

VCE MANUAL 2010

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The purpose of this manual is to provide Scotch College VCE students and their parents with information concerning VCE studies in 2010.

The Victorian Certificate of Education (VCE) provides evidence that students have successfully completed their secondary education and are qualified to be considered for tertiary studies. The VCE is obtained usually after two consecutive years of study providing both breadth and depth of study for post compulsory students. There are a number of subjects available in a range of key learning areas, which are designed for students in Year 11 and 12. The Victorian Curriculum and Assessment Authority (VCAA) administers the VCE and Scotch College offers a wide range of subjects.

The Victorian Certificate of Education (VCE) is a globally recognised post-compulsory certificate of education providing both depth and breadth. It is obtained usually after two consecutive years of study. Scotch offers many subjects from which students from Years 11 and 12 can choose their course. All studies are administered by the Victorian Curriculum and Assessment Authority.

The following sections of this booklet are intended to provide details about the VCAA, the VCE and Scotch College's policies and procedures. A separate document, *VCE SAC Dates*, contains VCE and Scotch College assessment dates as well as other important dates and terms associated with VCE studies and the Victorian Tertiary Admissions Centre (VTAC). Specific information is included about general routines as they apply to VCE students as well as answers to some questions about study skills. Information about tertiary matters is also included. More detailed information about the tertiary selection process will be distributed and discussed when appropriate during the year.

Schools assess Outcomes of all VCE studies through School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs). These are listed in detail in *Scotch College: A Guide to VCE 2010*. VCE assessment will be completed mainly in class under timed conditions. Performance in SACs and SATs will be used to establish a ranking of students enrolled in the study at Scotch College. All SACs and SATs will contribute to the ranking. The VCAA will statistically moderate Coursework results against examination results and the General Achievement Test (GAT) to achieve the final Study Score for each subject. At the completion of Year 12 an Australian Tertiary Admissions Rank (ATAR) score will be reported by VTAC to students and relevant tertiary institutions for course selection purposes.

During the year, relevant Heads of Year, Tutors, Heads of Departments, Senior Subject Teachers and Class Teachers will provide more information about VCE studies in 2010. Each student will also receive detailed information and counselling from his Head of Year and the Scotch College Course and Career Centre about tertiary courses and the process of nominating preferences.

All Scotch College VCE students and parents are encouraged to read this document carefully and retain it for future reference. Please direct queries to:

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THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

For a student to obtain his VCE, he must complete the requirements listed below. It is essential that each student accept responsibility for his course of study over the two years of his VCE studies. His Head of Year, Tutor and the Scotch College Course and Careers Centre will assist your son to select and complete an appropriate VCE program, which will lead to university, TAFE, apprenticeships, work, etc.

The minimum requirement for the awarding of the VCE is the satisfactory completion of 16 Units. For the calculation of a student's ATAR, satisfactory completion of Units 3/4 of English (including ESL), Literature or English Language is required. Scotch offers:

- English Units 1, 2, 3 & 4
- Literature Units 1, 2, 3 & 4
- ESL Units 3 & 4
- English Language Units 2, 3 & 4

A student also needs three sequences of other Unit 3/4 studies, including a VET subject if it is currently accredited to be counted towards an ATAR. A small number of Scotch College students study one VET subject; each student should check the status of his VET subject to determine whether it is Certificate II or III and whether it can be used in his calculation of his ATAR. Scotch College does not offer VET on campus; therefore, students enrolled in VET programs must travel to other campuses.

- Unit 1 is usually studied in the first semester of Year 11
- Unit 2 is usually studied in the second semester of Year 11
- Units 3/4 are studied sequentially in either Year 11 or Year 12
- some Units 1/2 subjects can be studied in Year 12
- some Units 3/4 subjects can be studied in Year 11

The VCE is usually completed over two years, but students may accumulate Units over any number of years. It is possible for students returning as adults and students who have received credit for a full Year 11 to complete their VCE in a single year.

VTAC calculates a student's ATAR and communicates that ranking to universities and Tertiary and Further Education (TAFE) institutes.

