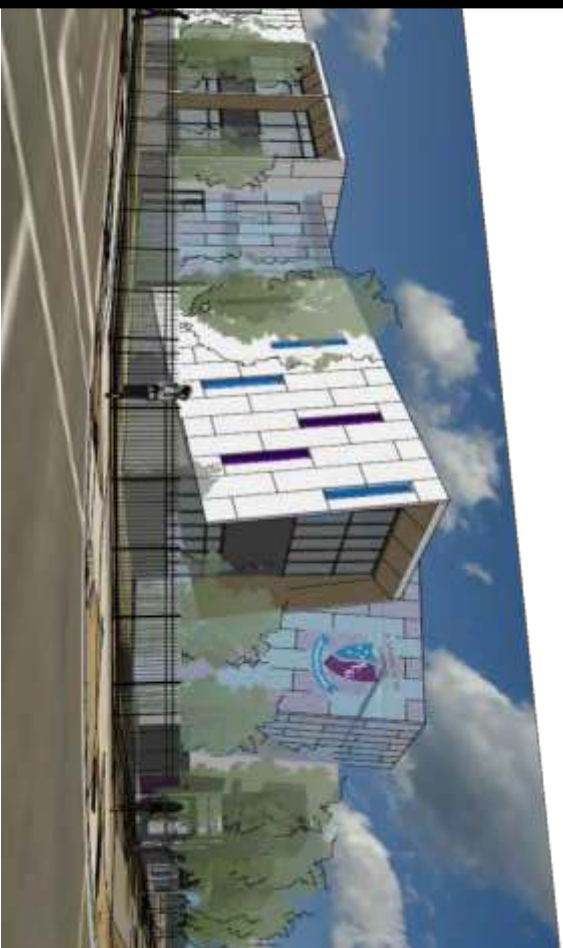


# Southern Cross Grammar

**Year 10  
Handbook 2019**



**SOUTHERN CROSS  
GRAMMAR**





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## Introduction

Year 9 is an important time for students to start thinking about their options for the future. It is a time to consider pathways they may wish to pursue upon leaving school, subjects they may wish to study and other interest they may have. There are so many opportunities on offer, these decisions can be confronting for some, particularly if they do not really know which career path they would like to pursue upon leaving school.

In addition to providing information about the Year 10 program for 2019, this Handbook outlines the way the VCE (Victorian Certificate of Education) is administered at Southern Cross Grammar and provides information on the subjects (studies) available for Year 10 students. Students should read this Handbook carefully, so they can become more informed and ensure they understand the policies pertaining to the VCE, VCAA and Southern Cross Grammar.

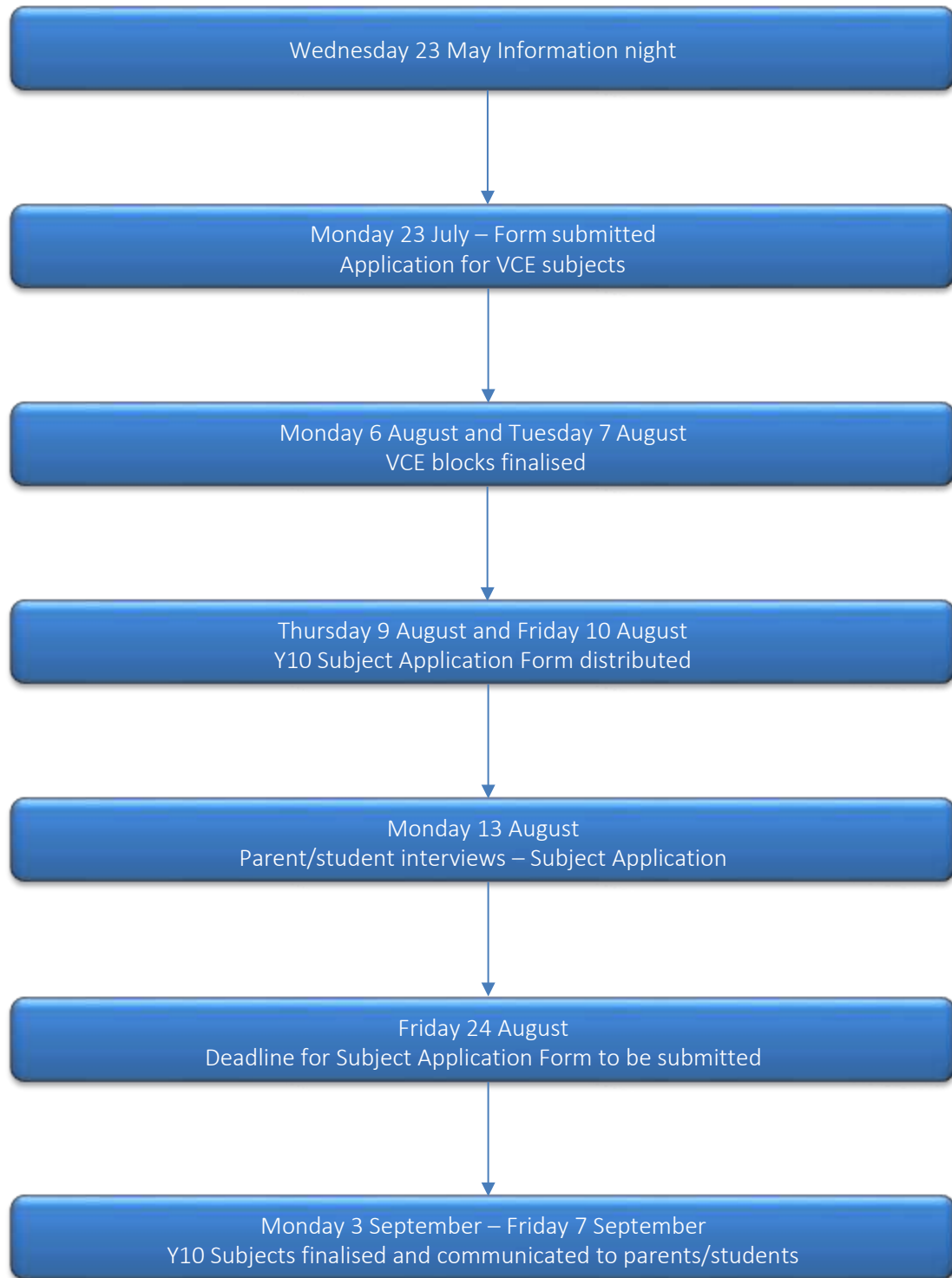
While undertaking senior school studies, there is the expectation that students will:

- Be organised
- Be prepared for all classes
- Maintain 80% attendance for all subjects
- Not interfere with the learning of their peers, in formal classes or in Private Study Periods
- Complete all tasks to the best of their ability
- Be focused and engaged in class.

So, Year 9 students should endeavour to focus on these areas in the second half of the year to help provide a solid foundation for the Senior School. They are also encouraged to talk to their teachers, have discussions with the Pathways Coordinator and do their own research as they go through this decision-making process. I wish them all the best as they embark on this very exciting journey.

