

2009

# Ilim College VCE

Fadi Koubar – VCE Coordinator

Ilim College of Australia  
30 Inverloch Crescent  
Dallas 3047

T: 03 9302 3770



# CONTENTS

Introduction	2
College Requirements	3
College Services	5
VCE – Year 11 & 12	6
VCE Subject Selection	8
VCE Requirements	11
Procedures to be Followed	13
VCE Course Outlines	14
English/ESL	14
Accounting	15
Business Management	16
Chemistry	17
Environmental Science	19
Information Technology	20
Legal Studies	22
Mathematics	23
Advanced General Mathematics	23
Standard General Mathematics	24
Mathematical Methods CAS Units 1 & 2	24
Further Mathematics	25
Mathematical Methods CAS Units 3 & 4	25
Specialist Mathematics	25
Physics	29
Text and Traditions	30
LOTE Turkish	31
LOTE Arabic	32
Psychology	33
Biology	34
Assessment Structure of VCE Studies, 2008	35
Useful Websites	36
Form: Application for Extension of Time to Complete Work	37
Form: Change of VCE Subject Form	38



## INTRODUCTION VCE 2009

This VCE handbook provides details of all the subjects offered to Years 11 and 12 in 2009. This is issued to all students currently studying Years 10 and 11 at Ilim College and new students as they enrol.

Students wishing to study VCE in 2009 are required to:

1. Make selection of subjects by August 28, 2008
2. Confirm selection of subjects by September 8, 2008

The College timetables the blocking of subjects to ensure the widest possible range of individual choice. It is, however, sometimes necessary to ask students to accept modifications to their original choice. This may be due to:

- An insufficient number of students selecting a unit so that it can not run
- The need to make special arrangements for particular units if students numbers electing to study them are small
- Timetabling difficulties

Students will be notified of the need to modify their unit selection in term 4.

General information and counselling sessions for students and their parents will take place to assist with this selection.

Parents and students are welcome to contact the VCE Coordinator for any inquires.

# COLLEGE REQUIREMENTS

## Student Records

Please inform the general office of any:

- change of address
- change of telephone numbers
- change in medical information
- other factors of importance

An Exit form must be completed by students leaving permanently. Parent/guardian notification is required.

## Maintenance Allowance

The government contributes towards the educational costs of a student through an Educational Maintenance Allowance which is available to all who hold a Commonwealth Health Care Card.

Application forms for the Maintenance Allowance are available from the general office. Application must be renewed each semester and are treated in confidence.

## Youth Allowance

Students who are 16 years of age and over may be eligible for financial assistance through the Youth Allowance Scheme. Eligibility is subject to a means test based on the parents/guardians income.

## Breakages and Damage to College Property

Broken windows and other damage to college property must be reported immediately to the general office.

## Policy on Detention

Detention is used to encourage appropriate behaviour. Detentions may be given for failure to work in class, failure to complete homework, breaking classroom/College rules, lateness and truancy. The work allocated for a detention is at a teacher's discretion.

Detentions will take place everyday Tuesday and Thursday from 3:40 pm to 4:30 pm. Coordinators will issue letters to notify parents.

## Diary

Each student is expected to carry the college diary to all classes. Provision is made in the diary for teacher and parent/guardian communications. It is intended that students keep a record of all set work, tests and homework and that parents/guardians regularly check the diary to acknowledge that homework is completed.

## Homework

All students are expected to complete homework which is regularly set. It is essential for students to develop good study and homework habits and parents/guardians can play a vital role in this. Parents/guardians should never accept the excuse that there is no homework. In all subject, at some time, there is home study. The College diary functions as a homework diary, not a social diary. Stickers are not permitted.

Parents/guardians can support their children by:

- providing a suitable place to study
- supervising the homework study timetable
- using praise and encouragement
- discussing current affairs and issues
- checking the diary

VCE students are expected to undertake extensive work at home to supplement class work. As a guide, three to four hours per night is recommended.

## Excursion

Excursions are held to consolidate and enrich the learning experience. They are an important component of the educational program.

Every attempt is made to keep the expenses to a minimum. Full college uniform should be worn by students attending the excursion unless otherwise advised.

The college reserves the right to exclude any student from this type of activity.

## Uniform

The students of the College must wear the complete uniform. The support of parents/guardians in this matter is essential. Parents/guardians are requested to:

- be familiar with the required uniform and exercise supervision of it
- ensure your child does not substitute fashion garments of similar colour or style for College uniform
- any variation to footwear for medical reasons requires a medical certificate

If a student is unable to wear uniform for any reason, a note must be supplied by the parent/guardian. A temporary "Uniform Pass" will then be provided to the student who must carry it all times.

**The College expects that students will wear their uniform with pride.**

### Girls Uniform

School blazer  
 School jumper  
 School skirt  
 Beige VCE shirt  
 White scarf  
 White socks  
 Black school shoes  
 VCE Navy Blue T-Shirt

### Boys Uniform

School blazer  
 School jumper  
 Black pants  
 Beige VCE shirt  
 Tie  
 White socks  
 Black school shoes  
 VCE navy blue T-shirt

## Absences and Lateness

Punctuality and regular attendance are requirements. Any absences during College hours must be accounted for by a written note signed by parents/guardians.

The Education Act provides that a parent/guardian must inform the College of the reason for the absence. Regular monitoring safeguards against truancy and supports their education program.

## Early Leavers

Any student who needs to leave the school early on a particular day for whatever reason must bring a note from his/her parents. The Year Level coordinator will counter sign the note after contacting the parents by phone. An Early Leave Pass is then issued to the student. If the parent is not personally contacted about the early leave, the student is not allowed to leave the school grounds.

## The Common Room

The common room is an area for study and relaxation for year 12 students. Boys and girls have separate common rooms. The college administration and teachers can access the common room at any time after knocking. Year 12 students are responsible for keeping their common room clean and locking it up and returning the key. The common room is a privilege which may be taken away for misbehaviour.

## Library Study Periods

All Year 12 students must be in the library during their study periods. They must inform the librarian of their presence at the start of their study periods. Quiet private study is the only activity allowed during study periods.

## Late Arrivals

All students who arrive late to school must obtain a "Morning Late Pass" from the office. Students will have a detention after every three late arrivals. Students must arrive to school on time and must attend homeroom. Students who wish to alter the daily routine due to tutoring or other permanent commitment must seek permission from the VCE Coordinator.

# COLLEGE SERVICES

## STUDENT WELFARE

The Student Welfare Coordinator's job is to offer help to students who have problems which directly affect their education. These may be concerned with methods of study or difficulty in getting along with staff or fellow students.

## CAREERS AND WORK EDUCATION

Students are made aware of career and further education pathways through participating in careers and work education activities. These include:

- Year 10 Careers and Work Education Program with two-week work experience placement
- Visits to tertiary institutions
- Guest speakers who address students on a variety of career and work education issues
- Encouraging students to attend tertiary open days and career expos

Prior to VCE subject choice, students meet with the Careers Counsellor to discuss options for their future.

Year 11 students requesting change to their VCE subjects are required to discuss proposed changes with the Careers Counsellor.

Year 12 students are assisted with their tertiary study selection and VTAC processes. Requests for special career information may be made with the Careers Counsellor.