SATISFACTORY COMPLETION

For Satisfactory Completion (S) of a Unit to be attained a student must demonstrate achievement of each of the Outcomes for that Unit as specified in the Study Design. The decision is based on the Class Teacher's judgments of the student's performance on Coursework designated for that Unit.

Achievement of Outcomes means:

- the work meets the required standard
- the work is submitted on time
- the work is clearly the student's own
- there has been no breach of rules

If all Outcomes are achieved, the student receives S for the Unit.

A student may be awarded Not Satisfactory (N) if:

- the work is not of the required standard
- the student has failed to meet a school deadline for the assessment task, including when an extension of time has been granted for any reason
- the work cannot be authenticated
- there has been a substantive breach of rules including school attendance rules

If any of the Outcomes are not achieved, the student receives N for the Unit. If a student has completed work but there has been a substantive breach of class attendance, the student may be awarded N.

REPORTING

For Units 1/2, S or N only will be reported to VCAA. Scotch College will issue to parents a written interim report, known as a Progress Report, twice during each semester. A detailed written report of school-assessed work and for Scotch College examinations, including grades and comments about level of performance and application to work, will be issued to parents at the end of Semester One and Semester Two.

Units 3/4 assessment of S or N will be reported to the VCAA as well as results for School-Assessed Coursework (SAC) and School-Assessed Tasks (SAT). Year 12 Parent/Teacher interviews will occur during Term 1 and Term 3. Each students' level of performance will be reported twice during each Semester. Students will be informed about their coursework scores, and they will be reminded that these scores are subject to moderation by VCAA.

RULES FOR PREPARING WORK FOR ASSESSMENT

VCAA prescribe five rules which students must observe when preparing work for assessment. These rules apply also to SACs and SATs.

1. A student must ensure that all unacknowledged work submitted for Coursework Assessment is genuinely his own.

2. Students must acknowledge all resources used, including:
 - text and source material
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided

3. Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context
 - prompting and general advice from another person or source which leads to refinements and/or self-correction

Unacceptable forms of assistance include:

 - use of, or copying of, another person's work or other resources without acknowledgement
 - actual corrections or improvements made or dictated by another person

4. Students must not submit the same piece of work for assessment more than once.

5. Students who knowingly assist other students in a Breach of Rules may be penalised.

Scotch College is responsible for administering the VCE rules and instructions. The School has developed courses that will provide opportunities for each student to satisfactorily complete his VCE studies and to complete the required graded assessments.

Each department will provide clear, written details of:

- the work students need to complete
- how to submit work
- time-lines and deadlines for completing work
- procedures to resubmit work, if necessary
- details of what must be submitted to achieve satisfactory completion

USING A COMPUTER

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

- an alternative system is available in case of computer/printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made the work is saved onto a back-up file

A student does not have grounds for an accommodation such as an extension of deadline if he is affected by computer or printer failure. If a student has problems of this nature, he may obtain a loan of a Scotch College computer for a brief period if he has purchased one through Scotch College. Applications are made through the Head of Year.

Retain backup copies of all work. It is recommended that while a student is working, he save to the hard disk at least every hour and all files should be saved to a USB or CDs at the end of every evening work session. These should then be stored independently of the computer in case of damage, loss or theft.

In Units 3/4 it is possible for a few VCE examinations to be attempted using a computer when there is a recognised and documented disability. Students need to complete rigorous tests administered by the Scotch College Education Support Unit who also complete extensive documentation which is submitted to the VCAA.

ATTENDANCE

Scotch College requires 100% attendance. Class Teachers, Tutors and Heads of Year will maintain a roll every lesson. All students must be present in class by 8.35 am each school day. Any student who arrives after 8:35 am will not be permitted to enter class without obtaining a 'late-to-school' pass from the VCE Office. If a student arrives at any other time he must contact his Head of Year and sign the 'late book' at the VCE office.

If, for any reason, students must be absent, for example, for a medical appointment, driving test, college interview, etc., prior permission must be obtained from the Head of Year. Students must attempt to schedule appointments during free periods or lunchtime. Written communication signed by a parent or carer must be presented to each teacher whose classes are missed. A VCE student who is departing before 3:15 pm must sign out unless he has no class Period 6.