Ms Julie Baud  
Deputy Principal  
Head of Teaching and Learning

## Year 10 Subject Application Process

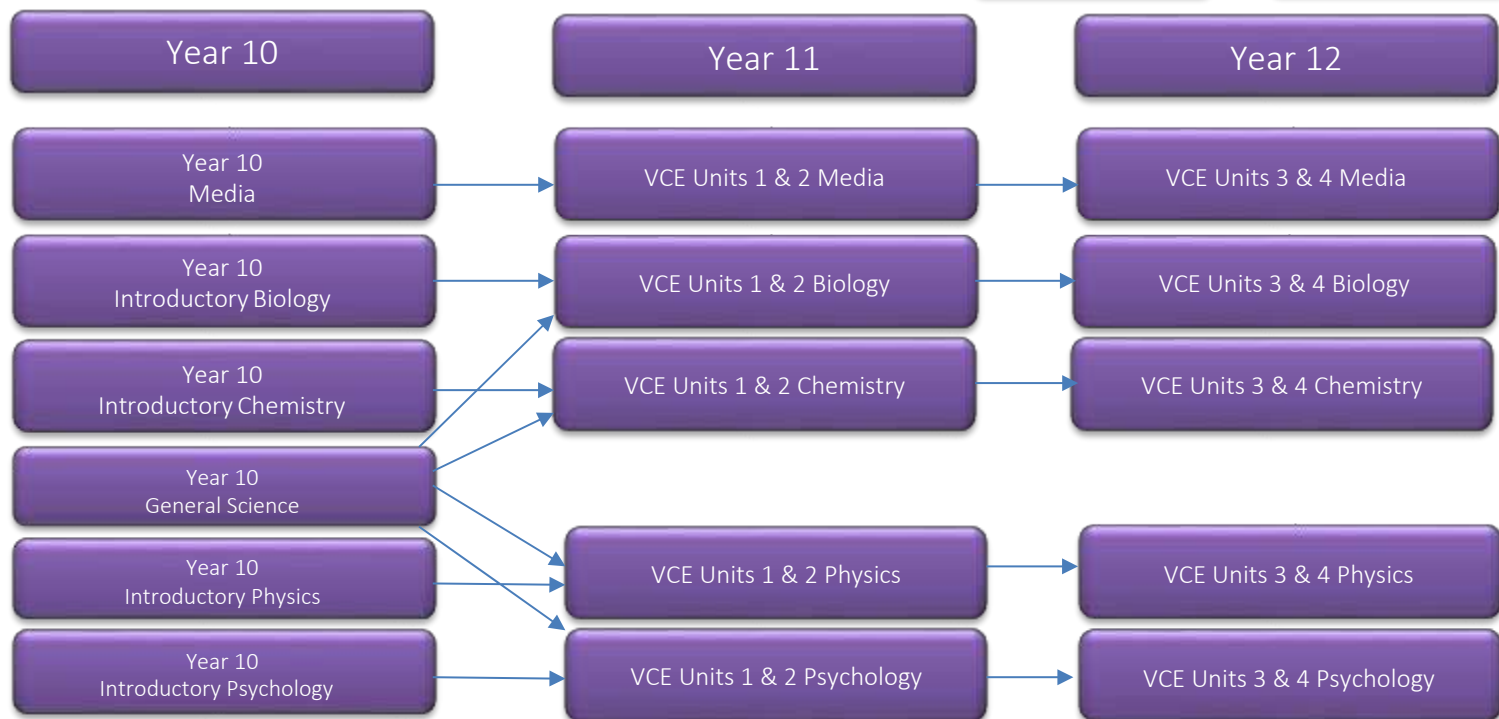
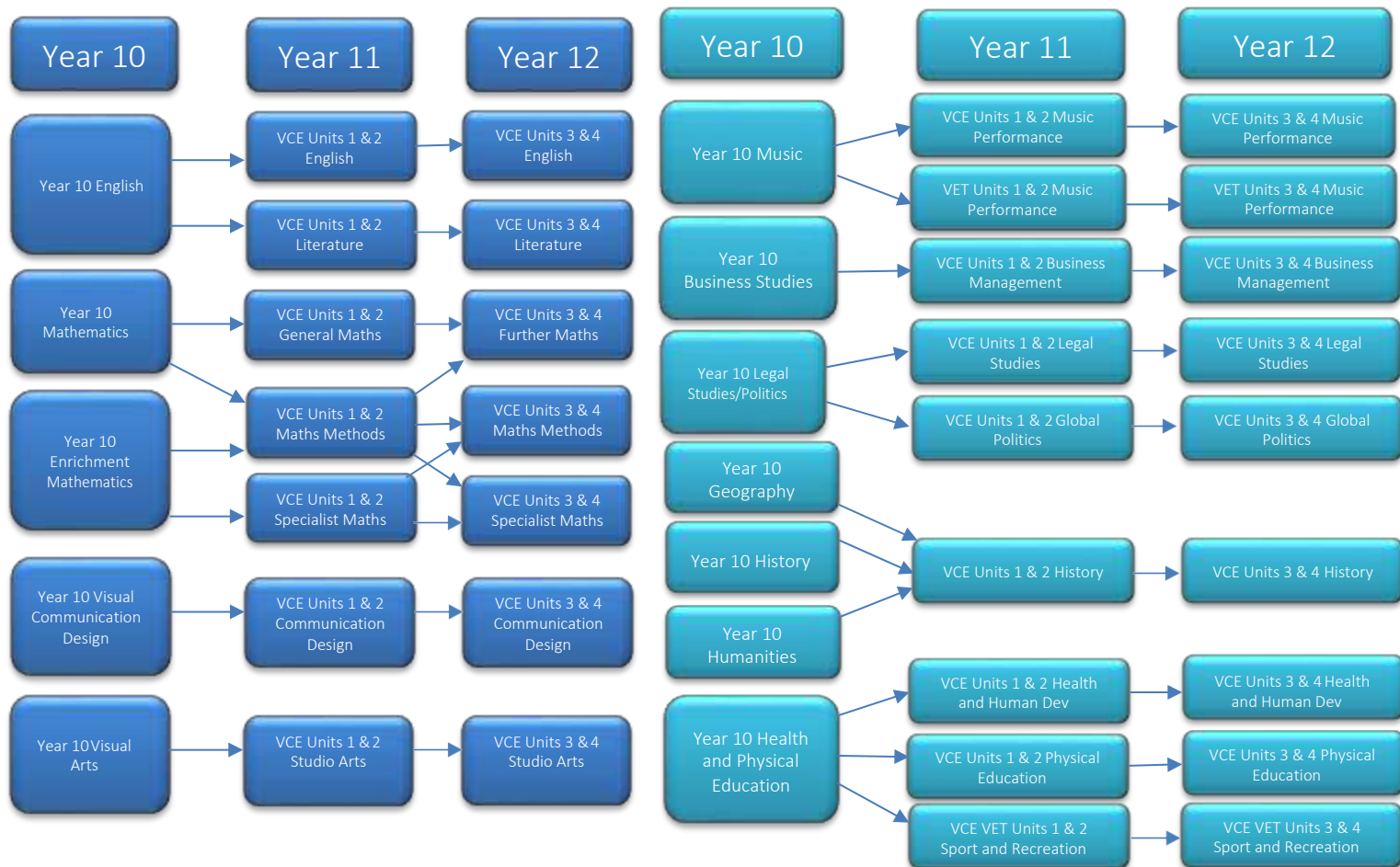


## Year 10 and VCE Studies (Subjects)

Below is a list of the Year 10 subjects and the VCE Studies (Subjects) that Year 10 students will most likely be able to apply for in 2019. The final list is dependent upon confirmation of the VCE Blockings (Term 3).