Parents/guardians will be informed of Careers and Work Education at parent/teacher meetings and via College Newsletters. Parents/guardians are welcome to make an appointment to discuss careers.

## ACCELERATED PROGRAMS

Ilim College has recognised the needs of more able students by offering acceleration opportunities. The following accelerated programs are offered:

- Accelerated Mathematics Program for highly able Year 9 students.
- Units 1 and 2 for Year 10 and Units 3 and 4 for Year 11 students

## COMPUTER FACILITIES

Computers are available for students to complete their work. The Information Technology Laboratory and Library have computers available when regular timetabled classes are not using them.

## LOCKERS

Each student is issued with a locker at the beginning of the academic year. In the case of losing the padlock, he/she must pay \$20 for a replacement.

## TUTORIAL SUPPORT

College Staff are available at different times to provide extra assistance to students in all subject areas.

## INDIVIDUAL SUPPORT

Students needing assistance with study skills, motivation or just coping with the VCE are allocated to particular staff on an individual or small group basis.

# VCE – YEARS 11 & 12

## **VICTORIAN CERTIFICATE OF EDUCATION – VCE**

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA).

### **CURRICULUM**

VCE studies are made up of semester length units, representing approximately 100 hours of work of which 50 to 60 hours are class time. Studies offer a sequence of four Units.

Students at Ilim College usually study 12 Units 1 and 2 in Year 11 and ten Units 3 and 4 in Year 12. Over the two VCE years, students will aim to complete a total of 22 units from a range of studies.

Units 3 and 4 must be studied as a sequence and have external assessments, while units 1 and 2 are assessed by the College. All studies are designed in such a way that Units 3 and 4 sequences can theoretically commence without prerequisites. However, a sound study background in a particular area will assist with VCE units. Staff will offer advice to students at the end of Year 11, in accordance with their results in Units 1 and 2.

### **VCE CERTIFICATE**

Students expecting to satisfactorily complete their VCE in 2009 will be required to satisfactorily complete the equivalent of 16 units, including three units from English group and three pairs of Units 3 and 4 other than English.

### **UNIT OUTCOMES**

Each VCE Unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designed for the Unit.

To satisfactorily complete a Unit; a student must demonstrate achievement of each of the outcomes for that Unit as specified in the study design.

Achievement of an outcome means:

- The work meets the required standard
- The work is submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules
- Minimum of 90% attendance. Students, who have prolonged absences, including overseas trips, will not be given a 'Satisfactory' in that Unit.

**ASSESSMENT OF UNITS 3 AND 4****School Assessed Coursework (SAC)**

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

**Examinations**

There are five externally assessed written exams in June. All studies have an examination in November. Oral examinations for LOTE subjects are held in October.

Grades ranging from A to E for all examinations are determined by VCAA. Final grades for Units 3 and 4 are issued in December.

**Study Scores**

Students' overall achievements for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50. In order to qualify for a study score, a student must have satisfactorily completed Units 3 and 4 in that study.

**DETERMINING AND REPORTING GRADES****School Assessed Coursework (SAC)**

Students' score will be determined from the rating given by their teacher on a set of assessment criteria specified by VCAA.

To ensure that school' assessments are comparable throughout the State, school's scores for school assessed tasks are monitored using the General Achievement Test (GAT), and if necessary their assessments will be reviewed by VCAA.

Students must study well and undertake all assessment tasks. Absent students must present a medical certificate in order to obtain permission to sit for an alternative task on a designated date.

**Examinations**

Grades for all examinations are determined by VCAA. The final grades for Units 3 & 4 are issued in December.

**TERTIARY ENTRANCE**

The Tertiary Entrance Requirements changes annually and students need to check the details which are appropriate to the year they will seek entry to tertiary courses. Year 10 students should make an appointment with the Careers Coordinator for more information.

**THE EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)**

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

## VCE SUBJECT SELECTION

The transition from Year 10 into the VCE is often viewed by many students as an exciting, but sometimes confusing and stressful time. Concern often centres on subject choice and the possible directions in which the choice can lead.

It is essential that students and parents have access to information to make Unit choices. Further, it is crucial they ask questions that concern them about the process. During course counselling, students will be assisted with VCE subject choices. Career counselling and resources are available at the College. However, it is essential that certain issues must be kept firmly in mind. These include:

1. Students should plan their Units in VCE so that they have a number of options after VCE. This may mean selection of a number of Units within a general interest area or a number of Units that run across interest areas. During the VCE, students often change their mind about what they want to do after school and therefore must have enough flexibility in their Unit choice to permit this.
2. Some students will start individual subjects in 2009 and find that they are not interested or motivated. Therefore, they should have sufficient subject breadth to be able to change direction.
3. Other students will find they do not perform well in a particular Unit and need to change Units or particular career paths.
4. VCE Unit choice must provide the students with flexibility and a number of options at the end of the Year 12. Unit choice that locks a student into one career direction is not a realistic approach.
5. Finally, students must face the realities of life at the end of VCE. Work is extremely difficult to obtain and further education is highly competitive. Therefore, students must be flexible enough in their subject choice and attitude to be able to consider a number of different career paths after VCE.

In line with VCAA rules described above, Ilim College policy is:

- Year 11 students study a total of 12 units including English 1 and 2.
- Year 12 students study a total of 10 units including English 3 and 4 OR Literature 3 and 4 OR both.
- Year 10 students may select one unit 1 and 2 sequence and Year 11 students may select one unit 3 and 4 sequence. Selections will depend on availability and teacher and VCE Coordinator's recommendation.

Modified courses of study may be available to students – eg. Dual accreditation, cross-level selection.

Students officially enrolled in VCE Units outside school (for example, Language Other Than English) may not need to enrol in as many school Units as other students. **Students intending to enrol in Units outside the school must ensure that the VCE Coordinator is notified as soon as possible.**

Apart from English, students are free to choose their own courses keeping in mind VCAA rules, their career aspirations, their interests and their capabilities.

Every student in Year 10 in 2009 will be given the opportunity to do some sessions on careers and course counselling. These will take place during Term 3, 2008. **It should be noted by students and parents that teachers can only give advice; the ultimate responsibility for course selection lies with students and their parents.**

Students are expected and required to check all tertiary course details for themselves in the Tertiary Entrance Requirements Handbooks that are available in the Careers Room. This handbook must be studied carefully so that the students are fully aware of the studies, prerequisites and possibilities provided in terms of career or future study.

Students and their parents/guardians should discuss possible choices **together** before making a final selection. Teacher should also be consulted, especially when doubts exist as to the students' ability, relevance of a course to career goals, content, assessment or any other matters. Student should carefully consider their interest, abilities and prerequisites for various courses in making their choices.

### **EXPECTATION OF VCE STUDENTS**

Students taking Units 1 and 2 should expect their workloads to increase quite a lot from Year 10. Deadlines are frequent. Days missed through illness or other reasons are much more difficult to catch up. Students are expected to show more initiative and take more responsibility for their own learning.