Most Coursework tasks are completed in class under timed conditions. This does not preclude some of the work being completed out of class, for example, when students use computers to produce work. Teachers must be able to authenticate work as the student's own.

In exceptional cases an absence from SACs or SATs may be authorised. An authorised absence requires:

- a medical certificate upon return to school
- a telephone call to the school on or before the day of the absence or
- a note from a parent or guardian to the Head of Year and Class Teacher, on the day of return accompanied by appropriate documentation

In exceptional circumstances (illness, funeral, personal crisis etc.) absence from a SAC may be authorised. An authorised absence requires appropriate documentation, for example, a doctor's certificate, notification of a personal tragedy or a phone call explaining the nature of a very serious situation that calls for a student to miss a SAC or SAT.

If a student misses a SAC through authorised absence there are three possible responses:

- an alternative time is arranged to complete the same task as the rest of the class
- an alternative task is created for the student to complete
- if neither the above is possible, an estimated score is derived, based on the average of his other SAC scores in that subject

If a student has not met these requirements the Scotch College VCE Panel (Head of Department, Head of Year and Head of Upper School) will decide if there is sufficient evidence for the student to receive Satisfactory Completion for Coursework and/or the Unit.

If a student is absent at the time of a SAC or SAT, a medical certificate or other acceptable evidence must be provided in order for an alternative assessment or time to be arranged. Students will be required to complete an alternative task at a time designated by the School or if this is not possible, an Estimated Grade will be statistically determined.

If a student is required to be absent due to a school activity such as school sport, a school play or field trip, alternative arrangements will be made for assessment only if the student notifies the Class Teacher, Head of Department and Head of Year **before** the event.

TIMELINES & DEADLINES

The VCAA sets submission dates for the reporting of Unit completion. The Scotch College SAC dates are listed on a separate document, *SAC Dates 2010*, in Learning Point. In setting these dates, consideration has been given to the way they will affect the workload of students and teachers as well as the VCAA assessment submission dates.

Teachers will confirm assessment dates for all SACs and SATs. All Units 1/4 Coursework must be submitted in class on the designated day or within the timeframe published.

AUTHENTICATION

A student must submit for assessment only work that is demonstrably his own. All assistance received by a student in producing work must be acknowledged and be obvious to the reader. Students must be responsible for ensuring that the teacher has no difficulty in authenticating his work. For SACs and SATs, students will follow the authentication procedures described by the class teacher. This may vary according to department and the nature of the task.

VCAA rules about acknowledgement of work must be followed. In the case of a Breach of Rules relating to authentication, a student may be required to provide evidence of the development of his work. In some instances students may be required to demonstrate their understanding by interview and/or repeat part or the entire task. The Scotch College VCE Panel will determine the consequences of all Breaches of Rules.

EXTENSION OF TIME

Scotch College is able to grant extensions of time for the completion of some Coursework, SACs and SATs for the purposes of deciding Satisfactory Completion. An extension of time may extend from the first to the second semester but not into the next school year.

The VCE Panel may set an alternative assessment task selected from the options provided in the study design or an alternative topic.

There are few extensions of time for SACs or SATs as they are completed in class and contribute to the overall study score. Once a SAC or SAT has been attempted, it cannot be attempted a second time for the sake of a change in score.

Application for extension procedures include:

- application form for an extension to be obtained from the Head of Year
- consultation with Class Teacher, Head of Department and Head of Year
- period of the extension determined, student notified, and new submission date established

DRAFTING

Students are encouraged to prepare thoroughly for each SAC and/or SAT. Teachers must not comment on work being drafted for SACs. They can discuss the nature of the work but must not provide specific comment on the actual work being attempted for formal assessment. Teachers will not assess or provide written comments on any draft of work that is to be submitted for Coursework Assessment.

WORD LIMITS

Relevant departments will provide specific information regarding individual studies. If stated it is VCAA and Scotch College policy to adhere strictly to these rules.

