Edenhope College

EDENHOPE COLLEGE

SENIOR SCHOOL PATHWAYS HANDBOOK

(Modified)

2021

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PLEASE NOTE: Throughout this handbook, the headings that are blue in colour have a video link attached to describe more about the subject from current VCE teachers.

Hover over them and Ctrl+Click to view the linked video (on YouTube).

ACCELERATION – is this for you?

At Edenhope College, we offer students the opportunity to accelerate their studies by completing a VCE subject in Year 10. This is usually a Year 11 (Units 1 and 2) subject. A range of possible subjects for study are outlined in this booklet.

Upon consideration of this pathway, students need to be willing to uphold the requirements outlined for a VCE subject (see attached Edenhope College Senior Pathways Policy). They should only consider this pathway if they are prepared to work hard, complete all required work, embrace the challenge that this will entail, all while ensuring that their current year level studies are not impacted.

It is not a decision to be made lightly or without significant thought, as it is an accelerated program where students are studying above their current year level. Therefore, we would consider a minimum level of achievement in current subjects for it to be a supported pathway of study.

If any guidance or help is required, please do not hesitate to contact Mrs Jennifer Altmann, Head of Senior Pathways (via XUNO or email: jennifer.altmann@education.vic.gov.au), or any senior staff member.

VCE SUBJECTS OFFERED (in mostly alphabetical order)

Accounting

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

Agricultural and Horticultural Studies

Australia is reliant on its primary industries. The sustainable management of Australia's finite land and water resources is vital for the continued production and supply of food and fibre to local, national and global markets. VCE Agricultural and Horticultural Studies provides opportunities for students to experience and understand these primary industries.

VCE Agricultural and Horticultural Studies is designed to develop students' understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context. This study allows students to develop and apply theoretical knowledge and skills to real world business and practices. An understanding of agribusiness operations involves a broad familiarity with interdisciplinary skills and knowledge of technology, science, economics and business management, marketing, geography and information and communications technology (ICT). Students apply their acquired knowledge and skills to design,

develop and manage an agricultural and/or horticultural business as a project within this study. The study provides a contextual overview of the scientific, management and operational skills and knowledge required to run a small agricultural and/or horticultural business.

The study considers current and future practices within the Australian and international agribusiness sector. Students are expected to research change and innovation with regard to agricultural and/or horticultural businesses, responding to a range of drivers and demands. The broad applied nature of the study of agribusiness operations prepares students to make decisions about career opportunities or further studies in agriculture, horticulture, land management, agricultural business practice and natural resource management. It complements the skills focus of competency based training available through VET certificates in Agriculture, Horticulture and Conservation and Land Management.

Applied Computing

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

Australian and Global Politics

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events. Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, recognition of diversity and freedom of speech.

Australian Politics compares Australian democracy with the system of democracy of the United States of America. The study also examines the ways that the national government uses its power to make and implement public policy, and the national stakeholders and international challenges that influence that policy.

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms

control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

Biology

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Biology inquiry methodologies can include laboratory experimentation, fieldwork that may also involve use of technologies, surveys and sampling techniques, microscopy, local and remote data logging, simulations, animations, literature reviews and the use of global databases and bioinformatics tools. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations and bioethical standards associated with biological investigations is integral to the study of VCE Biology.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the

complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Chemistry inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. Students analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. They investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations, including use of safety data sheets, and ethical standards associated with chemical investigations is integral to the study of VCE Chemistry.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Business Management

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Geography

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability. These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena. VCE Geography is designed around two key themes: interconnection and change. Human interaction with environments has had, and continues to have, significant consequences. In Units 1 and 2 students gain an understanding of how and why this interaction takes place and why it matters. The units focus on the two distinct contexts of hazards and tourism to highlight different kinds of interconnections and their consequences. Change in geographic phenomena produces issues that in turn produce further challenges. In Units 3 and 4 students examine how and why a broad range of geographic phenomena change and the processes that drive this change. They explore the resulting issues and challenges and possible responses.

Health and Human Development

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan.

Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

History

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Global Empires explores the ideas and power relations accompanying the growth of empires in the Early Modern period. Twentieth century History examines the aftermath of the Great War as well as the causes and consequences of World War Two. Australian History investigates national history from colonial times to the end of the twentieth century and includes the histories of Indigenous Peoples. Revolutions explores the causes and consequences of revolution in America, France, Russia and China.