### **PLANNING A STUDY PROGRAM**

You are required to select a study program from the studies offered by the College. Before making your selection, make sure that you have carried out the necessary research. Refer to the 'VTAC 2009' for the entrance requirement for university and TAFE courses. Feel free to ask subject teachers questions about specific studies. The Careers Counsellor will be available to help you make your selection. Make use of all the available resources to ensure that the right decisions are made for your future aspirations.

To help you with the decision-making process, ask yourself the following key questions:

- What are my aspirations after leaving school?
- What type of job am I interested in?
- What level of education do I need for that job?
- What courses am I interested in?
- Where are these courses offered?
- What are the prerequisites for these courses?
- Is there any special entry scheme?

When making your selection, you should remember to choose studies:

- which you enjoy
- in which you achieved well
- that you may need for future study or work.

The following examples provide an indication of subjects that should be considered in relation to some areas of courses:

<b><i>Course Areas</i></b>	<b><i>Some related subjects to consider</i></b>
Visual Arts	Art, Graphic Communication, Information Technology
Arts, Humanities, Social Sciences	LOTE, History, International Studies
Administration, Business, Economics	Accounting, Business Management, Economics, Legal Studies, Information Technology.
Engineering	Mathematics, Physics, Chemistry, Information Technology
Building, Planning	Graphic Communication, Physics, Mathematics, Information Technology
Earth Sciences	Biology, Physics, Chemistry

### **Undergraduate Medicine & Health Sciences Admission Test (UMAT)**

UMAT has been developed by the Australian Council for Education Research (ACER) on behalf of UMAT Consortium universities. It is used specially to assist in the selection of students into the following medicine and some health sciences programs at undergraduate level:

- Medicine
- Dental Science
- Oral Health
- Optometry
- Pharmacy
- Physiotherapy

The sequence of event in the application process is as follows:

- Mid April – Mid June: Submit registration to UMAT at ACER
- Late July – take UMAT
- By published deadline: Submit application for university admission to appropriate tertiary admissions centre (and/or directly to the universities, as appropriate)
- Late September – Receive UMAT *Statement of Results* from ACER

For more information, visit [www.acer.edu.au/tests/university/umat/intro.html](http://www.acer.edu.au/tests/university/umat/intro.html).

# VCE REQUIREMENTS

## ATTENDANCE

At Ilim College ALL students in Year 11 and 12 are required to attend college for minimum of 90% of scheduled classes to complete the year or the semester Unit satisfactorily. Absences covered by medical certificates or appropriate professional evidence are not normally deducted. Lateness to class will be treated on a pro-rata basis.

Assessment in the VCE is continuous and is based on completion of set tasks throughout the year. Students need to attend regularly and may have their enrolment reviewed if attendance at school is poor.

## EXTENSIONS FOR COURSEWORK

The VCAA Handbook states "coursework tasks are to be completed mainly in class time." For this reason, it is vital that students are present for all assessment periods.

As assessment tasks are to be completed mostly in class time, extensions will only need to be given students who miss an assessment period. If students have a legitimate reason for being unable to attend an assessment period, they must contact the VCE Coordinator immediately. If students are too ill to attend school, they must have a medical certificate for the day of assessment. A medical certificate cannot be submitted retrospectively. Participation in interschool sport is considered an approved absence, providing the student follows the established college procedures, and is prepared to make up assessment at a later date.

Students who miss an assessment period for a legitimate reason may be given the opportunity to complete the assessment task during an official make up period that is convenient for the teacher.

Students who miss an assessment period without a legitimate reason may receive a **zero** mark for the SAC. Such a student can still receive a satisfactory result for the outcome and the Unit by passing the next SAC for the same outcome.

Any student who is absent on SAC without a legitimate reason more than once for any VCE Unit fails that outcome and that Unit.

The VCE Coordinator and the relevant Assistant Principal will determine what constitutes a legitimate excuse

## RESUBMISSION

Students who complete an assessment task but do not meet the required standard may be permitted to resubmit work to demonstrate satisfactory achievement of an outcome. A task may only be resubmitted once. Resubmitted work will not be graded. The original score given will be that which counts towards a coursework score.

## SPECIAL PROVISION

Students who are affected by illness (physical or psychological), by a disability or impairment (including learning disabilities) or by factors relating to their personal circumstances are eligible to apply for one or more of the following special provisions:

- special provisions and arrangements for the student's learning program
- special provisions and arrangements for school-assessed coursework and school-assessed tasks
- special arrangements for VCE examinations
- derived examination score.

For further information, refer to the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au). A brochure on special provision for parents in various languages can be obtained here.

## **AUTHENTICATION**

Teachers are required to "authenticate" all work. This is the term used for ensuring that the work submitted by students is genuinely their own. Teachers authenticate student work by using methods such as checking submitted drafts and consulting with the student, viewing supervised work completed in class, setting a test, requiring an oral explanation of work and keeping records of student's ability and history.

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own (apart from appropriate use of acknowledged materials and assistance from outside sources.)

Students must keep all drafts, notes, preparatory work, photocopied references, records of interviews, etc. so that they can prove authenticity if asked to do so. It is reasonable to put the onus of proof onto the student. The VCAA now requires VCE Coordinators to report breaches of authentication.

The VCAA has clear procedures described in the Administrative Handbook that operate if a breach of authentication is reported. These procedures will be followed by the College.

The VCAA has established six rules that students must observe when preparing work for assessment. These rules apply to coursework and school-assessed tasks.

