Structure

The study is made up of four units.

Unit 1: The role of religion in society

Unit 2: Religion and ethics

Unit 3: The search for meaning

Unit 4: Religion, challenge and change Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit.

Each outcome is described in terms of key knowledge and key skills.

STUDIO ARTS

Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Aims

This study enables students to:

- express themselves creatively through art making and come to understand how to support and sustain their art practice
- develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making
- analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks
- develop an understanding of historical and cultural contexts in the production and analysis of artworks
- develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied
- extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces
- develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

Structure

The study is made up of four units. Unit 1: Studio inspiration and techniques Unit 2: Studio exploration and concepts Unit 3: Studio practices and processes Unit 4: Studio practice and art industry contexts Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

TEXT AND TRADITIONS

Rationale The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts, which have grown from and shaped those traditions. Examining the texts on which religious traditions are founded enables students to gain a good understanding about the basis of those traditions. These texts become a touchstone to the tradition as it develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures. Through this study, students are taught to understand that these written texts have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, values, beliefs and behaviour, both historically and in the world today. Students study the texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today.

Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study, and in fields that require critical thinking about, and research, analysis and interpretation of, written text.

Structure:

The study is made up of four units.

Unit 1: Texts in traditions

Unit 2: Texts in society

Unit 3: Texts and the early tradition

Unit 4: Texts and their teachings

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

VCAL LITERACY & NUMERACY SKILLS STRAND (PDS021)

FOUNDATION, INTERMEDIATE AND SENIOR LEVEL

Aims

Study in this strand is designed to:

- develop knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community
- develop knowledge, skills and attributes relevant to the practical application of numeracy in the contexts of everyday life, further learning, work and community
- provide pathways to further study and work.

Literacy Skills purpose statement

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy skills include reading, writing and oral communication skills.

Numeracy Skills purpose statement

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

VCAL Literacy and Numeracy Skills units

Literacy Skills Foundation Reading and Writing

Literacy Skills Foundation Oral Communication

Literacy Skills Intermediate Reading and Writing

Literacy Skills Intermediate Oral Communication

Literacy Skills Senior Reading and Writing

Literacy Skills Senior Oral Communication

Numeracy Skills Foundation

Numeracy Skills Intermediate – Unit 1

Numeracy Skills Intermediate – Unit 2

Numeracy Skills Senior – Unit 1

Numeracy Skills Senior – Unit 2

VCAL STRUCTURE

| | | | | | | |
|----------------|------------------------------|--|--|----------------------------------|---------------------------|-------------------------------------|
| YEAR 10 | Literacy Skills Foundation | Numeracy Skills Foundation | Personal Development Skills Foundation | Work Related Skills Foundation | Structured Work Placement | Vocational Education Training (VET) |
| YEAR 11 | Literacy Skills Intermediate | Numeracy Skills Intermediate Units 1 & 2 | Personal Development Skills Intermediate | Work Related Skills Intermediate | Structured Work Placement | Vocational Education Training (VET) |
| YEAR 12 | Literacy Skills Senior | Numeracy Skills Senior Units 1 & 2 | Personal Development Skills Senior | Work Related Skills Senior | Structured Work Placement | Vocational Education Training (VET) |

PERSONAL DEVELOPMENT SKILLS STRAND (PDS021)

FOUNDATION, INTERMEDIATE AND SENIOR LEVEL

All VCAL students will undertake Personal Development Skills as part of their VCAL program. Students will participate in projects and activities in the community or school. The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- The development of self
- Social responsibility
- building community
- Civic and civil responsibility, for example through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. Locally designed programs can be developed to enable students to meet the learning outcomes of a Personal Development Skills VCAL unit.

The Personal Development Skills units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community and that develops the knowledge, skills and attributes identified in this strand.

The units enable students to develop personal development skills through participation in locally developed curriculum. Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

This learning leads to the development of

- self
- individual and group responsibility
- self-confidence and resilience
- values of integrity, enterprise and excellence
- empowerment for active citizenship
- social responsibility.