Year 10 Subject	Year 11 Study (Subject) - Units 1 & 2
Business Studies	Accounting
Chinese	Biology
Digital Technologies	Business Management
Engineering	Computing
English	Global Politics
Geography	Health & Human Development
General Science	History
Health/Physical Education	Legal Studies
General Humanities	Media
Introductory Biology	Physical Education
Introductory Chemistry	Psychology
Mathematics	Studio Art
Introductory Physics	Visual Communication Design
Introductory Psychology	VET Applied Language - Chinese
Legal Studies/Politics	VET Music
Literature	VET Sport and Recreation
Media	
Music	
Visual Arts	
Visual Communications Design	

# Senior School Pathways



## Selecting Senior School Subjects

When choosing subjects, students should consider their:

- Interests
- Abilities
- The prerequisites for particular tertiary courses
- Possible career paths
- Qualifications required for those careers.

Students and their parents will be supported through the selection process via Information Evenings, meetings and interviews.

It is also recommended students consult the Pathways Coordinator, Mr Paolo Familiar, and the 'VTAC Pre-requisite and Course Explorer' at [www.vtac.edu.au](http://www.vtac.edu.au) using 'the year of intended tertiary study' to find out information regarding pre-requisites for tertiary courses. Other information can be gained through attending the university Open Days and from the tertiary institutions' web-sites.

## Victorian Certificate of Education (VCE) Studies (Subjects)

Each VCE subject (study) is divided into four units: Units 1, 2, 3 and 4.

Once a student has selected Unit 3 of a particular study, he/she must also select Unit 4.

Each VCE subject is designed to provide a two-year program. Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard and Unit 3 and Unit 4 level are benchmarked to a Year 12 standard.

Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

Should a Year 10 student's application to enrol in a VCE study be successful, he/she can complete Units 1 and 2 in Year 10 and possibly Units 3 and 4 in Year 12 for that study, depending on Unit 1 and 2 results.



## Selecting a VCE Study (Subject)

With each VCE study or subject divided into Units 1, 2, 3 and 4, students generally enter studies at the commencement of Unit 1. Occasionally a student will pick up a Unit 3/4 study when in Year 12.

As Units 3 and 4 form a consecutive sequence, once a student has selected Unit 3 of a particular study, he or she *must* also select Unit 4.

There are a number of studies where, should a student have not studied and successfully completed a particular sequence of Units 1-2, entry to Unit 3 will generally be not be allowed, as students will not have sufficient grounding to satisfactory complete Units 3 and 4. These studies include:

- Mathematical Methods
- Specialist Mathematics
- Chemistry
- Physics
- Chinese
- Music Performance

Important notes regarding Mathematics:

- 1/2 General Mathematics leads to 3/4 Further Mathematics
- 1/2 Mathematical Methods may lead to 3/4 Further Mathematics, 3/4 Mathematical Methods and/or 3/4 Specialist Mathematics
- 3/4 Specialist Mathematics can only be undertaken if 3/4 Mathematical Methods is also being studied
- Only two Unit 3/4 sequences of Mathematics can count towards the ATAR (Australian Tertiary Admissions Rank).

At Southern Cross Grammar, the Mathematics teachers will recommend VCE pathways for students on the basis of their results. Other considerations will include a student's application to his/her Mathematics studies and the level of Mathematics required for possible future pathways.

The Year 10 Mathematics course is designed to prepare students for VCE Mathematics. Students will be challenged and supported to ensure they are well prepared for the particular VCE Mathematics pathways appropriate for them.

Students wishing to apply to change a subject should collect an "Application to Change Subject Form from the Deputy Principal – Teaching and Learning after discussing their plans with the Subject Teacher and the Pathways Coordinator. Applications will be reviewed by the VCE Coordinator, and/or the Deputy Principal – Teaching and Learning. Students will not be able to change subjects (studies) until the form is completed and signed by their parents and all of the relevant staff, as indicated on the form.

## Vocational Education and Training (VET)

VET allows students to include vocational studies within their Senior Secondary Certificate through undertaking nationally recognised training packages. Students who complete all or part of a nationally recognised VET qualification may receive credit towards their VCE and a contribution towards their ATAR.

The following VET programs will be delivered on-site at Southern Cross Grammar in 2019:

- VET Applied Languages: Chinese
- VET Music: Performance and Sound Production
- VET Sport and Recreation

For students to be awarded a VET Certificate, they must successfully complete all units of competency contained within the course.

Students who do not successfully complete all units of competency may, still be eligible to receive a Study Score used in the calculation of an ATAR.

It is generally not possible to change into off-site VET courses after their starting date at the beginning of the year, due to external provider constraints.

## Southern Cross Grammar Promotion Policy

Southern Cross Grammar offers a range of subjects at Year 10 to cater for the diverse interests and abilities of our students.

Year 10 students studying a VCE subject are required to meet a set of standards in order to be allowed to continue studying the subject in Semester 2.

Students may not be permitted to continue into Unit 2 if a “Not Satisfactory” (N) is achieved in Unit 1. A decision will be made following discussions with the relevant teacher, the student and the parents.

When making these decisions, the criteria set out below are considered. The student’s:

- Academic performance
- Level of achievement in the Assessment Tasks
- Attendance for that unit
- Commitment and interest in the subject.
- Maturity

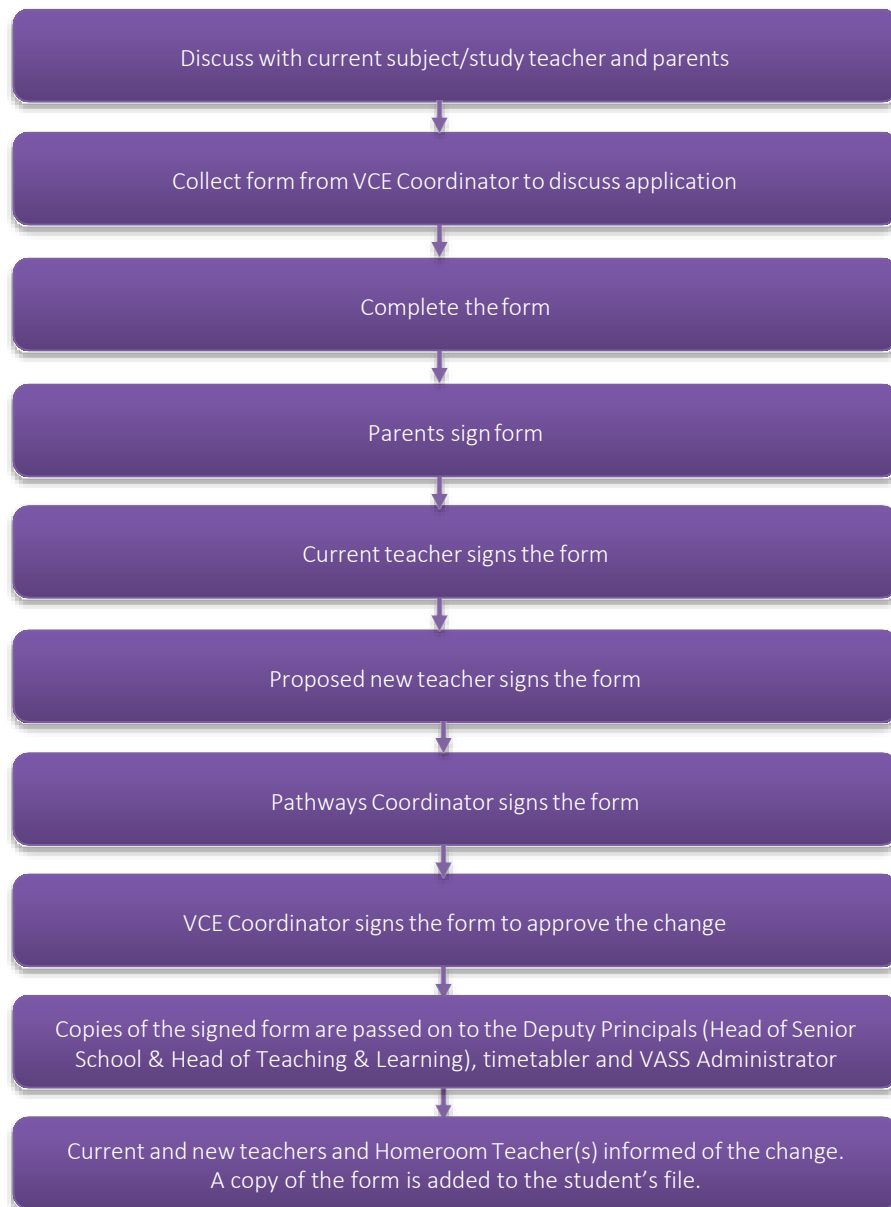
## Application Process to Change Subjects