## **RULES FOR THE STUDENTS**

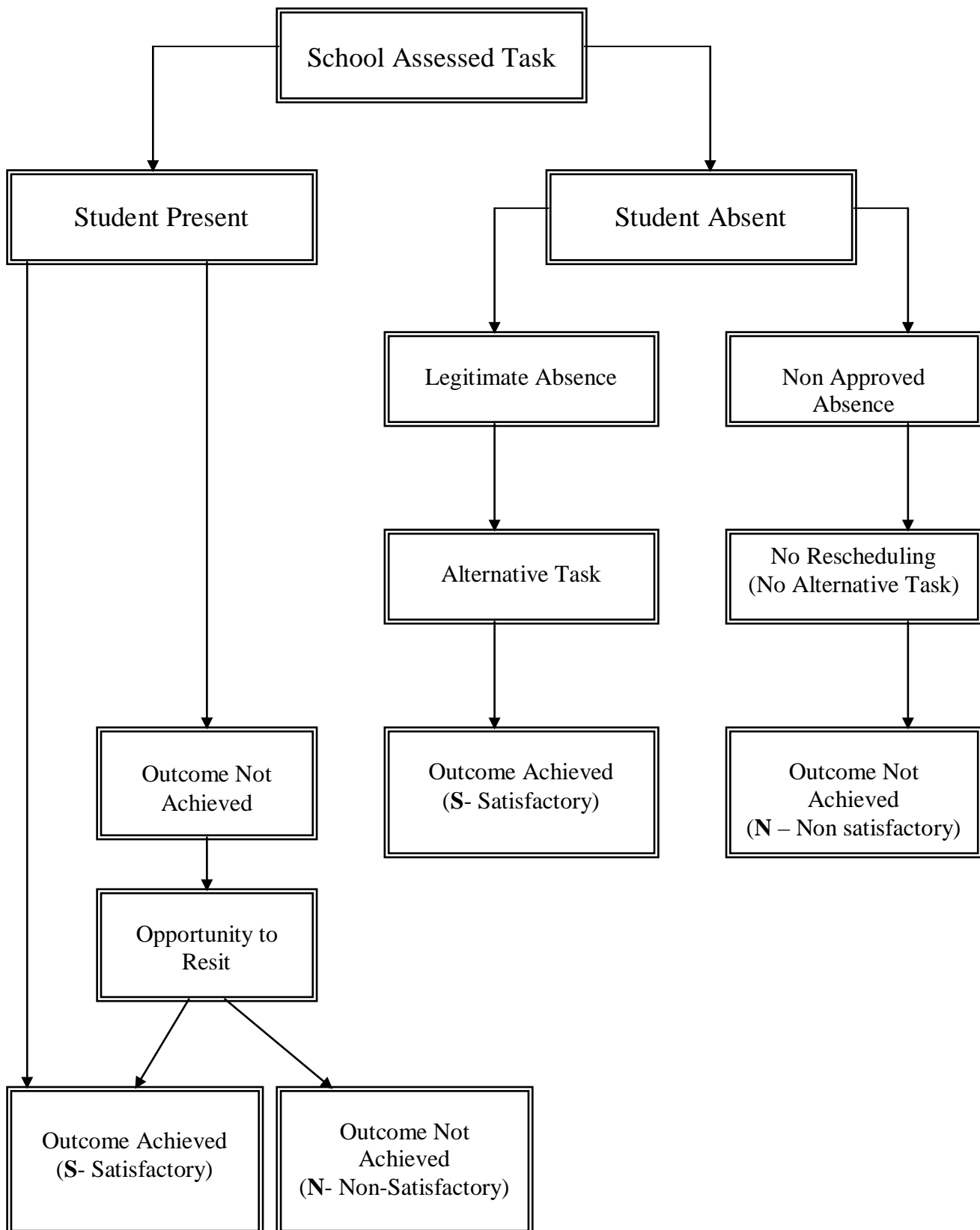
- Students must ensure that all unacknowledged work submitted by them is genuinely their own work.
- Students must acknowledge all resources used. This will include text and source material and the name(s) and status of the person(s) who provided assistance, and type of assistance received.
- Students must not accept undue assistance from any person. Undue assistance would include providing actual adjustments or improvements for a student's work, or dictating or directing a student to insert a particular text.
- Students must not submit the same piece of work for assessment for more than one outcome, unless specified otherwise in the study.
- Students who knowingly assist another student in a breach of rules may be penalised.
- All VCE students must sign a general declaration that they will obey the rules and instructions for the VCE and accept its disciplinary provisions.

## **USE OF COMPUTER**

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

- there is an alternative system available in case of computer or printer malfunction or unavailability;
- hard copies of the work in progress are produced regularly; and
- each time a change is made, the work is saved onto a back-up file. The back-up file should not be stored with the computer.

PROCEDURES TO BE FOLLOWED FOR SCHOOL ASSESSED TASKS



# VCE: English/English as a Second Language

## Rationale

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

## Prerequisites for ESL Students

Certain conditions set by VCAA must be met by an individual student if he is to be granted ESL status. Enquiries regarding these prerequisites should be directed to the Scotch VCE Administrator or Head of English. ESL students are integrated fully into regular VCE English classes but they also may be required to attend a weekly evening tutorial at Scotch with a specialist ESL tutor.

## Structure

**Unit 1:** The focus of this unit is the reading of a range of texts with comprehension, enjoyment and discrimination, development of competence and confidence in writing and response to oral language and its use.

**Unit 2:** The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

**Unit 3:** The focus of this unit is the development of critical responses to both print and non-print texts, including media texts and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

**Unit 4:** The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

## Assessment

### Units 1 and 2:

#### Internal Assessment

**Unit 3:** School-Assessed Coursework 25 per cent

**Unit 4:** School-Assessed Coursework 25 per cent

**Units 3 and 4:** End-of-year Examination 50 per cent

# VCE: Accounting

## Rationale

Accounting focuses on the process of recording, reporting, analysing and interpreting financial data which is then communicated to internal and external users of the information. The study of Accounting will enable students to develop their financial knowledge and skills.

## Structure

### **Unit 1: Establishing and operating a service business**

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students will be introduced to the role of accounting in the decision making process.

### **Unit 2: Accounting for a trading business**

This unit focuses on accounting for a single activity sole trader. Students record and report cash and credit transactions involving stock. They use financial and non financial information to evaluate the performance of a business. Using these evaluations students suggest strategies to the owner on how to improve the performance of the business.

### **Unit 3: Recording and reporting for a trading business**

This Unit focuses on financial accounting for a trading business, and students are introduced to the double entry system of recording.

### **Unit 4: Control and analysis of business performance**

This Unit provides an extension of the recording process introduced in Unit 3, students learn about the importance of budgeting, as well as the evaluation of the information prepared in order to suggest strategies to the owner.

### **Use of Information and Communications Technology**

ICT is now an essential part of the operation of small business. Computers are used at the inputting, processing and outputting stages of the accounting process. Students need to be aware of the use of spreadsheets, accounting software packages, the internet and word processing.

## **Assessment**

<b>Units 1 and 2:</b>	Individual school decision
<b>Unit 3:</b>	School Assessed Coursework 17 per cent Mid-year examination 33 per cent
<b>Unit 4:</b>	School Assessed Coursework 17 per cent Mid-year examination 33 per cent

# VCE: Business Management

## Rationale

Business Management examines the ways in which people at various levels within a business manage resources to achieve the objectives of the organisation

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as consumers and investors

## Unit 3: Corporate management

In this unit students investigate how large-scale organisations operate and how they develop an understanding of the complexity and challenge of managing large organisations

On completion of this unit the student should be able to:

1. describe and analyse the context in which large-scale organisations operate.
2. describe and analyse major aspects of the internal environment of large-scale organisations.
3. identify and evaluate practices and processes related to operations management.

## Unit 4: Managing people and change

This unit commences with a focus on the human resource management function It then progresses to the analysis of the management of change

On completion of this unit the student should be able to identify and evaluate practices and processes related to human resource management, as well as analyse and evaluate the management of change in large-scale organisations

## Assessment

**Unit 3:** School-Assessed Coursework 25 per cent

**Unit 4:** School-Assessed Coursework 25 per cent  
Examination 50 per cent

# VCE: Chemistry

## Rationale

Chemistry is a key science. Indeed the development of our modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. This will continue with emerging fields such as biotechnology and nanotechnology. Studying Chemistry assists the development of knowledge, skills and attitudes which enrich people's lives and allows them to be scientifically capable members of society.

## Student Outcomes

Students develop skills to investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

## Course Content

### **Unit 1: The Big Ideas of Chemistry**

This unit investigates the Periodic Table and its relationship to atomic structure and chemical bonding. It explores how the properties of substances can be modified to provide new materials.

### **Unit 2: Environmental Chemistry**

This unit examines both qualitative and quantitative aspects of water and the atmosphere related to sustaining life and how chemistry is used to respond to the effects of human activities on our environment.