To develop:

- self awareness
- improved health and wellbeing
- commitment to, and achievement of, personal goals
- social and community awareness
- civic and civil responsibility.

WORK RELATED SKILLS STRAND (WRS021)



Purpose statement

The purpose of the Work Related Skills (WRS) Strand is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment.

Aims

The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts.

Employability Skills

Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:

- communication
- team work
- problem solving
- initiative & Enterprise
- planning & organising
- learning
- self

VCE VET APPLIED LANGUAGE (ARABIC)

CERTIFICATE II in APPLIED LANGUAGE (10297NAT)

CERTIFICATE III in APPLIED LANGUAGE (10661NAT)

Aims

The VCE VET Applied Language program aims to:

- provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English (LOTE)
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Program structures

The VCE VET Applied Language program offers two distinct programs. Students may complete:

Program 1: 10297NAT Certificate II in Applied Language

Certificate II in Applied Language provides four core units of competency as set out in the accredited curriculum document. Students are required to complete the core units of competency in order to complete the qualification. The units of competency in the program form Units 1 and 2 for VCE recognition purposes. Credit will accrue on the basis of 90 nominal hours per VCE unit in the following sequence: Unit 1, 2, 1.

Program 2: 10661NAT Certificate III in Applied Language

Certificate III in Applied Language provides four core units of competency as set out in the accredited curriculum document. Students are required to complete the core units of competency in order to complete the qualification. RTOs should note that the successful completion of the 10297NAT Certificate II in Applied Language (or equivalent) is an entry requirement for the Certificate III. The units of competency in the program form Units 3 and 4 for VCE recognition purposes. Credit will accrue on the basis of 90 nominal hours per VCE unit in the following sequence: Unit 3, 4, 3.

Sequence

The following considerations should be used in determining the sequence of a student's VCE VET Applied Language program:

Students must demonstrate equivalent competencies as identified in Program 1: Certificate II in Applied Language before undertaking Program 2: Certificate III in Applied Language.

VCE VET Unit entitlement

Students undertaking VCE VET Applied Language Program 1: 10297NAT Certificate II in Applied Language are eligible for up to three VCE VET units on their VCE or VCAL statement of results: two VCE Units at 1 and 2 level and a VCE Unit 1.

Students undertaking VCE VET Applied Language Program 2: 10661NAT Certificate III in Applied Language are eligible for up to three VCE VET units on their VCE or VCAL statement of results: a VCE Unit 3 and 4 sequence and a VCE Unit 3.

VCE VET BUSINESS

CERTIFICATE II in BUSINESS (BSB20115)

CERTIFICATE III in BUSINESS (BSB30115)

Aims

The VCE VET Business program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects within a broad range of business and industry settings.
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Program structure

The VCE VET Business comprises two distinct programs:

- **Program 1 – BSB20115 Certificate II in Business:** comprises 12 units of competency: one compulsory unit and a minimum of eleven elective units.
- **Program 2 – BSB30115 Certificate III in Business (partial completion):** comprises 5 compulsory units of competency selected from BSB30115 Certificate III in Business.

Prior to undertaking Program 2, it is recommended that students first complete Unit 1 and 2 with a minimum of 10 units of competency: one compulsory and nine electives from Program 1: BSB20115 Certificate II in Business.

VCE VET Credit

Program 1 – BSB20115 Certificate II in Business

On successful completion of Program 1, students will be eligible for:

- the award of BSB20115 Certificate II in Business
- recognition of up to four VCE units at Units 1 and 2 level

VCE VET credit will accrue on the basis of 90 nominal hours per VCE unit in the following sequence: Units 1, 2, 1, and 2. These units of credit may be accumulated over more than one year.

Program 2 – BSB30115 Certificate III in Business (partial completion):

On successful completion of the BSB30115 Certificate III in Business, students will be eligible for:

- a statement of attainment towards the completion of BSB30115 Certificate III in Business
- a VCE Units 3 and 4 sequence

Nominal hour duration

Nominal hours are determined by the Victorian State Training Authority (Department of Education and Training). They reflect the anticipated time taken to deliver and assess the outcomes of a unit of competency, excluding unsupervised delivery or the time taken for repeated practical application of skills.

