

EDENHOPE COLLEGE SENIOR PATHWAYS (VCE/VCAL) POLICY

All Students undertaking VCE studies must sign an agreement to abide by VCAA regulations.

Earning the VCE

To earn their VCE, students must satisfactorily complete at least 16 units.

Regardless of how many units a student does altogether, the following must be satisfactorily completed:

1. At least three units from the English group listed below:
 - Foundation English Units 1 and 2
 - English Units 1 to 4
 - English as a Second Language (ESL) Units 3 and 4
 - English Language Units 1 to 4
 - Literature Units 1 to 4

At least one of these units must be at Unit 3 or 4 level. However, VTAC (Victorian Tertiary Admissions Centre) advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

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

If a student intends to apply for tertiary entrance at the end of their VCE, the student needs to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR (Australian Tertiary Admission Rank). Refer to information found at: <http://www.vtac.edu.au/>.

Attendance Policy

All students in Years 11 and 12 must attend on all official College instruction days. The College has a clear expectation that apart from sickness related absences, students will attend 100% of their classes.

In circumstances where a student has attended less than 80% of scheduled classes, the student will receive an 'N' for that outcome. A signed note of explanation from a Parent or Guardian is necessary to explain fully the reason for any absence. Notes are to be given to Home Group Teachers.

ASSESSMENT

Assessment of levels of achievement for each study are outlined in the relevant Study Design. The Study Designs are published and distributed by the Victorian Curriculum and Assessment Authority. All VCE studies make use of both school assessment and examination/s.

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision is based on the teacher's assessment of the student's overall performance on the assessment tasks designated for the unit.

The Victorian Curriculum and Assessment Authority supervises the assessment of all students undertaking Units 3 and 4.

Satisfactory Completion

A student must demonstrate achievement of a set of outcomes for the unit, as specified in the study design, based on their teacher's professional judgement of the student's performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance. The judgement of satisfactory completion is a school responsibility.

To achieve a satisfactory outcome at Edenhope College, the student must:

- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly his/her own
- Observe the VCAA and College rules

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

NOT Satisfactory Completion

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

- The work is not of the required standard
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules including school attendance rules.

Where a student has completed work but there has been a substantial breach of class attendance, the student may be awarded 'N'.

College Assessment

Results of School-assessed Coursework and School-assessed Tasks count towards a student's Study Score in each VCE study and ultimately towards the student's ATAR (Australian Tertiary Admission Rank).

School-assessed Coursework assesses each student's level of achievement on the assessment tasks designated in the Study Design.

School-assessed Tasks in the Visual Arts and Technology Studies assess a student's level of achievement in a task assessed by the teacher in accordance with published criteria. School's assessments on the tasks are subject to review by a panel appointed by the VCAA.

Most assessment of unit outcomes will be completed in class. The tasks are to be completed within a limited timeframe and the scope of each task is restricted. Specific advice on the scope of task and criteria, is based on VCAA's best advice and can be found at <https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/Index.aspx>,

Task Selection: *specific details of the task should be given just prior to the starting date for the task.*

Assessment of Units 3 and 4

School assessment

There are two forms of graded school assessment – coursework and School-assessed Tasks. The form/s of school assessment and their weighting are specified for each study and are to be found in the Study Design.

Assessment Guides for each key learning area are revised and published annually. For studies with School-assessed Tasks, the Assessment Guides provide the assessment sheet for the task and detailed advice on the interpretation and application of criteria for each task. For coursework assessment, the Assessment Guides provide criteria for assessment and advice about the scope, timeframes and conditions of each assessment task.

Further advice may be provided for particular studies, details of which will be published in the VCAA Bulletin <http://www.vcaa.vic.edu.au/correspondence/index.html>.

The results of these school assessments count towards a student's study score in each VCE study and ultimately towards the student's ATAR (Australian Tertiary Admission Rank). Further information about the ATAR may be obtained from the Website of the Victorian Tertiary Admissions Centre <http://www.vtac.edu.au/>.

School-assessed coursework

Coursework assessment is an assessment of each student's level of achievement based on a selection of the assessment tasks designated in the Study Design. For each coursework component, the Study Design specifies a range of assessment tasks for assessing the achievement of the unit outcomes.