### **Unit 3: Chemical Analysis**

#### **AOS 1 Chemical Analysis:**

This area of study allows students to investigate the use of a variety of analytical and instrumental techniques to analyse products in the laboratory.

#### AOS 2 Organic chemical pathways:

This area of study allows students to investigate systematic organic chemistry, including production including selected functional groups and reaction pathways.

### **Unit 4: Chemistry at Work**

#### **AOS 1 Industrial Chemistry:**

This area of study focuses on the factors that affect the rate and extent of a chemical reaction and the application of these principles in industrial chemical production.

#### AOS 2 Supplying and Using Energy:

This area of study focuses on use of energy resources, measurement of energy content of substances, batteries, fuel cells and electrolytic cells.

## Assessment

### Units 1 and 2: Semester 1 and 2 Examinations

Common Topic Tests

Question Sets

An extended experimental investigation or a summary report (concept map) of three practical activities

### Unit 3

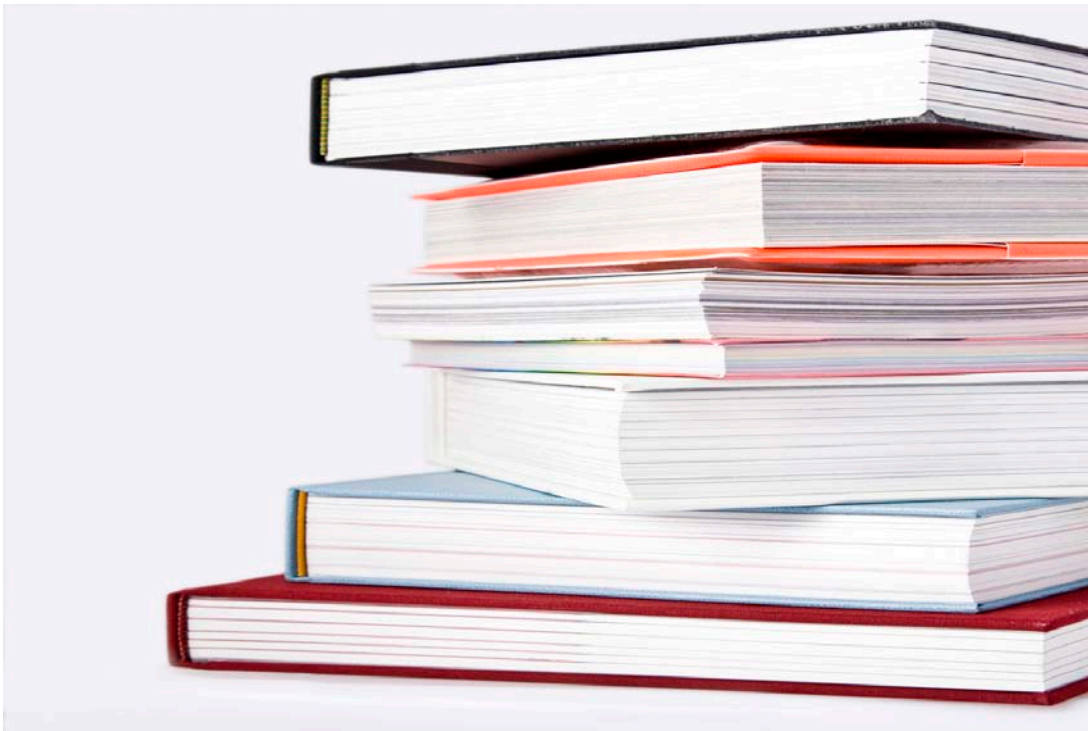
School Assessed Coursework 17 per cent

Examination 33 per cent

### Unit 4

School Assessed Coursework 17 per cent

Examination 33 per cent



# VCE: Environmental Science

## **Rationale**

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on the planet and evaluate the impacts of human activities

Environmental Science also examines the application of science to ecologically sustainable development and environmental management

While undertaking this study, students will develop skills in practical scientific investigations, fieldwork techniques, report writing, research and analysis

## **Structure**

### **Unit 1: The environment**

This unit investigates the various components of an ecosystem and how the environment changes over time

### **Unit 2: Monitoring the environment**

This unit focuses on environmental indicators and monitoring the environment. Environmental data is collected in the field and interpreted.

### **Unit 3: Ecological issues: energy and biodiversity**

This unit focuses on two major ecological issues. Energy use and its effect on global warming and the loss of biodiversity due to human activity are investigated in detail.

### **Unit 4: Ecological sustainability**

This unit explores the principles of ecologically sustainable development and environmental management. The effect of pollution on human health and the environment is investigated.

## **Assessment**

### **Units 1 and 2**

Internal Assessment

**Unit 3** School-Assessed Coursework 17 per cent  
Mid-year Examination 33 per cent

**Unit 4** School-Assessed Coursework 17 per cent  
Examination 33 per cent

# VCE: Information Technology

## **Rationale**

This study focuses on the processing of data and the management of information to meet a range of individual and societal purposes. The rapid pace of development in information technology (IT) is having a major influence on virtually all aspects of society. Not only does ICT have the capacity to change how existing tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation and personal relationships. Social relations and cultural values also influence the way ICT is used. The course aims to equip students with appropriate knowledge and skills to make use of ICT and make informed personal and workplace choices about the future developments and directions in this exciting and challenging field.

## **Structure**

### **Unit 1: IT in action**

This unit focuses on how individuals use, and can be affected by ICT in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Web authoring and database management software will be used.

### **Unit 2: IT Pathways**

This unit focuses on how individuals and organisations such as small businesses, charitable institutions and sporting clubs and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal or client needs. They also examine how networked information systems are used within organisations.

### **Unit 3: IT Applications**

Students use web authoring and data base management software to solve information problems. The unit focuses on how individuals or organisations use ICT to solve information problems, make decisions, manage tasks and create timelines. The emphasis is on participating actively in a society where ICT is commonplace.

### **Unit 4: IT Applications**

This unit focuses on how ICT is used to solve ongoing information problems and in the strategies used to protect the integrity of data and security of information. Students create solutions using spreadsheet software and web authoring or multimedia software.

**Unit 3: Software development**

This unit focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose designed software, using a programming language, helps fulfill these needs. The students' design and code software modules using a programming language

**Unit 4: Software development**

This unit focuses on techniques, procedures and strategies to develop implement and evaluate proposed networked information systems Students explore the technical, human, procedural, economic and management factors that need to be considered when undertaking these phases of the systems development life cycle Students continue to design and code software modules using a programming language

**Assessment****Units 1 and 2:**

Internal Assessment

**Unit 3:**

School-Assessment Course work 25 per cent

**Unit 4:**

School-Assessment Course work 25 per cent

**Unit 3 and 4:**

Examination 50 per cent



# VCE: Legal Studies

## **Rationale**

This study is about the way the law serves and relates to both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

## **Structure**

### **Unit 1: Criminal law and Justice**

This unit focuses on the importance of criminal law and the nature of criminal liability. It also focuses on the role of the police, explores criminal trial procedures, and the objectives and effectiveness of criminal sanctions.

### **Unit 2: Civil law and the law in focus**

This unit focuses on the effective resolution of civil disputes, including the processes involved in civil litigation. In addition, the Unit investigates alternative avenues of resolving disputes, and gives students the opportunity to explore a specific area of law.