Nominal hours are used to determine credit into the VCE or VCAL for VET units of competency.

VCE VET INFORMATION, DIGITAL MEDIA & TECHNOLOGY

CERTIFICATE II in I.D.T. (ICT20115)

CERTIFICATE III in I.D.T. (ICT30115)

Aims

The VCE VET Information and Communications Technology programs aim to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the information and communications technology or related industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Program structure

The VCE VET Information and Communications Technology program offers two distinct programs:

Program 1: ICT20115 Certificate II in Information, Digital Media and Technology

On successful completion of Program 1, students will be eligible for:

- the award of ICT20115 Certificate II in Information, Digital Media and Technology

Program 2: ICT30115 Certificate III in Information, Digital Media and Technology

On successful completion of Program 2, students will be eligible for:

- a statement of attainment towards the completion of ICT30115 Certificate III in Information, Digital Media and Technology

Scored assessment

Scored assessment is available for the VCE VET Information, Digital Media and Technology program. To gain a study score a student must: be competent in the prescribed training; complete all scored VCE VET assessments; complete an end of year exam.

VCE VET Credit

Program 1: ICT20115 Certificate II in Information, Digital Media and Technology

On successful completion of Program 1, students will be eligible for:

- the award of ICT20115 Certificate II in Information, Digital Media and Technology
- recognition of up to six (6) VCE units of credit at VCE Units 1 and 2 level

Program 2: ICT30115 Certificate III in Information, Digital Media and Technology

On successful completion of Program 2, students will be eligible for:

- a statement of attainment towards ICT30115 Certificate II in Information, Digital Media and Technology
- recognition of up to four (4) VCE units of credit:
 - two (2) units at VCE Units 1 and 2 level
 - a VCE Units 3 and 4 sequence.

VCE VET SPORT and RECREATION

CERTIFICATE II in SPORT and RECREATION (SIS20115)

CERTIFICATE III in SPORT and RECREATION (SIS30115)

Aims

The VCE VET Sport and Recreation program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the sport and recreation industries.
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Program structure

The VCE VET Sport and Recreation program offers three distinct options: a certificate II with an outdoor recreation focus providing VCE credit at Units 1 and 2; a certificate II with a sports specific focus providing VCE credit at Units 1 and 2; a certificate III with a sports activity and coaching focus providing VCE credit at Units 1 to 4 level.

The certificate II level qualifications are typically completed over one year and the certificate III level qualification is typically completed over two years.

The identified units of competency in the VCE Sport and Recreation program have been selected for VCE recognition / study score purposes and may vary from the qualification packaging rules. Where additional units of competency are required for VCE VET credit, the RTO may issue the certificate and a separate statement of attainment.

SIS20115 Certificate II in Sport and Recreation

This program option comprises a minimum of 13 units of competency:

- eight compulsory units
- a minimum of five elective units at VCE Units 1 and 2 level.

SIS30115 Certificate III in Sport and Recreation

This program option comprises a minimum of 15 units of competency:

- seven compulsory units
- a minimum of two elective units at VCE Units 1 and 2 level
- six compulsory units at VCE Units 3 and 4 level.

Approved skill sets

SISSS00111 Pool Lifeguard

This option comprises a minimum of 6 compulsory units of competency at VCE Units 1 and 2 level.

SISSS00093 Sports Trainer Level 1

This option comprises a minimum of 8 compulsory units of competency at VCE Units 3 and 4 level.

Scored assessment

Scored assessment is available for the VCE VET Sport and Recreation program.

To gain a study score a student must:

- be competent in the prescribed training
- complete all scored VCE VET assessments
- complete an end of year exam.

VCE VET Credit

On successful completion of the Certificate II in Sport and Recreation option, students will be eligible for:

- the award of SIS20115 Certificate II in Sport and Recreation

On successful completion of the Certificate III in Sport and Recreation option, students will be eligible for:

- the award of SIS30115 Certificate III in Sport and Recreation
 - Units 1 and 2
 - a Units 3 and 4 sequence.