Assessment tasks designated for coursework assessment must be part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed within a restricted timeframe and the scope of each task is described in the relevant Assessment Guide.

The requirements for coursework are set out in the VCE Study Designs. Teachers select from the range of tasks designated for the assessment of the unit outcomes. They might decide that all students will complete the same task or they may allow students to select the task. Where options are available, the assessment tasks are of comparable scope and demand. Task selection is a school decision and should be based on what suits the teaching program, the resources available and the needs and interests of students. Additional information will be published for some studies in the VCAA Bulletin.

The Assessment Guides provide advice on the scope of the assessment tasks, the conditions under which they are completed, the timeframe for completion and the criteria used for assessment. This advice is provided to limit student and teacher workload.

Schools are responsible for administering and assessing school-assessed coursework. The requirements of the Study Designs and the VCE and VCAL Administrative Handbook <http://www.vcaa.vic.edu.au/schooladmin/handbook/handbook.html> must be met. The advice in the Assessment Guides on scope of task and criteria for marking is provided as the Authority's best advice upon which schools should base their requirements of students.

School-assessed Tasks

School-assessed Tasks occur in studies where products and models are assessed. The following VCE studies have School-assessed Tasks:

- Art
- Product Design and Technology
- Food and Technology
- Media
- Studio Arts
- Systems Engineering
- Visual Communication and Design

Details of School-assessed Tasks are outlined in the relevant Study Designs and Assessment Guides. They are initially assessed by the teacher using criteria provided in the Assessment Guides and are subject to external review. The Victorian Curriculum and Assessment Authority provides schools with assessment sheets for School-assessed Tasks specifying the criteria for the award of grades. Schools must use the current year's assessment sheets published annually in the Assessment Guides.

Submitting Work

- The College requires all VCE students to submit all tasks to their teachers **ON TIME**. If a student will not be present, they should make arrangements for the work to be delivered to their teachers on the **DUE DATE**.
- An extension of time may be allowed at the discretion of the class teacher (in consultation with the Senior School Manager). The maximum time will be up to a week. Poor time-management or failure to make effective use of class time is likely to result in an 'N'.
- A teacher may permit a student to resubmit work to meet satisfactory completion requirements of a unit but there will be no awarding of scores or change to coursework scores awarded by the College.

When an assessment task is scheduled, students must be present at the time. If a student is absent when an assessment task is scheduled, the student must notify the Senior Pathways Manager immediately upon their return.

They will be required to complete an "application to reschedule" form. They will also be required to present evidence such as a **Medical Certificate** and a letter from a Parent/Guardian.

The College would assume that a reasonable request to re-schedule would be illness or extenuating personal circumstances.

Students whose request is accepted will be given a task comparable in scope and demand to the task already given, at a time set by the class teacher.

If suitable evidence is not supplied and/or the absence is considered unauthorised, then a student may be set alternative work and granted an 'S' or an 'N', or not be granted an extension of time to complete a task.

All decisions re absences will be made by the Senior Pathways Leader in consultation with the Principal/Assistant Principal.

Teachers will also notify the Senior Pathways Leader if any coursework is unsatisfactory and present a "Coursework at Risk" form to the student concerned.

Special Provision

Exceptional circumstances i.e.: absent for prolonged periods due to illness or unable to complete assessment tasks because of illness or special circumstances, should be referred to the Senior School Manager for consideration of Special Provision. (this may take the form of re-scheduling a task or granting extensions for tasks).

Special Provision was previously known as Consideration of Disadvantage. It may be given to students who become ill or experience personal hardship during their VCE assessments. For assessment, there are three forms of Special Provision possibly available to students:

Alternative Arrangements to School-Based Assessment Requirements

Students are eligible to apply for Special Provision for school-based assessment for reasons of illness, impairment or personal circumstances.

Special Examination Arrangements for External Examinations

Special examination arrangements that are available for students with a disability or illness.

Derived Examination Scores

Applying for a Derived Examination Score if a student becomes ill or experiences a personal trauma at the time of their VCE examinations.

If a student becomes ill or experiences an accident or personal trauma at the time of their VCE examinations, they may apply for a Derived Examination Score.