### **Unit 3: Law-Making**

This unit focuses on the institutions that determine laws and the processes by which laws are made. Students will look at the impact of the Constitution and consider the strengths and weaknesses of the law-making bodies.

### **Unit 4: Dispute Resolution**

This unit looks at the jurisdictions of our courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating them. The jury and adversary system of trial will also be analysed.

## **Assessment**

### **Units 1 and 2:**

Internal Assessment

### **Unit 3:**

School-Assessed Coursework 25 per cent

### **Unit 4:**

School-Assessed Coursework 25 per cent

Units 3 and 4: Examination 50 per cent

# VCE: Mathematics

## Rationale

Mathematics is the study of structure and pattern in number, logic and space. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, investigating, modeling and problem solving.

Each Mathematics study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of Mathematics in everyday life in an increasingly technological society and their confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems. They will use technology to support learning Mathematics and its application in different contexts.

Note that all VCE Mathematics students are expected to be familiar with the TI-89 Titanium (CAS) or the TI-nspire (CAS) calculator.

## Structure

### **Units 1 and 2: Advanced General Mathematics (AGM)**

Advanced General Mathematics (AGM) is an advanced mathematics course designed both to supplement students' mathematical learning in Mathematical Methods (CAS) and to provide an appropriate foundation for students who wish to undertake Specialist Mathematics in Year 12.

Topics to be covered may vary from year to year, and will include Algebra, Functions and Graphs, Trigonometry, Vectors, Analytical Geometry and Calculus. Any student undertaking this course must also be taking Mathematical Methods (CAS) and should have achieved high grades in Mathematics in Year 10.

## **Assessment**

- Examination
- Common Tests
- Application Task

## **Units 1 and 2: Standard General Mathematics (SGM)**

General Mathematics (FM) is a course designed both to extend students' mathematical knowledge and skills beyond Year 10 level and to provide an appropriate foundation for students who wish to undertake Further Mathematics in Year 12

Topics covered are almost entirely areas of Mathematics with significant applications in a wide range of careers, and will include Algebra, Functions, Graphs, Financial Arithmetic, Trigonometry, Geometry and Statistics

### **Assessment**

- Examination
- Common Tests
- Application Task

## **Units 1 and 2: Mathematical Methods (CAS)**

Mathematical Mathematics (CAS) is a demanding mathematics course which significantly extends students' knowledge in key areas of Algebra, Functions, Graphs and also introduces them to the fundamental ideas of Transformational Geometry (including Matrix Methods) and Calculus Extensive use will be made of the TI-89 Titanium or TI-nspire CAS calculator

Note that when taken alone, this course is allocated six periods per cycle, but when taken with General Mathematics (SM) it is allocated five periods per cycle

Any student undertaking Mathematical Methods (CAS) should have a strong background, particularly in Algebra, and should have achieved at least a grade of B for his Semester 2 Mathematics examinations in Year 10

### **Assessment**

- Examination
- Common Tests
- Application Task

### Units 3 and 4: Further Mathematics

Further Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in a wide variety of careers. The course consists of a compulsory (core) area of study, (Data Analysis), and a selection of three from six.

Modules:

1. Number Patterns and Applications
2. Geometry and Trigonometry
3. Graphs and Relations
4. Business-related Mathematics
5. Networks and Decision Mathematics
6. Matrices

#### Assessment

- School-Assessed Coursework (SACs) contribute 34%
- The remaining 66% of the study score is obtained as follows: Further Mathematics: Examination 1 33% Examination 2 33%

### Units 3 and 4: Mathematical Methods (CAS)

This course both consolidates and extends the material covered in Mathematical Methods (CAS) Units 1 and 2. The main areas of study are Algebra, Functions and Graphs, Calculus and Probability. Any student attempting this course must be familiar with the content of Mathematical Methods (CAS) Units 1 and 2. Extensive use will be made of the TI89 Titanium or TI-nspire (CAS) calculator.

#### Assessment

- School-Assessed Coursework (SACs) 34 percent
- The remaining 66%: Mathematical Methods (CAS): Examination 1 (calculator free) 22% Examination 2 44%

### Units 3 and 4: Specialist Mathematics

Specialist Mathematics is an advanced and demanding course. Concurrent enrolment in, or previous completion of, Mathematical Methods Units 3 and 4 is essential. The main areas of study are Algebra (including complex numbers), Functions, Vectors (including geometrical proofs), Analytical Geometry, Calculus and Mechanics.

#### Assessment

- School-Assessed Coursework (SACs) 34 Percent
- The remaining 66% of the study score is obtained as follows: Specialist Mathematics: Examination 1 (calculator free) 22% Examination 2 44%

**VCE MATHEMATICS CONT'D**

YEAR UNITS 1 & 2	YEAR 12 UNITS 3 & 4
Advanced General Mathematics Standard General Mathematics Mathematical Methods CAS	Further Mathematics Mathematical Methods CAS Specialist Mathematics

**VCE GENERAL MATHEMATICS UNITS 1 & 2****A. Advanced General Mathematics**

- Is a prerequisite for Specialist Mathematics in Year 12
- Is only offered to the **most able** students of Year 10
- Must be selected with Mathematical Methods CAS Units 1 & 2

**B. Standard General Mathematics**

- Is offered to **competent** year 10 students who intend to do VCE Mathematical Methods CAS Units 3 & 4 and/or VCE Further Mathematics Units 3 & 4 in Year 12
- May be selected with VCE Mathematical Methods CAS Units 1 & 2 or by itself

**VCE MATHEMATICAL METHODS CAS UNITS 1 & 2**

- Must be studied in conjunction with General Mathematics (Standard or Advanced) Units 1 & 2
- Is only offered to the students who have completed Year 10 Mathematics competently or are recommended by their Mathematics teacher.

**VCE SPECIALIST MATHEMATICS UNITS 3 & 4**

- Must be studied in conjunction with VCE Mathematical Methods Units 3 & 4
- Is offered to students who have completed VCE General Mathematics Advanced Units 1 & 2 and VCE Mathematical Methods CAS Units 1 & 2

**VCE MATHEMATICAL METHODS CAS UNITS 3 & 4**

- Is offered to the students who have completed VCE General Mathematics (Standard or Advanced) Units 1 & 2 and VCE Mathematical Methods CAS Units 1 & 2

**VCE FURTHER MATHEMATICS UNITS 3 & 4**

- May be chosen by the students who have completed VCE General Mathematics Standard Units 1 & 2

Possible combinations of VCE Mathematics subjects that can be undertaken:

Course	Units 1 & 2	Units 3 & 4
1 (12 units)	General Mathematics Advanced General Mathematics Mathematical Methods CAS	Further Mathematics Mathematical Methods CAS Specialist Mathematics
2 (10 units)	Advanced General Mathematics & Mathematical Methods CAS	Further Mathematics Mathematical Methods CAS Specialist Mathematics
3 (8 units)	Advanced General Mathematics & Mathematical Methods CAS	Mathematical Methods CAS & Specialist Mathematics
4 (8 units)	General Mathematics (Advanced or Standard) & Mathematical Methods CAS	Further Mathematics & Mathematical Methods CAS
5 (6 units)	General Mathematics (Advanced or Standard) & Mathematical Methods CAS	Further Mathematics or Mathematical Methods CAS
6 (4 units)	General Mathematics (Advanced or Standard)	Further Mathematics

- Enrolment in a subject for which selection criteria has not been met may be considered only by written application to the Mathematics Coordinator stating reasons for consideration.
- When selecting Units 1 & 2 Mathematics, please consider the package and any advice given carefully.
- Courses studied on 2008 will have a great impact on students' selections for 2008-2009 and future tertiary choices.
- Further advice must be sought for complete course information regarding tertiary prerequisites.