FEEDBACK TO STUDENTS

After work is submitted and assessed, teachers may provide feedback to students. Appropriate feedback includes:

- advice on particular problem areas
- advice on where and how improvements can be made for further learning
- reporting S/N decisions and/or written comments on students' performance in an Outcome
- results of a SAC or SAT as a numerical score which contributes to the overall study score

In providing this feedback teachers may indicate to students their scores or grades on individual SACs or SATs. When providing the scores or grades, teachers will advise students that their total Coursework scores may change following statistical moderation. A student may resubmit work to meet satisfactory completion requirements of a Unit; however, he may not resubmit tasks for the reconsideration of SAC or SAT scores awarded by Scotch College.

Students' total scores for Coursework will be statistically moderated, not the scores for individual SACs or SATs. Students will receive a score indicating their level of performance with the understanding that this score may be changed by the VCAA due to review or by VTAC after statistical moderation.

STORAGE OF STUDENT WORK

Students must retain copies of Coursework submitted, notes, drafts or materials used in the process of completing Coursework until the end of the year. The VCAA may request any materials relevant to assessment by Scotch College. Students may also be required to photocopy their work for review processes. Some academic Departments may keep SACs but will provide necessary feedback to students.

LOST, STOLEN OR DAMAGED WORK

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement, possibly including a statutory declaration.

The statement must be signed and dated. Scotch College will keep a record of the loss or damage and on the basis of records kept, shall determine the Unit result for the student. Note, however, that none of this applies to work lost or damaged due to computer misuse or malfunction. Students' responsibilities for proper management of computer material are set out above.

SPECIAL PROVISION

Special Provision provides eligible students with the reasonable opportunity to participate in and complete their VCE studies. Individual students may need special provision in their learning program to achieve the learning outcomes and in assessment to demonstrate their learning and achievement.

The provisions are available to Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) students. Implicit in the provisions is that students enrol in VCE studies with a reasonable expectation of being able to achieve the outcomes of the study design. Students need to demonstrate their achievement fairly in both the School assessment program and the VCE examinations.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE or from being assessed against the outcomes for a study. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances.

Special Provision does not include the development of alternative courses of study with standards of achievement that are different from those specified in VCE study designs. Special Provision cannot be used to compensate for learning that has not occurred.

The guiding principles which must be satisfied in all the forms of Special Provision are:

- the provision should provide equivalent, alternative arrangements for students
- the provision should not confer an advantage to any student over other students

Special eligibility criteria apply to the granting of Special Provision for the VCE. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE.

There are four forms of Special Provision:

- student programs
- school-based assessment
- Special Examination Arrangements
- Derived Examination Score (DES)

Special eligibility requirements apply for each form of Special Provision. Details of Special Provision can be found at the VCAA website: www.vcaa.vic.edu.au

Several universities offer a special program for VCE students who are very talented academically. University studies in the 2010 program are equivalent in content and assessment in every respect to one or more of current first year studies and are at least 20 per cent of a full-time first year university course of a level for an exceptional student and therefore, a clear advance on the designated preparatory VCE Unit 3/4 study and commensurate in workload with an additional VCE study of a level which will normally allow the student, on successful completion, to proceed to second year study at the university in that discipline.

Students are selected by schools to participate in the program, taking into account selection guidelines provided by universities which may include specific tests. The Principal will certify that selected students meet the following criteria.

Students enrolling in university studies must have demonstrated outstanding achievement and have a VCE study score of 41 or more in the preparatory study. In studies whose VTAC scaled mean is above 40 in the preceding year, the Principal may consider selecting outstanding students whose VCE study score is below 41. If students have not had the opportunity to complete the preparatory Units 3/4 sequence prior to enrolment in a university study, a student may be selected on the basis of the Principal's evaluation of the student's Year 11 performance.

The student must:

- be judged overall as an excellent student
- be judged as having demonstrated exceptional achievement in at least Units 1/2 of the preparatory VCE study
- realistically be evaluated as likely to achieve a study score of 41 in the preparatory study
- undertake the designated preparatory Units 3/4 concurrently with their university study

If a student is studying their first language as a Language Other than English (LOTE) and wants to pursue this as an Extension Study, the Principal must certify him as outstanding in his other studies. A student who successfully completes university studies has the titles of the study(ies) and the university reported on his VCE Statement of Results. These studies do not contribute to satisfactory completion for the award of the VCE. VTAC will award an increment of 4 points, 5 points or 5.5 points, according to level of achievement, for a 'passing' result.