The official Derived Examination Score individual Application Form containing details of eligibility and evidence requirements will be available from the Principal or Senior Pathways Leader shortly before any VCE Examination period.

A Derived Examination Score cannot be applied for on the basis of:

- Absence from school or study for prolonged periods
- Unfamiliarity with the English language
- Long-term loss of examination preparation time
- Teacher absence or other teacher related difficulties
- Long-term or chronic conditions
- Matters that a student could have avoided, e.g. misreading the examination timetable or instructions, matters related to school discipline
- Matters of a student's own choosing such as involvement in social events, sporting activities, school events
- The same grounds for which a student has received Special Examination Arrangements.
- This applies to all VCE examinations – written, oral and performance.

Attendance at Examinations

Students should attend every examination session if at all possible and not miss an examination because they do not feel able to do their best.

The Special Provision procedures are designed to cover the case of a student who performs below expectations due to adverse circumstances.

If a student does not attend an examination session and their application for a Derived Examination Score is not approved they will not receive a score for that examination. The VCAA does not expect students to attend an examination session against medical advice, but they must still meet the eligibility requirements and they must have a definitive statement from their doctor about their diagnosis and inability to attend.

If a student is prevented from attending an examination session it is imperative that they notify their Principal immediately.

If a student is ill but able to attend the examination they should inform the Chief Supervisor of their condition as soon as possible before or during the examination. The Chief Supervisor is responsible for completing the relevant section of the application form. If a student is unable to attend, their class teacher should complete this section.

Other Circumstances

Compassionate Late Withdrawal or Interrupted Studies

If an illness or personal circumstance has been so severe that a student has not been coping with the VCE demands, speak with the VCE Coordinator about Compassionate Late Withdrawal or Interrupted Studies status. The school will need supporting professional evidence if a student decides to pursue either of these options.

Chronic Circumstances

Students are advised to be aware of the Victorian Tertiary Admissions Centre's (VTAC) Year 12 Chronic Circumstances application form which is part of VTAC's Special Entry Access Schemes (SEAS).

Lost, Stolen or Damaged Work / Use of Computers
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A student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated and given to the Senior School Manager. Computers: Hard copies of work in progress should be produced regularly and work saved onto a back-up file (the back-up file should not be stored with the computer). Students should have an alternative system available in case of computer or printer malfunction or unavailability.

Authentication

Students must submit for assessment only work that is their own. All assistance received by the student, in producing the work, must be acknowledged and be obvious to the reader. Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. Breaches will be handled by the Senior School Manager in accordance with procedures outlined in the VCE and VCAL Administrative Handbook. Teachers must notify the Principal in writing that there has been a breach of authentication, after informing the Senior School Manager. Students will be notified in writing (24 hours' notice) re a breach of authentication. Procedures will be followed as outlined in the VCE and VCAL Administrative Handbook.

Statement of Marks

Students may obtain a Statement of Marks for all their written and performance examinations, and for the GAT. Personalised application forms are included in the results package sent to each year 12 student in December. The Statement of Marks form is available from the College or you can download the Statement of Marks application form from the VCAA Web site. The statement will consist of the marks the student obtained and the maximum available marks for each question or criterion of a paper or performance.

A Statement of Study Score (Relative Position) is also available. The statement contains the scores for each of the graded assessments and described the calculation of the Study Score (Relative Position). For each statement there is a fee of \$8.00

GENERAL ACHIEVEMENT TEST (The 'GAT')

The General Achievement Test is a test of general knowledge and skills in:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

These areas are very broad.

Each represents a body of general knowledge and skills that students are likely to have built up through their school years.

Because it is a general test, no special study is required for the GAT. Students will already have done preparation for the GAT in past study of subjects like English, Mathematics, Science and History, where they have built up general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.

Students can get a good idea of the questions by looking at previous GAT papers. Students are encouraged to familiarise themselves with these questions and note that all the information needed to work out the right answer is provided.

Why do Students have to do the GAT?

The GAT is an essential part of the VCE assessment procedures.

All students enrolled in one or more VCE Unit 3 and 4 sequences must sit the GAT. This includes students whose only enrolment at Unit 3 and 4 levels is in a VCE VETiS study, except for Year 10 students for whom the GAT is optional.