Students wishing to apply change a subject should collect an “Application to Change Subject Form from the VCE Coordinator after discussing their plans with the Subject Teacher and the Pathways Coordinator. Applications will be reviewed by the VCE Coordinator.

Students will not be able to change subjects (studies) until the form is completed and signed by their parents and all of the relevant staff, as indicated on the form.

As the timetable and staffing arrangements are made based on student’s subject applications midway through the previous year, applications to change subjects are not necessarily automatically approved.

## Application Process to Change Subjects/Studies





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# Year 10 Subjects

## Year 10 Subjects: Staff Contacts

Students should speak with the following teachers to learn more about the Year 10 subjects.

Subjects	Staff Member
Business Studies	Ms Jacqui Filonenko
Chinese	Ms Stella Wang
Digital Technologies	Ms Judith Gowdy
Engineering	Mr Rajnesh Ram
English	Ms Ally Richards
Geography	Ms Ally Richards
General Science	Mr Rajnesh Ram
Health/Physical Education	Mr Joseph Hedditch
General Humanities	Ms Ally Richards
Introductory Biology	Ms Deepti Rojiwadiya
Introductory Chemistry	Ms Trish Vu
Mathematics	Ms Trish Vu
Introductory Physics	Mr Rajnesh Ram
Introductory Psychology	Ms Lauren Smith
Legal Studies/Politics	Ms Jacqui Filonenko
Literature	Ms Ally Richards
Media	Mr Lincoln Busby
Music	Mr Robert Graham
Visual Arts	Ms Cynthia Drossinis
Visual Communication Design	Ms Cynthia Drossinis

# Year 10 Subject Descriptions

## 10 Business Studies

Students will develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards will be explored, along with the reasons why economic performance and living standards differ within and between economies. Students will explain the nature of innovation and why businesses need to create a competitive advantage. Students will also understand the importance of key financial concepts such as budgeting, and the role that places like the Australian Stock Exchange play in Australia's financial climate.

Pathways include: VCE Units 1 and 2 Business Management

Staff member: Ms Jacqui Filonenko

## 10 Chinese

Students will use key words, short phrases and gestures to initiate communication at a basic level, including appropriate commonly-used expressions of courtesy. They will also determine basic spoken language features in order to facilitate simple communication. They will identify social and cultural conventions of straightforward social texts. Students will learn to produce basic workplace texts using key words, phrases and simple sentences to convey main ideas and relevant details. They will adapt and modify communication strategies and language according to the situation and workplace context. In addition, students will recognise workplace and cultural conventions to support communication in Chinese. They will be assessed on their listening, reading, writing and speaking skills.

Pathways include: VCE VET Units 1 and 2 Applied Languages - Chinese

Staff member: Ms Stella Wang

## 10 Digital Technologies

Students will further develop their understanding and skills in computational thinking and techniques for developing solutions. The digital technologies course will consist of four major topics including Coding, Networks, Data and Design and Digital production. Students will plan, using algorithms and IPO charts, and design a game using a coding language. Using a case study, students will be required to design a network to meet a specific client's need. The Data component of the course will see students designing a survey to gather information to further their learning in Excel and Access and in the Digital production component the students will be exploring design and 3D printing.

Pathways include: VCE Units 1 and 2 Computing

Staff member: Ms Judith Gowdy

## 10 Engineering

The Year 10 Engineering course will encourage students to interpret and analyse data through basic engineering tasks. The course is predominantly practical based and will involve areas of motion, electronics, electricity and thermodynamics. Students would normally be learning through planning and implementing basic engineering investigative tasks. This course will encourage the incorporation of STEM and would therefore encourage students to apply cross curricular knowledge in all of the tasks.

Pathways Include: VCE Units 1 and 2 Physics

Staff member: Mr Rajnesh Ram

## 10 English

Students will study various literary texts focusing on the theme of conflict, they will use relevant textual evidence to develop and justify their own interpretations. Students will explain how the choice of specific language features, images and vocabulary contributes to the development of individual style and intended audience positioning. Students will deliver formal and informal presentations and participate in constructive classroom discussion which will focus on developing clear arguments, justifying opinions and building on the ideas of others. Students will further develop their personal writing style through the deliberate use and experimentation with language features, stylistic devices, structure and visual support, whilst demonstrating an understanding of grammatical rules and accurate use of spelling and punctuation when drafting and editing texts.

Pathways include: VCE Units 1 and 2 English or VCE Units 1 and 2 Literature

Staff member: Ms Ally Richards



## 10 General Humanities

Students will undertake a study of both History and Geography in this core class, including a focus on the modern world and Australia, and peoples place within a constantly changing world.

In the History component, students focus on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students focus on three studies: 'The Interwar Period', 'World War 2' and 'Australian Popular Culture'. Students will undertake independent inquiries, examine changes and continuities and complete various document studies to further enhance their knowledge on three key areas of Australia's history.

In the Geography component, students complete two units, 'Environmental change and management' and 'Geographies of Human Wellbeing'. Both of these units combine a focus on citizenship, global issues, environmental change and sustainability. Students will examine various case studies, and complete field work so they can best understand that various components of our world's geographical make up.

Pathways include: VCE Units 1 and 2 History VCE Units 1 and 2 Geography

Staff member: Ms Ally Richards

## 10 General Science

Students will evaluate the evidence for scientific theories, which explain the origin of the Universe and the diversity of life on Earth. They will explain the role of DNA and genes in cell division and genetic inheritance and will apply geological timescales to elaborate their explanations of both natural selection and evolution. Students will also independently design and improve appropriate methods of investigation, explain how they consider reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies could be used to enhance the quality of data.

Pathways include: VCE Units 1 and 2 Introductory Biology

VCE Units 1 and 2 Introductory Chemistry VCE Units 1 and 2 Introductory Physics VCE Units 1 and 2 Introductory Psychology

Staff member: Mr Rajnesh Ram

## 10 Geography

Students will be offered an introduction to the study of Geography modelled on the current VCE course. This enables students to complete a more detailed study of two units: 'Geographies of Human Wellbeing' and 'Environmental Change and Management'. Students also focus on investigating global, national and local differences in human wellbeing between places. They examine the different concepts and measures of human wellbeing (quality of life – development levels), and the causes of global differences in these measures between countries - with a particular focus on population levels, gender and educational inequalities. Students look at issues encompassing environmental geography. Over time, humans have changed the environment to suit their needs, resulting in atmospheric pollution, loss of biodiversity, deteriorating water quantity and quality and degraded land and aquatic environments. Overfishing, over cropping, overgrazing, logging, mining and urbanisation as a result of an increased population, have impacted adversely on the environment and its ecosystems.