Below is a guide:

COURSE	PREREQUISITE
Engineering, Physics and other courses based on Mathematics	Specialist Mathematics & Mathematical Methods Units 3 & 4 <u>or</u> Mathematical Methods CAS Units 3 & 4
Science (other than Physics), Economics and Medicine	Mathematical Methods Units 3 & 4 <u>or</u> Mathematical Methods CAS Units 3 & 4
Any course or employment requiring any Units 3 & 4 Mathematics	Further Mathematics is sufficient.
Any course or employment requiring Units 1 & 2 Mathematics only	Any General mathematics Units 1 & 2 are sufficient.



# VCE: Physics

## **Rationale**

The study of Physics has led to developments which have profoundly influenced the world. In this course the topics are studied “in context” so that students appreciate the relevance of Physics to their own lives. The course content and instruction methods would benefit a wide range of tertiary entrances including engineering, medicine, physiotherapy, environmental science, and business studies.

## **Student Outcomes**

Students develop skills of observation, research, analysis, interpretation and reporting by hands-on experiments, excursions and classroom discussion. Contextual knowledge and understanding are developed appropriately for a wide range of tertiary studies.

## **Course Content:**

**Unit 1:** Wave-like properties of light, Nuclear and radioactivity Physics, and Energy from the nucleus

**Unit 2:** Movement, Electricity, Alternative energy sources

**Unit 3:** Motion, Electronics and Photonics, Investigating materials and their use in structure

**Unit 4:** Electric Power, Interaction of light and matter, and Sound

ICT Skills

Various software packages for data logging, graphing and reporting could be used by students in all units.

## **Assessment**

### **Unit 1 and 2:**

Internal Assessment

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

School-based Assessment 17 per cent

Examination on Unit 3 33 per cent

Examination on Unit 4 33 per cent

# VCE: Texts and Traditions

## Rationale

This study enables students to develop an understanding of texts and their interpretation within traditions, the variety of types of text associated with traditions and their place and use within traditions, societies and cultures. It also explores text historical development and the ways in which their message is shaped and communicated.

Structure

**The study is made up of four units.**

**Unit 1:** This unit examines the place of narrative within a religious tradition. It explores the variety of narrative at the source of a tradition, the importance of narrative for the tradition, and how we might find and describe its meaning for the earlier and continuing tradition.

**Unit 2:** In this unit texts are studied as a mean of investigating themes such as justice, racism and gender roles, including consideration of the social context within which the texts were produced and the ways in which they shaped, and are shaped by the content of their message.

**Unit 3&4:** In these units students examine texts relating to the origin and development of the selected tradition. Reinterpretation of themes in fundamental text over time within the tradition is also studied.

## Assessment

### Unit 1&2:

Individual school decision

### Unit 3&4:

School-Assessed Coursework and an end-of-year examination:

1. Unit 3 school- assessed coursework: 25 percent
2. Unit 4 school-assessed coursework: 25 percent
3. Units 3&4 examination: 50 percent

# VCE: Lote – Turkish

## Structure

### **Unit 1&2:**

Units 1&2 examine a range of topics serving as an introduction to studying the contemporary Turkish Language, society and culture. The topics chosen will broaden the students' cross-cultural awareness and will give them an opportunity to compare and contrast the Australian culture and the culture of the Turkish speaking communities in Australia and Turkey. Along with issues in the culture of the Turkish-speaking communities, the main emphasis will be on the individual, coming of age and forming identity problems and the issues in the changing world.

### **Unit 3&4:**

Units 3&4 focus on the three prescribed themes and associated topics. The student will gain broader and deeper understanding of Turkish and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Turkish-speaking communities will develop further.

## Assessment:

### Unit 1&2:

Individual School decision on level of achievement

### **Unit 3:**

School-Assessed Coursework 25 per cent

### Unit 4:

School-Assessed Coursework 25 per cent

### **Units 3 and 4:**

- External Examination - Oral component 12.5 Percent
- Written Component 37.5 percent

# VCE: Lote – Arabic

## Structure

### Unit 1&2:

Units 1&2 examine a range of topics serving as an introduction to studying the contemporary Arabic Language, society and culture. The topics chosen will broaden the students' cross-cultural awareness and will give them an opportunity to compare and contrast the Australian culture and the culture of the Arabic speaking communities in Australia and abroad. Along with issues in the culture of the Arabic-speaking communities, the main emphasis will be on the individual, coming of age and forming identity problems and the issues in the changing world.

### Unit 3&4:

Units 3&4 focus on the three prescribed themes and associated topics. The student will gain broader and deeper understanding of Arabic language and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Arabic-speaking communities will develop further.

## **Assessment:**

### **Unit 1&2:**

Individual School decision on level of achievement

### **Unit 3:**

School-Assessed Coursework 25 per cent

### **Unit 4:**

School-Assessed Coursework 25 per cent

### **Units 3 and 4:**

- External Examination - Oral component 12.5 Percent
- Written Component 37.5 percent

# VCE: Psychology

## **Rationale**

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

## **Structure**

### **Unit 1:**

The scientific study of psychology as an investigation into human behavior: Introduction to psychology, social relationships, development of individual behavior.

### **Unit 2:**

Builds understanding of the different methods and models that describe and explain human behavior: introduction to neurons and nervous system, individual differences, social attitudes

### **Unit 3:**

Is concerned with the brain and the nervous system as a whole structure and their role in affecting human behavior: brain and nervous system, visual perception, state of consciousness

### **Unit 4:**

Is the study of cognitive psychological methods through concepts of memory, learning, research and investigation.

## **Assessment**

### **Units 1 and 2:**

Internal Assessment

### **Unit 3&4:**

1. Unit 3: School-Assessed Coursework: 17 per cent
2. Unit 4: School-Assessed Coursework 17 per cent
3. Mid Year examination: 33 per cent
4. End- of- year examination: 33 per cent

# VCE: Biology

## **Rationale**

Biology is the study of living organisms. This course incorporates aspects of many branches of biology including biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, cell biology, and molecular biology. The study of Biology prepares students for further study in the biosciences including environmental, medical and associated biotechnological fields.

## **Structure**

### **Unit 1: Unity and Diversity**

This unit investigates the cell as the functional unit of the whole organism. It relates differences in individual structures and systems to differences in overall function of organisms. The unit also explores the diversity of organisms.

### **Unit 2: Organisms and their Environment**

This unit studies how organisms are part of self-sustaining systems and how adaptations possessed by organisms affect their survival and reproductive success.