Although GAT results do not count directly towards a student's VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed, and in determining Derived Examination Scores. So it is important to sit the GAT and do as well as possible on all parts of it.

The GAT is used in these ways because achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high on their school assessments and examinations.

Clearly, some GAT questions relate more closely to achievement in particular studies. The VCAA takes this into account when it calculated students' expected achievements in each study for each school. For example, GAT results in mathematics, science and technology play only a minor part in calculating students' expected achievements in humanities studies.

How is the GAT used?

The VCAA will use students' GAT scores as a basis for:

- Contributing to statistical moderation of School-assessed Coursework
- Reviewing school assessments in School-assessed Tasks
- Checking the accuracy of examination marking
- Calculating the Derived Examination Scores.

How GAT Relates to Student Coursework and Examinations

Coursework and the GAT

The VCAA applies statistical moderation procedures to schools' coursework assessments to ensure that they are comparable across the State and are fair to all students.

The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external examinations, and adjusts the school scores if necessary.

In some studies, statistical moderation uses students' GAT scores as well as their examination scores. This is done where it gives a better match with schools' coursework assessments throughout the State. The examination scores will always have the major influence in the statistical moderation calculations.

There are two key principles in whether and how the GAT is used.

1. The GAT components are only used if they make the moderation process more reliable in the sense that the external scores are a better predictor using the GAT scores than without them. The statistic R-square is used to measure the increase in reliability.
2. When used, the GAT components must not exert too much influence on study scores. A variety of tests are performed to determine the influence of the GAT, of which one test is that no more than 5% of study scores should vary by more than 2. To achieve this, the influence of the GAT is kept to the minimum optimal level.

The decision on whether to use the GAT is made separately for each coursework assessment.

More information about statistical moderation can be found in statistical moderation of VCE coursework <http://www.vcaa.vic.edu.au/vce/exams/statisticalmoderation/statmod.html>.

School-assessed Tasks and the GAT

The GAT is issued to check each school's assessments for School-assessed Tasks in Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems Engineering, and Visual Communication and Design.

If a school's assessments for a particular School-assessed Task are significantly higher or lower than expected from the students' GAT scores, the VCAA will review the assessment of those School-assessed Tasks by sending reviewers to the school to assess the work.

Examinations and the GAT

The examination marking process is rigorous, carefully and expertly conducted, and designed to be fair to all students. For most studies, your examination papers are marked twice, by two different markers. Each marking is done separately and each marker does not know the marks given by the other marker. If there is insufficient agreement between their marks, the paper is assessed by a third marker.

For Mathematics, Accounting, Biology, Chemistry and Physics, examination papers are marked by a single marker. This is because in these examinations experience shows there is little or no difference in the marks given by pairs of markers marking the same paper.

In these examinations, the GAT is used to identify which students will have their papers marked a second time. A student's GAT score is used to calculate their predicated examination score. If a student's examination score is significantly different from this predicated score, their paper will be marked again.

The GAT is also used as part of a final check on examination scores. If a student's final examination score is significantly different from the score predicated by the GAT, school indicative grades, other examination scores or School-assessed Tasks for the study their examination will be assessed again by the Chief Assessor's panel. See the [Anomalous Examination Grades page](#) for more information.

A student's score may go up or stay the same, but it will not go down as a result of this final check.

Derived Examination Scores and the GAT

A student whose performance on an examination is affected by the onset of illness, accident or personal trauma may apply for a Derived Examination Score.

All Derived Examination Score applications are assessed by a trained, external panel. If a Derived Examination Score application is approved, a student's GAT scores will be used in the Derived Examination Score calculations.

Additional information on the Derived Examination Score can be found within Special Provision.

Where to Now?

<http://www.vcaa.vic.edu.au/vce/publications/WhereToNow/wheretowfrontpage.htm>

'Where to Now?' provides information on the choice of courses available to students in the last two years of secondary school. These include VCE, VCAL and VET. You can read stories from recent graduates of the VCE, VCAL and Apprenticeship and Traineeship programs, which show that it is also possible to begin these qualifications before Year 11 and 12.

MEETING THE REQUIREMENTS OF THE VCE AND VCAL

VCE: Victorian Certificate of Education

VCAL: Victorian Certificate of Applied Learning

What is the difference between VCE and VCAL?