Pathways include: VCE Units 1 and 2 History VCE Units 1 and 2 Geography

Staff member: Ms Ally Richards

## 10 Legal Studies/Politics

In the Legal Studies and Politics elective students will undertake a study of the law and its citizens. In the politics component of the course students will examine the key features of a democracy and evaluate how Australia is influenced by the international community. They will discuss how government policies are shaped by both our international and local obligations.

In the Legal Studies unit of the course, students will examine the Constitution and how it protects the basic rights of Australian citizens. Students will further investigate aspects of both criminal and civil law and the role that courts play in resolving disputes within society.

Pathways include: VCE Units 1 and 2 Legal Studies

VCE Units 1 and 2 Global Politics

Staff member: Ms Jacqui Filonenko

## 10 Literature

The Year 10 Literature elective will offer students an introduction to the study of Literature modelled on current VCE course requirements. The course focuses on appreciating the aesthetic merit of texts as well as unpacking the meaning that can be derived from texts, the relationships between texts, the contexts in which texts are produced and read, and the experiences that the reader brings to texts. The study will provide opportunities for reading deeply, widely and critically. Students will undertake a close reading of a variety of set texts and will analyse how language, literary elements and techniques function within each text. It will also begin to explore and consider how literary criticism informs the readings of texts and the ways texts relate to their contexts and each other. Students will be provided with opportunities to respond to the focus texts analytically and creatively, in both written and in oral form.

Pathways include: VCE Units 1 and 2 Literature

Staff member: Ms Ally Richards

## 10 Health/Physical Education

The curriculum for Health and Physical Education is designed around upskilling students in health and well-being and providing a number of different options and skills as to how they could become more physically active. When focusing on health, students will study the importance of protein, carbohydrates and fats in a balanced diet and also the role that hydration plays.

Pathways Include: VCE Units 1 and 2 Health and Human Development

VCE Units 1 and 2 Physical Education

VET Units 1 and 2 Sport and Recreation

Staff member: Mr Joseph Hedditch

## 10 History

Students will be offered an introduction to the study of History that is modelled on the current VCE courses of Global Empires, Twentieth Century History and Ancient History. The three units focus on enriching student interest in, and enjoyment of, History with a particular emphasis on Germany after the Cold War, Europe and the Mediterranean World. Students continue to nurture their interest and appreciation of the past by conducting historical inquiries into how the legacies of bygone nations have helped to shape societies all around the world, such as Egypt, Rome, Renaissance Italy and Greece. This unit aims to develop a student's understanding and application of a variety of historical concepts and skills. These include sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance of the Cold War, the division of Germany and Berlin after World War Two, the building of the Berlin Wall, the Stasi (Ministerium für Staatsicherheit) and the consequences for those who lived with the division for 28 years.

Pathways include: VCE Units 1 and 2 History

Staff Member: Ms Lydia Brkic

## 10 Introductory Biology

This unit is designed to set up and consolidate the core skill set that is essential for success at VCE. Students will cover the central themes in Biology, including genetic inheritance, floral and faunal classification and an introduction to the cell. They will design and conduct practical investigations, refining their practical technique, analytical and report writing skills. They will be assessed using the same criteria and tools as VCE SACS.

Pathways include: VCE Units 1 and 2 Biology

Staff member: Ms Deepti Rojiwadiya

## 10 Introductory Psychology

This unit is designed to set up and consolidate the core skill set that is essential for success at VCE. Students will cover the central themes in Psychology, including specialist areas such as Clinical Psychology, Forensic Psychology, Sports Psychology, Cognitive Psychology and Behavioural Psychology. They will design and conduct practical investigations, refining their practical technique, analytical and report writing skills. They will be assessed using the same criteria and tools as VCE SACS.

Pathways include: VCE Units 1 and 2 Psychology

Staff member: Ms Lauren Smith

## 10 Introductory Chemistry

This unit is designed to set up and consolidate the core skill set that is essential for success at VCE. Students will cover the central themes in Chemistry, including molar calculations, Electron arrangement, bonding and Energetics. They will design and conduct practical investigations, refining their practical technique, analytical and report writing skills. They will be assessed using the same criteria and tools as VCE SACS.

Pathways include: VCE Units 1 and 2 Chemistry

Staff member: Ms Trish Vu

## 10 Introductory Physics

This unit is designed to set up and consolidate the core skill set that is essential for success at VCE. Students will cover the central themes in Physics, including, the study of Nuclear Physics, Motion, Electrical circuits, Study of Light and Waves and carrying out an Extended Practical Investigation. They will design and conduct practical investigations, refining their practical technique, analytical and report writing skills. They will be assessed using the same criteria and tools as VCE SACS.

Pathways include: VCE Units 1 and 2 Physics

Staff member: Mr Rajnesh Ram

## 10 Enrichment Mathematics

Year 10 Enrichment Mathematics has been designed to build on assumed mathematical foundations of number, algebra and geometry and encourages students to further develop their mathematical understanding, problem solving and reasoning's skills in preparation for Mathematical Methods and/or Specialist Mathematical Units 1 and 2. Students will build on their understanding of functions and graphs, algebra, calculus, probability and statistics where learning is designed to allow students to practice and apply standard mathematical routines, analyse results and identify errors, solve non-routine problems, model real-life situations and articulate their reasoning with and without the use of digital technology.

Pathways include: VCE Units 1 and 2 Maths Methods VCE Units 1 and 2 Specialist Maths

Staff member: Ms Trish Vu

## 10 Mathematics

Year 10 Mathematics builds upon the ideas and techniques developed in previous years and is designed to increase students' confidence and skills in making effective use of mathematical ideas and techniques in several familiar and unfamiliar situations. Students will be engaging in various problem solving and reasoning tasks that builds on their understanding of algebra, number, measurement, statistics and probability through a differentiated learning program. Technology will be used throughout the learning program to support and develop key skills and understanding.

Pathways include: VCE Units 1 and 2 General Mathematics VCE Units 1 & 2 Mathematical Methods

Staff member: Ms Trish Vu

## 10 Media

Through a study in marketing, advertising and Bollywood cinema students produce two media products based on their media production design plans. Each medium has a specific production process and set of work practices that are both appropriate to the particular medium and to the type of product being produced within that form. Each type of media product requires the integration of a variety of skills, management and organisational techniques to move from planning documentation through production and postproduction processes to a completed media product.

Pathways include: VCE Units 1 and 2 Media

Staff member: Mr Lincoln Busby

## 10 Music

In Year 10, students participate in a range of learning activities and develop their skills in musical performance, composition and music analysis. Learning activities and assessment are based on performance of a range of repertoires on a chosen instrument or voice in a solo and ensemble setting, composition of original music and development of improvisational skills. Also, critical listening and music analysis of pre-recorded music in a range of genres and cultures. The Aural and theory skills and knowledge are also assessed. The content covered in Year 10 Music lays the foundation for VCE studies in Music.

Pathways include: VCE Units 1 and 2 Music Performance

VET Units 1 and 2 Music Performance

Staff member: Mr Robert Graham

## 10 Visual Arts

Throughout the Year 10 Visual Arts course, students create works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world. This course supports students to view the world through various lenses and contexts. They are guided in recognising the significance of visual arts histories, theories and practices, exploring and responding to artists from various world cultures. Students engage in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes in order to produce work that exhibit a personal response.