A Year 11 student may enrol in a Unit 3/4 study if he has attained at least a GPA of 7 in the equivalent Year 10 study and maintained an overall GPA of 7 for both Semester One and Semester Two.

TEACHING PERIODS

Students must attend all timetabled classes. Year 12 students attend one period each of Christian Education (CE) and Physical Education (PE). Year 11 students attend two periods of either CE or PE unless their program prevents them from doing so. No VCE student may absent himself from any class in order to catch up on work in another subject without permission of the Class Teacher and the knowledge of the Head of Year.

STUDY PERIODS

Most Year 12 students will have four non-teaching study periods per cycle. These provide opportunities to consult sources in the Library, meet with Class Teachers, visit the Course and Careers Centre, study privately, etc. Most Year 11 students have Study Hall. Most students are supervised by a member of staff in silent Study Hall. Groups of fewer than 10 students not assigned to a Study Hall must use the Library to study. A Librarian will mark the roll.

The Library, the Physics Foyer and the Chemistry Foyer are available as study areas during study periods. They are intended to be used for work only. If students wish to speak with others, they must go elsewhere. It is not required that Year 12 students are in the Library or one of the foyers during study periods. Year 12 students may use the facilities of the Glenn Centre, for example, if PE staff are willing to supervise. Year 12 Boarders may, only with the permission of the Head of their boarding house, use their study periods on the Hill. **Year 11 students may not leave the Day School to study on the Hill.**

USE OF SCIENCE FOYERS

No food or drink may be taken into the foyers and care must be taken with the furniture. Quiet discussions may occur in the Physics Foyer, but **the Chemistry Foyer is an absolute silence area.**

LATE ARRIVALS

If a Year 12 student has a study Period 1 and Period 2, he may arrive no later than 10:00 am or the beginning of Assembly or his Tutor Meeting. He must sign in at the VCE office upon his arrival.

ABSENCE FROM SCHOOL

Scotch College has an administrative procedure to record the absence of students. Absences must be indicated by a telephone call before 8:45am on the day of absence. The telephone number to call is 9810 4488. The School must have an accurate record of attendance.

EARLY DISMISSAL

If Year 12 students have a study period in Period 6 they may leave school at 2.30 pm; **No Year 11 students may leave early due to their having study periods. No student may leave School before the beginning of lunchtime without the prior permission of the Head of Year.**

There is a 'sign-out' book in the VCE office into which students must submit details of their early departure before leaving School. Year 12 students may leave campus during school hours with permission from the Head of Year.

No student may leave early if he has sporting or other School commitments. School Officers and Prefects who have ground or gate duties must be available and arrive to perform their duties.

PUNCTUALITY, DRESS & GENERAL CONDUCT

As the senior members of the school, VCE students are expected to be exemplary in their adherence to the general School rules as stated in the *Student Record Book*.

About 30 per cent of Year 12 students hold positions of responsibility as Prefects, School Officers or House Leaders, while others have duties as House Prefects on the Hill.

LOCKERS

Each student must use the locker assigned to him. Bags must not be taken to classes other than PE. Students must not visit their lockers between periods 1 and 2, 3 and 4 or 5 and 6. Students will be held responsible for damage to their lockers.

Boarders must use the book locker assigned to them. Bags must not be used between 8.35am and 3.15pm.

TUCKSHOP

Year 12 students may enter the Tuckshop thirty minutes before the start of lunch. This is subject to displaying courtesy to the Tuckshop staff at all times. **Year 12s do not have priority access to the Tuckshop queue.**

STUDENTS DRIVING CARS

Year 12 students wishing to drive to and from School must apply for permission to do so from the Head of Upper School. The following stipulations apply:

1. The make, model, colour and registration number of the vehicle is to be provided to the Head of Upper School.
2. The car may be used only as a means of transport to and from Scotch at the beginning and end of the School day.
3. The car must be parked in the designated parking area adjacent to the Harvey Nicholson Tennis Courts.
4. Another student may travel in the car if permission has been granted by the parents of both the driver and passenger. (This rule does not apply to siblings.)
5. It is understood that Scotch College is in no way liable for the student as he travels to and from School.