VCE is a valuable pathway to further study and training at universities, colleges and TAFE institutes, and to the world of work. It is possible to complete a school based apprenticeship or traineeship within your VCE. A VCE program will usually consist of 20-24 semester units taken over two years.

VCAL provides practical, hands on learning opportunities with immediate workplace experiences, as well as literacy and numeracy skills coupled with the opportunity to build personal skills that are important for life and work. Like the VCE, it is a recognised qualification.

Students who do VCAL are likely to be interested in going on to training at TAFE (Technical and Further Education), doing an apprenticeship, or getting a job after completing school, rather than attending university.

However, if you start your VCAL and then decide VCE is the right option for you, you can change your mind. In fact, any VCE units you complete as part of VCAL will count towards your VCE, just as VCAL units will count towards VCE.

Structure of the VCE (Victorian Certificate of Education)

The Victorian Certificate of Education is a two-year certificate for Years 11 and 12. It is made up of units of study that run for one semester. The studies available come from English, Arts/Humanities and Mathematics/Science/Technology.

Students must select:

- 4 units of English

To obtain the VCE, students must satisfactorily complete 16 units, including:

- at least 3 units of English (to receive an ATAR score, students must satisfactorily complete English, ESL or Literature, Units 3 & 4)
- at least 3 sequences at Units 3/4 level (i.e. 6 units) in studies other than English, of which 2 may be VCE / VETiS sequences.

All students must study English/English as a Second language (ESL) and/or English Literature at Year 11 and Year 12 levels.

Sequence of Units

It is usual for units at the 1/2 level to be taken in Year 11 and units at the 3/4 level in Year 12. However, some students may take one Unit 3/4 sequence in Year 11 (after close consultation with coordinators and class teachers). Also, some students may take one Unit 1/2 sequence at Year 10 (again, after close consultation with coordinators and class teachers). Some students may choose to study VCE over 3 years, mixing Units 1/2 and Units 3/4.

In Year 11, subjects may be taken for one unit only, in special circumstances (i.e. changes in subjects can be made for Unit 2). In Year 12 subjects must be taken for the whole year.

Prerequisites

Students must complete Units 1 and 2 of any VETiS course prior to enrolling in Units 3 and 4. While there are no prerequisites for undertaking any VCE Units 3/4, Domain Coordinators strongly recommend that Units 1 and 2 of LOTE (Languages Other Than English), Physics, Chemistry and Accounting are completed prior to undertaking these subjects as Units 3 and 4.

Students undertaking VCE Mathematics need to consult the information on the last page to determine the most beneficial sequence of units.

Assessment

At Years 11 and 12 the award of satisfactory completion for a unit is based on a decision that the student has demonstrated the set of outcomes specified for that unit. In making this decision, the teacher will use a selection of designated assessment tasks and course work.

For Units 3 and 4, levels of performance are assessed by school-assessed coursework (set and marked by the teachers), according to guidelines from the VCAA (Victorian Curriculum & Assessment Authority), as well as exams (set and marked by the VCAA).

For Unit 1 and 2, levels of performance are assessed by the designated assessment tasks (set and marked by the teachers).

VETiS (Vocational Education & Training in Schools) / VCE

VETiS / VCE units are offered to Years 10, 11 and 12. These units are usually run on Wednesdays through providers in Horsham. These units give Nationally Accredited Training Certificates as well as VCE units. Students enrolling in these units may miss part of a regularly scheduled subject at school. Students need to be prepared to catch up on work missed and demonstrate good organisational skills in managing this aspect of their work program.

In 2014, VETiS Certificate II studies are available in Edenhope or Horsham. The VET COURSE listing is at the end of the handbook. Please refer to this list for Courses, Codes and training sites.

ATAR (Australian Tertiary Admission Rank)

A mark out of 99.95 is given to all students who complete the VCE and who apply through VTAC (Victorian Tertiary Admissions Centre) for tertiary admission. This is calculated from the student's scores in Units 3 and 4 of English, Literature or ESL, the student's next best three scores and 10% of the student's next two best scores. Students are then ranked according to this score.