Pathways include: VCE Units 1 and 2 Studio Art

Staff member: Ms Cynthia Drossinis

## 10 Visual Communication Design

Visual Communication Design is a bridge between an idea and its intended audience. Students are given the opportunity to design visual solutions that are imaginative, informative and appealing for the visual environment. Students will develop skills using a variety of drawing methods, media and techniques to produce final presentations that have visual impact. ICT programs will be used to assist with the final artwork for some tasks.

Pathways include: VCE Units 1 and 2 Visual Communication Design

Staff member: Ms Cynthia Drossinis







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# **Year 11**

## **Unit 1 and 2 Studies**

## Year 11 Studies: Staff Contacts

Students should speak with the following teachers to learn more about each of the Units 1 and 2.

Subjects	Staff Member
Accounting	Ms Sophie Macreadie
Biology	Ms Deepti Rojiwadiya
Business Management	Mr Paolo Familiarì
Computing	Ms Judith Gowdy
Global Politics	Ms Jacqui Filonenko
Health & Human Development	Ms Lauren Smith
History	Ms Lydia Brkic
Legal Studies	Ms Ally Richards
Literature	Ms Ally Richards
Media	Mr Lincoln Busby
Physical Education	Mr Joseph Hedditch
Psychology	Ms Lauren Smith
Studio Art	Ms Cynthia Drossinis
VET Applied Languages – Chinese	Ms Elaine Mou
VET Music – Music Performance	Mr Robert Graham
VET Sport and Recreation	Mr Michael Pell
Visual Communication Design	Ms Cynthia Drossinis

# Year 11 Study Description

## Biology

### Unit 1

1. How do organisms function? Students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.
2. How do living systems sustain life? Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment.
3. Practical Investigation Students design and conduct a practical investigation into the survival of an individual or a species. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

### Unit 2

1. How does reproduction maintain the continuity of life? How does reproduction maintain the continuity of life? In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells.
2. How is inheritance explained? Students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. They gain an understanding that a characteristic or trait can be due solely to one gene and its alleles, or due to many genes acting together, or is the outcome of genes interacting with external environmental or epigenetic factors. Students to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.
3. The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions. Students apply their knowledge and skills to investigate an issue involving reproduction and/or inheritance.

Pathways include: VCE Units 3 and 4 Biology

Staff member: Ms Deepti Rojiwadiya

# Business Management

## Unit 1

Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. In Area of Study Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

## Unit 2

This unit focuses on the establishment phase of a business's life. Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Pathways Include: VCE Units 3 and 4 Business Management

Staff member: Mr Paolo Familiarì

# Computing

## Unit 1

Students analyse online data and produce an infographic, they design a network solution in response to a design brief and work collaboratively to research a contemporary issue and produce a website in response.

## Unit 2

Students produce a folio of programming solutions in response to a set of design briefs, analyse set of given data and produce a range of data visualisations and produce a database solution to manage a set of data collected by the student.

Pathways include: VCE Units 3 and 4 Computing – Software Development

Staff member: Ms Judith Gowdy

# Health and Human Development

## Unit 1

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort.

## Unit 2

Students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life

Pathways include: VCE Units 3 and 4 Health and Human Development

Staff member: Ms Lauren Smith

# History – Global Empires

## Unit 1

Twentieth Century history 1918 –1939 (Ideology and conflict; Social and Cultural Change)

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

## Unit 2

Twentieth Century history 1945-2000 (Competing ideologies; Challenge and Change)

In this unit, 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.

Pathways Include: VCE Units 3 and 4 History

Staff member: Ms Lydia Brkic

# Legal Studies

## Unit 1

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making.

## Unit 2

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

Pathways include: VCE Units 3 and 4 Legal Studies

Staff member: Ms Ally Richards

# Media

## Unit 1

Students focus on an analysis of media representations and how such representations depict, for example, events, people, places, organisations and ideas.

They produce representations in two or more media forms. Students analyse how the application of the different media technologies affects the meanings that can be created in the representations.

Students explore the emergence of new media technologies. The impact and implications of new media technologies are considered in the context of the capabilities of the technologies, their relationship with existing media and how they provide alternative means of creation, distribution and consumption of media products.

## Unit 2

This area of study focuses on media production undertaken by students within a collaborative context and the student's explanation of the process. Students focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.

In this area of study students analyse Australian media organisations within a social, industrial and global framework.

Pathways include: VCE Units 3 and 4 Media

Staff member: Mr Lincoln Busby

# Music

## VET Music Performance

1. Prepare for performances.
2. Develop ensemble skills of playing or singing music.
3. Play music from simple written notation.
4. Compose simple songs or musical pieces.
5. Notate music.
6. Work effectively in the music industry.
7. Follow OHS processes.
8. Implement copyright arrangements.

Pathways include: VET Units 3 and 4 Music Performance

Staff member: Mr Robert Graham

# Physical Education

## Unit 1

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

## Unit 2

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

Pathways include: VCE Units 3 and 4 Physical Education

Staff member: Mr Joseph Hedditch



# Psychology

## Unit 1

How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us.

What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. Students explore how these factors influence different aspects of a person's psychological development.

Student-directed research investigation

Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest.

## Unit 2

What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli.

How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

Student-directed practical investigation

Students design and conduct a practical investigation related to external influences on behaviour, requiring the student to develop a question and plan a course of action to answer it, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

Pathways include: VCE Units 3 and 4 Psychology

Staff member: Ms Lauren Smith

# VET Sport and Recreation

## VET Certificate III

### Unit 1

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Unit 1, students can choose from a range of electives to create a program of their choice. From units such as teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention.

### Unit 2

Students work through the following topics; Providing First Aid and Respond to Emergency Situations. Throughout each of these units students are shown a practical and theory based approach and how best to incorporate these skills into the sports industry. Students come away with a Level 1 First Aid certificate from this. Completion of Certificate III in Sport and Recreation will assist students in pursuing a career in the sport and recreation industry through vocational or higher education pathways in areas such as facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres.

Pathways include: VET Certificate III (Units 3 & 4)

Career examples: Employment into various workplaces such as sport and recreation centres or aquatic centres. Typical roles include community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant or facility assistant.

Staff member: Mr Michael Pell

# Visual Communication Design

## Unit 1

### Drawing as a means of communication

This area of study focuses on the development of visual language and design thinking skills. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures.

### Design elements and design principles

Students experiment with these elements and principles when using freehand and image generation methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts.

### Visual communication design in context

Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. Through a case study approach, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices.

## Unit 2

### Technical drawing in context.

Drawings present information and ideas associated with a specific design field. One of the following design fields is selected for detailed study:

- Environmental design or
- Industrial / product design.

Within the environmental design field, students can focus on a specific area such as architectural, interior or landscape design. Within the industrial design field, students can focus on a specific area such as appliances/homewares, packaging, tools and transport.

### Type and imagery

Within the field of communication design, students can focus on areas such as graphic design, packaging/surface design and brand identity. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats.

### Applying the design process.

This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas.

Pathways include: VCE Units 3 and 4 Visual Communication Design

Staff member: Ms Cynthia Drossinis





**SOUTHERN CROSS**  
GRAMMAR



## **VCAA and Southern Cross Grammar Policies**

## Satisfactory (S) Completion of VCE Units

Satisfactory completion of a VCE unit is based on the successful completion of Outcomes, as specified in the subject's Study Design and in accordance with VCAA requirements. Students must gain an "S" in all Outcomes to be awarded an "S" in the Unit.