RECOMMENDED VCE STUDY LOADS

In order to do as well as possible in the VCE, students will have to be prepared to complete between 15 to 18 hours in Year 11 and 18 to 25 hours in Year 12 of private study during each week of the school term. These estimated hours include time spent on subject related activities during study periods at school. Nearly all Year 12 students find it necessary to use at least one week of the March and July vacations and two weeks of the September/October vacation, for revision, consolidation and advance work on assignments. Year 11 students enrolled in Units 3/4 of a study will also need to dedicate some time during each vacation to revision.

APPROPRIATE APPROACHES TO STUDY

The optimum work schedule differs from person to person. Some students find it relatively easy to concentrate for long periods, while others require frequent breaks in order to maintain interest and attention. Know your strengths. Early in the year students will be given some suggestions for study schedules. Some students in previous years found 45 to 50 minute sessions followed by five to 10 minute breaks to be an effective pattern. The aim is to train the mind to be able to concentrate at least for 90 to 120 minutes, the lengths of most VCE examinations. The English examination is 180 minutes in length.

EFFECTIVE USE OF STUDY TIME

Many books and pamphlets have been produced to assist students with effective study. Several of these are available in the School Library. It is worthwhile to browse through them. Most researchers and successful students are agreed that the key is to be an active learner, that is, not to read passively, but to be as creative and productive as possible. Students should summarise notes and handouts, give themselves lectures on difficult topics, write answers under test conditions, etc. Rehearsal of what has to be done is helpful; continual repetition assists retention enormously.

Some suggestions for study techniques will be given early in the year. Students should ask teachers how best to study their subjects. They should compare their own approach with those of their friends, particularly those who are having success.

SCHOOL ACTIVITIES DURING VCE

VCE students should make use of every resource that Scotch College has to offer.

Being involved in sport, services, music, drama, clubs, publications, etc. encourages students to organise their time efficiently. These activities also provide opportunities for students to gain success and experience in leadership positions, which may offset and complement academic work.

If students are heavily committed to school activities and are keeping up with their studies, they cannot expect also to lead a busy social life. The ideal is to strike a healthy balance. The opportunity to acquire and develop time management skills is one of the hidden bonuses of Year 12. In the world beyond school such skills will be highly valued by prospective employers.

VCE students should use every available opportunity to increase their awareness of the options available to them during and after their VCE years. The school attempts to assist in the transition to post-secondary education and employment in a number of ways.

VTAC ELIGIBILITY

In order to be eligible for tertiary entrance a student must have obtained his VCE and met other requirements specified by VTAC:

POST-SECONDARY EDUCATION SEMINARS

The Course and Careers Services and Heads of Year will invite representatives from universities, institutes of technology, colleges of advanced education, etc. to visit the School and answer students' questions. Recent Old Scotch Collegians will also address the students on a variety of tertiary courses they are currently studying.

OPEN DAYS

Most tertiary institutions hold Open Days during the year, usually in the months of July, August or September. These are publicised in the daily press. A comprehensive diary of all open days will be issued to all VCE candidates when it becomes available. VCE students are urged to attend at least some of these. They have proved invaluable as a source of career and tertiary education advice.

SCHOLARSHIPS & SPECIAL AWARDS

Scotch College frequently receives information about such awards. Information is posted on the Heads of Year notice board, in the Course and Careers Centre and the Physics Foyer. It is each student's responsibility to apply for scholarships. While the School provides information and assistance, each tertiary applicant is responsible for timely application and provision of supporting information.

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC)

Most applications for admission to tertiary institutions in Victoria are processed by VTAC. Applicants should nominate twelve course preferences. Year 12 students register their preferences through MyInfo on the VTAC website. A comprehensive VTAC guide providing details of all tertiary courses in Victoria is issued to all Year 12 students in Term 3.

Throughout the year information and explanations of the tertiary entrance system will be provided to students. VTAC sends details of students' preferences to the tertiary institutions. Applicants not selected for first preference are considered equally with all other applicants for second preference.