Further Mathematics and Specialist Mathematics cannot be done in the same year. If they are studied in separate years, only one can be counted in the primary four and the other would count as an increment.

Only one of the following combinations can be used in the best six (that is, in the calculation of the ATAR):

1. English or ESL.
2. No more than two Mathematics studies, no more than two Music studies, no more than two History studies, no more than two English studies and no more than two LOTEs (Languages Other Than English) can be included in the "primary four". (Other mathematics, music, histories, English studies and/or LOTEs can be used as a 10% increment).
3. A maximum of one sequence of Units 3 & 4 (with a study score) of a VETiS program may be counted in the primary four, and a total of 2 VETiS VCE in the program.
4. Units 3 and 4 (with study score) of any VETiS programs may be used for 5th and 6th study increments for the ATAR.
5. Units 3 and 4 of a VETiS program where no study scores are available may be used for 5th and 6th study increments. It will be 10% of the average of the primary 4 score.

The Relevance of a Study to a Career

Some tertiary courses require that students have taken certain units while other units may be **recommended**.

The Victorian Tertiary Admissions Centre (VTAC) publishes details of tertiary entrance requirements.

All students are advised to obtain a copy of these requirements. Full details are available from the Careers Coordinator and at www.vtac.edu.au.

Students and parents are advised to consider carefully the tertiary prerequisites for the various courses and to consult the Careers and Managed Individual Pathways (MIPs) Coordinator, if there are any doubts about these.

Structure of the VCAL (Victorian Certificate of Applied Learning)

It is possible to complete the VCAL at Foundation, Intermediate or Senior level. For many students, VCAL is a one year course that focuses on the transition from school to further study, traineeship or apprenticeship, or work. VCAL guides them in working out a pathway into work.

VCAL Units

1. English – Literacy – Foundation, Intermediate or Senior level.

The aim of these units is to develop students' knowledge, skills and understanding in literacy in the contexts of family and social life, workplace and further education settings and in the wider community. The overall purpose is to provide an applied real-life approach to literacy development.

This consists of two units, including a reading and writing unit and an oral unit, studied over two semesters.

2. Work Related Skills – Foundation, Intermediate or Senior level.

The aims of this unit are: to develop key competencies and employability skills through a work-related context, to develop and apply critical thinking skills, to develop planning and organisational skills, to provide experiences that prepare students for a vocational context and to develop particular interests and abilities that may link to employment-related goals.

This is one unit, studied in conjunction with Literacy.

3. Maths – Numeracy – Foundation, Intermediate or Senior level.

The aim of this study is to apply Maths skills to tasks which are part of students' everyday life, the workplace and the community. Students are asked to develop everyday numeracy to make sense of their personal and public lives.

This study is made up of one unit. It will be decided at a later date whether the one unit will be done over a whole year, or whether another unit will be taken.

4. Personal Development – Foundation, Intermediate or Senior level

The aim of this study is to develop students' self-esteem and personal growth. Students are asked to develop their skills and abilities in leadership, teamwork, goal setting, time management, accepting responsibility, decision making, problem solving and reflection. This is largely met through the design, implementation and evaluation of individual, group or community-based projects.

This study is made up of two units, one undertaken each semester.

5. Industry Specific Skills – Foundation, Intermediate or Senior level

Through a VETiS (Vocational Education and Training) study students develop knowledge and skills in a vocational context, undertake vocational experience in relation to their interests and abilities, and establish pathways to further studies through credits gained that articulate into a VCE or VETiS course.

A VETiS study is made up of two units, one undertaken each semester. VETiS may be done as part of the VCE rather than VCAL.

6. Skills for Further Study – Senior level

The purpose of this unit is to enable students to develop knowledge and skills for further study that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings. The unit focuses on developing time management skills, strategies for learning, research skills, a pathway plan, and portfolios and applications.

VCE studies as part of the VCAL qualification

Students select two additional VCE studies. At Year 11, these would normally be at Units 1 and 2 level. At senior level this would normally be Units 3 and 4.

VCAL Completion

To complete a VCAL certificate a student must successfully complete 10 units including:

- One unit of English – Literacy
- One unit of Maths – Numeracy
- One VETiS study
- One unit of Work Related Skills
- One unit in Personal Development