Levels of achievement for Units 1 and 2 are determined by schools and are not reported to the VCAA. Levels of achievement for Units 3 and 4 are assessed using School-based Assessment and external VCAA assessments (including examinations).

In addition to completing the Outcomes, each VCE study has up to 3 different types of Graded Assessments:

- School- Assessment Coursework (SAC's)
- School-Assessed Tasks
- Examinations (external)

## Not Satisfactory (N) VCE Unit Result

A student can receive an "N" for a unit, or series of units, when one or more of the Outcomes are not achieved because:

- The compulsory coursework does not demonstrate a satisfactory understanding of the Outcomes
- The student has not met a school deadline
- The work cannot be authenticated
- There has been a breach of the VCAA and/or Southern Cross Grammar rules, including the 80% attendance rule.

Parents/students will receive a Redemption Letter if awarded a "Not Satisfactory" for a SAC/Assessment Task. In this situation students will have a further opportunity to achieve an "S" for the SAC/Assessment Task that will be determined through negotiation with the teacher and/or VCE Coordinator. Students may resist the original task or may be provided with another opportunity to demonstrate an understanding of the Outcome.

However, the original mark will stand and cannot change.

## Resubmission of Work

Units 1 and 2

- Students may be permitted to resubmit an Assessment Task that has been deemed “Not Satisfactory” (N). But, the original mark stands with the “N” possibly changed to an “S”.
- At times, a student’s circumstances may warrant extending the timeline for the resubmission of work and finalising of a unit result. This is not a right of the student’s and only occurs in exceptional circumstances.
- If, in the judgment of the teacher, work submitted by a student for the assessment of an Outcome does not meet the required standard, the teacher may take into consideration work previously submitted by the student, provided it meets the requirements set out in Satisfactory Completion. Alternatively, the student may be permitted to submit further work.
- Students may not resubmit tasks for the reconsideration of coursework scores.
- Students are required to complete work for a unit during the semester in which the unit is undertaken.
- In exceptional circumstances, the school may decide to delay the decision about the satisfactory completion of a unit to allow a student to complete or resubmit work.

## The Southern Cross Grammar Redemption Policy

If an Assessment Task (SAC or SAT) is completed unsatisfactorily, or submitted late, the student will have one opportunity to redeem the work. The redemption work must demonstrate a satisfactory understanding of the selected Outcome.

The teacher will consult with the relevant Learning Area Leader who will then inform the Deputy Principal – Teaching and Learning. The teacher will then negotiate with the student as to the method of redemption.

Redemption ONLY applies to SACs or SATs that have been completed, assessed and deemed unsatisfactory. Redeemed work will not be reassessed for a new numerical score and can only be redeemed to “Satisfactory” level. If this occurs, the students will receive an “S” for the outcome.

A student who does not meet the requirements for redemption after submitting a redemption task will receive an “N” for the Outcome and therefore and “N” for the Unit.

## VCE School Assessed Coursework (SAC Tasks)

School Assessed Coursework (SAC Tasks) are based on the VCAA Study Designs and are set and run by the Southern Cross Grammar teachers. SAC Tasks are conducted at various times throughout the school year and utilise a variety of methods of assessment, including:

- Case Study analysis
- Data analysis
- Writing tasks
- Investigations
- Experiments
- Multi-media presentations
- Oral presentations
- Tests

## Absence from SAC Tasks

SAC Tasks are mostly conducted during class time, although this is not always the case. Like all SAC's, attendance at scheduled "out of normal school hours" SAC's is compulsory.

Students who do not attend a scheduled SAC task due to personal illness, family bereavement or pressing family circumstance MUST be able to provide acceptable documentary support for the absence and notify the school by 9.00am on the day of the SAC Task.

## Scheduling Appointments

A student who knows in advance he/she will miss a SAC Task or a SAT should speak to the relevant teacher to discuss a possible time the SAC/SAT could be completed. The date/time will then be confirmed with the VCE Coordinator.

It is the student's responsibility to ensure all appropriate documentation is passed on to the VCE Coordinator.

Students will then be required to complete the SAC task at the earliest opportunity, at a time agreed upon by the teacher and the VCE Coordinator.

Absences from a SAC task that are not approved and that do not have appropriate supportive documentation will result in the student being awarded an "N" for the task and subsequently an "N" for the Unit.



## Behaviour in Assessment Tasks

- Students are expected to prepare for and complete assessment tasks to the best of their ability.
- If a student attends the class or classes in which an Assessment Task is to be completed but chooses not to attempt the task, he/she may receive an “N” for the task and therefore “N” for the Unit. The expectation will then be that the task is to be completed at a mutually agreed time outside normal school hours.
- A VCE Review Panel will then examine the circumstances of the incident and recommend a course of action.
- Satisfactory completion of the task will enable a student to receive an “S” for the Outcome, but the mark/grade for the assessment task will be a “UG” (UnGraded).
- If the task is not attempted, the student will be given an “N” for the Outcome and therefore an “N” for the Unit.
- If the teacher considers the Assessment Task has not been completed to an acceptable level, the student will be required to resubmit the work, or complete similar work, in order to
- achieve an “S” for the relevant Outcome.

## VCE School Assessed Tasks (SAT's)

School Assessed Tasks (SAT's) will be conducted in the following Southern Cross Grammar subjects in 2019:

- Computing
- Media
- Visual Communication Design
- Studio Art

A SAT may be scheduled over an extended period, but with a final due date. Students who do not submit a SAT by the assigned deadline MUST produce acceptable documentation. A medical certificate is required if any absences occur during this scheduled SAT.

For an extended SAT, the only acceptable medical or other problem, is one of a long-term nature, not just one that occurs on the day on which it is due. Extension for a long-term illness will be limited to a few days.

Students not complying with the above requirement will be given NA (Not Assessed) for the SAC task or SAT, which may result in "N" for the Unit.

## Lost, Stolen or Damaged School-Assessed Coursework

It is the responsibility of students to ensure all School Assessed Coursework is protected from damage, theft and loss.

If work is lost, stolen or damaged, the student should submit a signed and dated written statement explaining the circumstances to the VCE Coordinator. The matter will then be investigated. Advice from the relevant teacher and previous learning data will be considered when the outcome is determined.

## Examinations

- All students undertaking a Unit 1/2 subject are required to sit the compulsory Year 10 Unit 1/2 Southern Cross Grammar examinations at the conclusion of Semester 1.
- Year 10 examinations for each subject, on both Units 1 and 2, will take place at the conclusion of Semester 2.
- Students who do not achieve a satisfactory result (40% or higher) in the Semester 2 examinations will be required to re-sit those examinations in December, after the conclusion of the school year. If a satisfactory result is not achieved in the “re-sit” examination, students will not be able to enrol in Units 3 and 4 of that subject the following year.

NOTE: Students who have not completed the work for a Unit 1/2 subject as requested by the teacher, will not be allowed to enrol in Units 3 and 4 of that subject the following year.

## Southern Cross Grammar Attendance Policy

Each VCE unit involves 50 hours of scheduled classroom instruction, normally over the duration of a semester. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit.

Students undertake the majority of their learning and assessment in class. Consequently, attendance is critical. The school expects that parents and students will not make personal appointments during the normal school day.

Students who are absent without the approval of the school for more than 20% of scheduled class time for a unit in one term may receive an “N” for that unit.

The responsibility rests with each individual student to account for all absences. The school will maintain and retain documentation and records relating to each VCE student's attendance and will record approved and unapproved absences.