UNDERGRADUATE MEDICINE & HEALTH SCIENCES ADMISSIONS TEST (UMAT)

Students who wish to study Medicine, Dentistry or Physiotherapy must undertake a UMAT. Most medical faculties around Australia require students to have sat the UMAT to be eligible for consideration for medical studies. Details are advertised at Scotch College and students must be cognisant of requirements and dates for the examination. **Registration for 2010 opens in April 2010. The UMAT will be conducted on Wednesday, 28 July 2010.**

APPLICATIONS TO INTERSTATE UNIVERSITIES & COLLEGES

Details of interstate universities and colleges as well as application forms, may be obtained from the Course and Careers Centre. The University of Adelaide and University of NSW often have an early closing date for Medicine. If interested check with the Course and Careers Centre.

UNIVERSITY OF NEW ENGLAND, ARMIDALE NSW & BOND UNIVERSITY

The University of New England and Bond University operate a special admissions scheme. This allows some promising applicants to be admitted to degree programs on the basis of school recommendations, independent of VCE results. Students will be informed of the details of the scheme during the year. A scholarship is offered by Bond University to one Scotch College student each year. Information about this scholarship is available from Course and Careers Centre.

RESIDENTIAL COLLEGES AT LATROBE UNIVERSITY, MONASH UNIVERSITY & THE UNIVERSITY OF MELBOURNE

If considering residence in a university, students are advised to lodge an application early. Forms may be obtained from the Course and Careers Centre during the course of the year. The University of Melbourne residential colleges have a scholarship examination in October for which an additional application must be made.

TECHNICAL & FURTHER EDUCATION COLLEGES (TAFE)

TAFE offers a range of courses developed in consultation with business and industry. Advanced Certificate, Diploma Courses and Advanced Diploma (offered full-time) are listed in the VTAC Guide. Application for these courses is made through VTAC.

COURSES & CAREER SERVICES

The Course and Careers Centre advisors are available throughout the year to provide information and advice about subject choice and post school options. Individual interviews are available at any time and students are encouraged to take advantage of this opportunity. Organised interviews are arranged in Terms 3 & 4.

The Course and Careers Centre has a comprehensive collection of career pamphlets and an up-to-date set of university and college handbooks. They also assist with preparing students for entrance interviews for various tertiary courses.

The Centre provides the latest information on all university and TAFE courses and the subjects required. A program of visiting speakers is arranged throughout the year. Small group excursions to tertiary institutions and workplaces are also organised to provide students with hands on knowledge and experience.

Details are announced in Assembly, via House Tutors and the fortnightly e-newsletter (sent to parents) and are also posted in the Course and Careers Centre.

ASSISTANCE REGARDING CHANGE OF PREFERENCE

The school offers advice and assistance, after the VCE results are announced, for those applicants to tertiary institutions who have to change their plans in the light of their VCE scores. Information is distributed in November.

TERTIARY OFFERS

Offers are sent via email, in groups or rounds, on certain dates. All details regarding the posting of offers, the acceptance of offers, irregular offers, enrolment and deferment are described in the VTAC Guide to Tertiary Courses provided to all Year 12 students.

REFERENCES

Students may request from any member of the School Staff a reference or testimonial. However, Heads of Year are responsible for the preparation of official School references. If a student wishes to give the name of a teacher as a referee to a potential employer, enrolment officer, College Dean, etc., he must consult with that person beforehand. If a student requires an official school reference, he should arrange an appointment with his Head of Year to review his school record. All Year 12 students are provided with a formal Scotch College reference at the end of Year 12.

ASSESSMENT OF LEVEL OF PERFORMANCE

Assessment of levels of performance in Units 1/2 is the responsibility of the School. The VCAA supervises the assessment of all students undertaking studies at Units 3/4 level.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The overall ranking on a scale of 0-99.95 that a student receives based on his study scores (see below). The ATAR is used by universities and TAFE institutes for selection for their courses.

AUTHENTICATION OF STUDENT WORK

In order to be awarded a grade indicating level of performance for a SAC or SAT, candidates must submit work that is clearly their own. For SACs or SATs that are submitted for assessment by a prescribed deadline (SACs or SATs other than those conducted under test conditions), teachers will be required to attest that the work is genuinely the work of the student. The description of SACs or SATs in the study designs includes procedures for ensuring that such an attestation can be made.