### **Unit 3: Signatures of Life**

This unit studies the molecular basis of life. It investigates biochemical processes, how intercellular communication coordinates cell activities and how immune responses protect organisms from pathogens.

### **Unit 4: Continuity and change**

This unit investigates technological applications and the implications of molecular genetics. It studies meiosis and patterns of inheritance. The unit also investigates evolution by natural selection.

## **Assessment**

### **Units 1 and 2**

Individual school decision

### **Unit 3**

School Assessed Coursework 17 per cent  
Examination 33 per cent

### **Unit 4**

School Assessed Coursework 17 per cent  
Examination 33 per cent

## ASSESSMENT STRUCTURE OF VCE STUDIES, 2009

STUDY	SCHOOL ASSESSMENT	EXTERNAL ASSESSMENT
Biology	Units 3 & 4 coursework 34 %	Written examination June (1.5 hours) 33 % Nov. (1.5 hours) 33 %
Business Management	Unit 3 coursework 25 % Unit 4 coursework 25 %	Written examination Nov. (2 hours) 50 %
Chemistry	Units 3 & 4 coursework 34 %	Written examination June (1.5 hours) 33 % Nov. (1.5 hours) 33 %
English / ESL	Unit 3 coursework 25 % Unit 4 coursework 25 %	Written examination Nov. (3 hours) 50 %
Health and Human Development	Unit 3 coursework 25 % Unit 4 coursework 25 %	Written examination Nov. (2 hours) 50 %
Information Processing and Management	Unit 3 coursework 25 % Unit 4 coursework 25 %	Written examination Nov. (2 hours) 50 %
Legal Studies	Unit 3 coursework 25 % Unit 4 coursework 25 %	Written examination Nov. (2 hours) 50 %
LOTE: Arabic Turkish	Unit 3 coursework 25 % Unit 4 coursework 25 %	Oral examination Oct. (15 min) 12.5 % Written examination Oct. (3 hour) 37.5 %
Further Mathematics	Units 3 & 4 coursework 34 %	Written examination Nov. (1.5 hours) 33 % Nov. (1.5 hours) 33 %
Mathematical Methods CAS Specialist Mathematics	Units 3 & 4 coursework 34 %	Written examination Nov. (1 hour) 22 % Nov. (2 hours) 44 %
Physics	Units 3 & 4 coursework 34 %	Written examination June (1.5 hours) 33 % Nov. (1.5 hours) 33 %
Psychology	Units 3 & 4 coursework 34 %	Written examination June (1.5 hours) 33 % Nov. (1.5 hours) 33 %

## USEFUL WEBSITES

Victorian Curriculum and Assessment Authority (VCAA)	<a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a>
Victorian Tertiary Admission Centre (VTAC)	<a href="http://www.vtac.edu.au">www.vtac.edu.au</a>

## UNIVERSITY

Australian Maritime College	<a href="http://www.amc.edu.au">www.amc.edu.au</a>
Australian National University	<a href="http://www.anu.au">www.anu.au</a>
Charles Sturt University	<a href="http://www.csu.edu.au">www.csu.edu.au</a>
Deakin University	<a href="http://www.deakin.edu.au">www.deakin.edu.au</a>
La Trobe University	<a href="http://www.latrobe.edu.au">www.latrobe.edu.au</a>
Monash University	<a href="http://www.monash.edu.au">www.monash.edu.au</a>
RMIT University	<a href="http://www.rmit.edu.au">www.rmit.edu.au</a>
Swinburne University of Technology	<a href="http://www.swinburne.edu.au">www.swinburne.edu.au</a>
University of Ballarat	<a href="http://www.ballarat.edu.au">www.ballarat.edu.au</a>
University of Melbourne (The)	<a href="http://www.unimelb.edu.au">www.unimelb.edu.au</a>
University of Tasmania	<a href="http://www.utas.edu.au">www.utas.edu.au</a>
Victorian University	<a href="http://www.vu.edu.au">www.vu.edu.au</a>
Swinburne University of Technology	<a href="http://www.swinburne.edu.au">www.swinburne.edu.au</a>
University of Ballarat	<a href="http://www.ballarat.edu.au">www.ballarat.edu.au</a>

## TAFE

Bendigo Regional Institute of TAFE	<a href="http://www.britafe.vic.edu.au">www.britafe.vic.edu.au</a>
Chisholm Institute	<a href="http://www.chisholm.vic.edu.au">www.chisholm.vic.edu.au</a>
Central Gippsland Institute of TAFE	<a href="http://www.gippstafe.vic.edu.au">www.gippstafe.vic.edu.au</a>
Gordon Institute of TAFE	<a href="http://www.gordontafe.edu.au">www.gordontafe.edu.au</a>
Goulburn Ovens Institute of TAFE	<a href="http://www.gotafe.vic.edu.au">www.gotafe.vic.edu.au</a>
Holmesglen Institute of TAFE	<a href="http://www.holmesglen.vic.edu.au">www.holmesglen.vic.edu.au</a>
RMIT University of TAFE	<a href="http://www.rmit.edu.au">www.rmit.edu.au</a>
South West Institute of TAFE	<a href="http://www.swtafe.vic.edu.au">www.swtafe.vic.edu.au</a>
Sunraysia Institute of TAFE	<a href="http://www.sunitafe.edu.au">www.sunitafe.edu.au</a>
University of Melbourne (The)	<a href="http://www.unimelb.edu.au">www.unimelb.edu.au</a>
Swinburne University of Technology TAFE	<a href="http://www.tafe.swin.edu.au">www.tafe.swin.edu.au</a>
University of Ballarat TAFE	<a href="http://www.ballarat.edu.au">www.ballarat.edu.au</a>
University of Melbourne (The) TAFE	<a href="http://www.landfood.unimelb.edu.au">www.landfood.unimelb.edu.au</a>
Victorian University TAFE	<a href="http://www.vu.edu.au">www.vu.edu.au</a>



## APPLICATION FOR EXTENSION OF TIME TO COMPLETE WORK

Name of Student: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

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

Name of Teacher: \_\_\_\_\_

Due Date of the Task: \_\_\_\_\_

Reason for Extension:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supporting Documentation:

\_\_\_\_\_

\_\_\_\_\_

Signature of Student: \_\_\_\_\_

Extension has been granted for a period of \_\_\_\_\_ days.

Extension has not been granted.

**The work is to be submitted to the VCE Coordinator.**

Negotiated Due Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Signature of Subject Teacher: \_\_\_\_\_

Signature of VCE Coordinator: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_



## VCE CHANGE OF UNIT REQUEST FORM

STUDENT NAME	YEAR LEVEL	DATE
UNIT BEING DROPPED		
REASON		
NEW UNIT		
JUSTIFICATION		

Have you checked to see if your proposed unit change:

- does not clash with other units on the timetable **Yes/No**
- enables you to satisfactorily complete VCE **Yes/No**
- enables you to have all the prerequisite units for your selected tertiary course **Yes/No**

**Student Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

**Parent Name**

**Parent Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please return the completed request to the VCE Coordinator**

**Office Use Only**

Consultation with Vice Principal, Careers Advisor, Unit Teacher

**Request Approved/Not Approved**

**Signature of VCE Coordinator**

**Date:**