The 80% does not include all sanctioned school activities such as off-site VET classes, compulsory subject-based excursions, House activities or inter-school sport.

The school must be notified on the morning of any absence and absences must be followed up by:

- A note from a parent/guardian
- A medical certificate (for an absence of more than 2 days) submitted to the VCE Coordinator on the day of his/her return to school

Unauthorised absences are absences not related to illness or extenuating circumstances.

Examples of unauthorised absences include hair appointments, driving lessons, missing the bus and arriving to school late and shopping.

- Absences that are unauthorised may result in disciplinary action.
- Ongoing unauthorised absences may result in an “N” for a unit, especially if the 80% attendance rule is breached.

Parents/guardians will be notified in cases of unauthorised absence.

## VCE Review Panel

A Review Panel Meeting may be called for two main reasons:

- To discuss the progress of students who are underperforming in one or more VCE subjects with the aim of developing strategies to help ensure a successful path moving forward.
- When teachers and or students believe there has been a breach of VCAA and/or Southern Cross Grammar rules. If a breach is reported, an investigation of the breach will take place. The process will include interviewing the student and allowing him/her the opportunity to respond to the allegations. The matter will then be referred to a VCE Review Panel.

A VCE Review Panel will comprise the following staff:

- Deputy Principal – Teaching and Learning
- VCE Coordinator
- The relevant teacher
- The relevant Learning Area Leader and/or Head of Senior School

\*The Pathways Coordinator may also be included if deemed appropriate.

Southern Cross Grammar expectations around extended absences during school terms:

- Students should not be away on family holidays during the school term when undertaking VCE Studies.
- Any requests for leave should be in writing to the Principal
- VCE students who miss a SAC or SAT may be awarded a zero and possibly an “N” for the unit.
- If a VCE student does not submit work required for assessment prior to his/her departure, the teacher will award an “NS” (not submitted) for each task which may result in an “N” for the unit.

## Computing Guidelines

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

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

## Authentication of Work

Students are responsible for ensuring the teachers have no difficulty in authenticating their work. Students must submit work that is genuinely their own. With the exception of references to, and incorporation of appropriate text and source material, no part of a student's work may be copied from another person's work. Furthermore, a student may not accept from, nor give undue assistance, to any other person in the preparation and submission of work.

If any part of a student's work cannot be authenticated, the matter will be dealt with as a breach of rules. Students are responsible for ensuring the teachers have no difficulty in authenticating their work.

The following procedures must be observed by students to ensure authentication of VCE Assessment Tasks:

- Students must retain *all* materials that have been used in the development of the task to enable the teacher to determine that the work is the student's own. All materials must be retained until the end of the year.
- Students must not submit the same piece of work for assessment in more than one subject.
- Students who knowingly assist another student in breach of rules may be penalized.

The VCAA calculates a Study Score for each Unit 3 - 4 VCE study (subject) students complete satisfactorily and for which grades have been received for the various school-assessed work components and the examinations.

The Study Score is a score on a scale of 0 to 50 showing the student's achievement relative to that of all other students doing the subject (study) in that calendar year.

The Study Scores are normalised to a mean of 30. Scores of 23 – 37 indicate a student is in the middle range. A score above 37 indicates the student is in the top 15% of students taking this study.

For studies with large enrolments (1000 or more) the following table shows the approximate percentage of students who will achieve a Study Score higher than the stated scores.

For studies with fewer enrolments, the proportion may vary slightly.

Study score	Percentage of Students above this score
45	2
40	8
35	24
30	50
25	76
20	92

## The Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated from an aggregate produced by adding results for up to six Unit 3 - 4 subjects (studies) as follows:

- VTAC scaled study score in English or Literature
- The next 3 highest VTAC scaled study scores
- 10% of any 5th and 6th permissible Study Scores available

\*These 4 subjects are referred to as the “Primary Four”

Students are then ranked in order of these aggregates – the highest rank being 99.95 and then decreasing in steps of 0.05.

English or Literature	Scaled Study Score
Subject 2	Scaled Study Score
Subject 3	Scaled Study Score
Subject 4	Scaled Study Score
Subject 5	10%
Subject 6	10%
ATAR	The student’s rank based on the above aggregates.

NOTE: The VCAA calculates the Study Scores and the Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR.

## Special Provision Policy

This policy is to ensure the most appropriate arrangements and options are available for students whose learning and assessment programs are significantly disadvantaged by:

- Illness
- Severe health impairment
- Traumatic personal circumstances
- Significant physical disability
- Significant hearing impairment
- Significant vision impairment
- Vision impairment
- Learning disability
- Extenuating family circumstances
- Learning disability

The VCE Coordinator is, through consultation with the Deputy Principal – Head of Teaching and Learning, responsible for determining eligibility and the nature of the provisions granted. Appropriate medical documentation is required as evidence of the need for Special Provisions to be granted. Only students who have been granted Special Arrangements will be able to utilize any alternative arrangements for assessments.

### Special Provisions for Coursework Eligibility

A student is eligible for Special Arrangements for school-based assessments if he/she is:

- significantly adversely affected by illness (physical or mental), by any factors relating to personal environment or by other serious cause
- disadvantaged by a disability or impairment including learning disabilities

The adverse circumstances affecting the student must not be within the control of the student.

### Eligibility for Special Arrangements for school-based assessment

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

- illness – acute and chronic
- impairment – long term
- personal circumstances

Such factors should be discussed with the Deputy Principal – Teaching and Learning and/or the Deputy Principal – Head of Senior School at the earliest possible time to avoid complications.

Alternative strategies are available to the School to implement, but all must be approved by the Deputy Principal – Teaching and Learning.



## Glossary

Assessment Tasks	Specific activities such as practical exercises, tests, examinations, folio presentations, performance activities or essays which receive a grade according to criteria specified within each study
ATAR	Australian Tertiary Admission Rank. The Victorian Tertiary Admission Centre uses the study scores to determine a national percentile ranking of each student. The ATAR is used by universities and TAFE institutes to select students for courses
GAT	General Achievement Test. Each student undertaking a VCE Units 3 and 4 study is expected to complete a GAT
Outcomes	What you expected to know and be able to do by the time you have completed the unit
Prerequisites	A study that you must successfully complete to be eligible for entry into a course
SAC	School Assessed Coursework. Work completed within class time which contributes to the internal assessment of VCE Units 3 and 4 studies
Satisfactory Completion	Students must satisfactory complete each set of outcomes in the study according to the objectives in the study design to enable them to gain a “S” as the overall outcome for the unit.
Scaling	A process used by VTAC to provide an overall measurement of the performance of all students across all VCE studies. Scaling reflects the strength of competition within each study
Study	Subjects completed by students. Each study consists of four units
Study Design	The description of the content of a study and how students’ work is to be assessed. This is published by VCAA
Study Score	The measure of the students’ relative position in the state-wide cohort of students undertaking the study. This is reported as a score out of 50, calculated using the scores achieved in each of the three graded assessments for the study
Units 1 and 2	Units of work usually undertaken in Year 11
Units 3 and 4	Units of work with a greater degree of difficulty which are usually undertaken in Year 12
VCAA	Victorian Curriculum and Assessment Authority. The body established by the Victorian Government which has responsibility for all aspects of the VCE and VET Programs
VCE	The Victorian Certificate of Education
VCE Unit	Each unit of work in each study is a semester in length.
VET	Vocational Education and Training. VET programs are taken as part of VCE and students gain nationally recognised vocational certificates
VTAC	The Victorian Tertiary Admissions Centre administers the selection system for Victoria’s tertiary institutions