CHIEF ASSESSOR

An expert in a particular study who supervises the marking of the external examinations in that study.

COURSEWORK ASSESSMENT

The assessment of work, completed mainly in class time, to establish how students are performing in Units 3/4. Coursework must conform to the Study Design.

DERIVED EXAMINATION SCORE (DES)

An examination score determined by VCAA when a student's examination performance is affected by severe illness or accident or where a student has been unable to sit an examination.

GENERAL ACHIEVEMENT TEST (GAT)

A test that is undertaken in the June examination period by all students studying a Unit 3/4 sequence. The VCAA will check that schools are marking School-Assessed Coursework to the same standard. The GAT does not count towards VCE graduation, but the GAT results are reported to students with their Statement of Results.

OUTCOMES

What students must know, or be able to do, by the time they have finished a Unit.

SATISFACTORY COMPLETION (S)

This means a student has passed a Unit, based on the VCAA's criteria. He receives an 'S' for the Unit. If a student does not satisfactorily complete a Unit, he receives a Not Satisfactory (N) for that Unit.

SCALING

The statistical process used to determine the degree of competition in each study. By comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.

SCHOOL ASSESSED COURSEWORK & TASKS (SAC & SAT)

A task completed in school to assess how students are performing in Units 3 and 4, set and marked by teachers, in schools, according to VCAA specifications. In the subjects of Art, Studio Arts, Design and Technology and Visual Communication and Design coursework tasks are sometimes completed over a period of time, in the form of a project, assignment or folio. These types of coursework are referred to as School-Assessed Tasks (SAT).

SEQUENCE

The sequence is the order in which a student completes Units. For example, a student must study Units 3/4 in sequence.

SPECIAL ARRANGEMENTS

Special arrangements may be made to meet the needs of students who have severe disabilities or illnesses that would affect their performance in Coursework and/or an examination. These arrangements must be made with the Head of Year and the VCAA. They may include extra time, technical aids or a scribe.

SPECIAL PROVISION

The allowance for students who are clearly disadvantaged to complete the VCE in a time frame comparable to their peers.

STATEMENT OF RESULTS

A set of documents produced by the VCAA that formally states the results a student achieved in the VCE and whether he has graduated.

STATISTICAL MODERATION

The process for adjusting schools' assessments to the same standard, while maintaining the students' rank order assigned by the school. The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State.

STUDY DESIGN

The description of the content of a study, the minimum required standards a student must meet and how students' work is to be assessed. The VCAA publishes Study Designs for all of the VCE studies. Schools and other VCE providers must adhere to the Study Designs.

STUDY SCORE (RELATIVE POSITION)

A score on a scale of 0-50 which indicates how students performed in a study relative to all other students enrolled in that same study. It is based on their results in coursework assessments and examinations.

UNITS

A Semester of work in a particular study. There are usually four Units per study, numbered 1, 2, 3 and 4. Units are approximately equivalent to a semester in length.

VERIFICATION OF GRADES

For SACs and SATs that are submitted by a prescribed deadline (SACs or SATs other than those conducted under test conditions) the initial allocation of scores will be made by the school according to the criteria set out by the VCAA.

VICTORIAN CURRICULUM & ASSESSMENT AUTHORITY (VCAA)

The organisation responsible for the accreditation and administration of the Victorian Certificate of Education (VCE). A statutory authority within the Ministry of Education.

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC)

The organisation that calculates a student's ATAR (see above) and communicates that ranking to universities and TAFE institutes.

VOCATIONAL EDUCATION & TRAINING (VET)

The range of nationally recognised vocational certificates integrated within the VCE, for example, Hospitality (VET).

USEFUL ADDRESSES

The Victorian Curriculum and Assessment Authority (VCAA)

41 St Andrews Place,
East Melbourne, 3002

Tel: 9651 4300

Fax: 9651 4324

Website: www.vcaa.vic.edu.au

Email: ycaa@edu.mail.vic.gov.au

Victorian Tertiary Admissions Centre (VTAC)

40 Park Street,
South Melbourne, 3205

Tel: 1300 364 133

Fax: 9696 1310

Website: www.vtac.edu.au

Email: enquiry@vtac.edu.au