The VCE History Study Design comprises:

- Unit 1: The making of empires 1400–1775
- Unit 2: Empires at work 1400–1775
- Units 1 and 2: Twentieth century history
- Unit 1: Ancient Mesopotamia
- Unit 2: Ancient Egypt
- Unit 2: Early China
- Units 3 and 4: Australian history
- Units 1-4: Ancient history
- Units 3 and 4: Revolutions

Legal Studies

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair

hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans.

Outdoor experiences suited to this study are: a range of guided activities in areas such as farms, mining/ logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

General Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise.

Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these.

Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

Physical Education

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory and practice. In VCE Physics inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may take many forms including the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes or alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations associated with physics investigations is integral to the study of VCE Physics.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Psychology

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging

technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. A working knowledge of the safety considerations and the ethical standards and guidelines that regulate psychological research is integral to the study of VCE Psychology.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Studio Arts

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process.

The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study

emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

During their study students have the opportunity to investigate the work and practices of contemporary designers. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

To see the full list of subjects offered, see the VCAA website:

http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

If there are other subject(s) that you are interested in studying that have not been listed, please ask about them, as there may be alternative methods of study for these subjects and you may still have other options to study them.

ALTERNATIVE STUDY OPTIONS

If subjects are not available with a teacher at Edenhope College, there are a number of other study options including:

- **Virtual Learning**
  This is where you are paired with another school(s) to learn via Polycom Link with a subject-specific specialist teacher. You will be expected to "log on" to the Link for lessons with your teacher from another school and complete associated classwork, assessments and exams. It involves a level of commitment and independence, as your teacher is not always physically in the classroom with you, so you need to show initiative to complete the learning required for your chosen subject.
  In 2020, we have run Unit 1 and 2 Legal Studies through Hopetoun P-12 College, Units 1 to 4 Physics from Birchip P-12 School and Units 3 and 4 Agriculture from Murtoa College via Virtual Learning for the current VCE students.

- **Distance Education**
  This is studying a subject externally through the Virtual School Victoria (VSV). You will have a teacher assigned to your subject and they will be your contact. The work undertaken through the VSV is fully independent work and you will need to be highly self-motivated and be able to work autonomously to study and complete this work during your allocated study time.
  There was an additional cost of $80 (in 2020) for each unit of study undertaken (so $160 per year) that will need to be paid on top of the normal scheduled school fees before being able to complete the chosen subject.

Head Start

Each year we run a two-week step-up program that begins the following academic year of study early. These two weeks are considered the start of the academic year, despite being in December and attendance is recorded. Students are strongly encouraged to attend the full two weeks.

Glossary of Useful Terms

TERM/ACRONYM	DEFINITION
ATAR	Australian Tertiary Admissions Rank. This is calculated by the Victorian Tertiary Admissions Centre (VTAC) as a score out of 99.95 based on the student's relative study scores from VCE and VET units. It is used as a basis for tertiary admission.
GAT	General Achievement Test. All VCE students undertaking a Unit 3 and 4 study are required to complete the GAT as part of the mid-year cycle. This is to assist with moderation and for Special Provision circumstances.
Outcomes	The necessary elements required to satisfactorily complete in order to pass a unit of work.
PD	Personal Development. A VCAL study area.
SACs and SATs	School Assessed Coursework or School Assessed Tasks. These occur in Units 3 and 4 only in order to gain satisfactory completion of the outcomes and should be undertaken by all students concurrently.
Sequence	Two units studied consecutively in the same study.
Special Provision	Where a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant extent any semester of VCE studies, this will be taken into consideration. The student must notify the school and complete the necessary application form before this is approved.
Study	A subject. Most VCE studies are made up of four units – two units at Year 11 (Units 1 and 2) and two units at Year 12 (Units 3 and 4)
Unit	Parts of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training. This refers to a range of nationally recognised vocational studies now integrated within the VCE and VCAL pathways.
VTAC	Victorian Tertiary Admissions Centre. The centre which processes applications to most courses in tertiary colleges and university.
WRS	Work Related Skills. A VCAL study area.

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

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 that 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 that 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/wheretonowfrontpage.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