

VCE MANUAL 2013

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The purpose of this manual is to provide boys and parents with information concerning VCE studies in 2013.

Each section of this booklet provides details about the Victorian Curriculum and Assessment Authority (VCAA), the VCE and Scotch College's policies and procedures. Specific information about general routines as they apply to VCE boys is included as well as answers to some questions about study skills. Information about tertiary matters is also included. A separate document, *VCE SAC Dates*, contains VCE and Scotch College assessment dates as well as other important dates. More detailed information about the tertiary selection process will be distributed and discussed when appropriate during the year.

During the year, Heads of Houses, the VCE Coordinator, Tutors, Heads of Departments, Senior Subject Teachers and Class Teachers will provide more information about VCE studies in 2013. Each boy will also receive detailed information and counselling from his Head of House and the Scotch College Course and Career Services about tertiary courses and the process of nominating preferences.

It is essential that each boy accept responsibility for his course of study over the two years of his VCE studies. The Head of House, Tutor and the Scotch College Course and Careers Services will assist your son to select and complete an appropriate VCE program, which will lead to university, TAFE, apprenticeships, work, etc.

All Scotch College VCE boys and parents are encouraged to read this document carefully and retain it for future reference. Please direct queries to your son's Head of House, the VCE Coordinator or me:

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THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate recognised both within the Australian Qualifications Framework and globally. It provides evidence that boys have successfully completed their secondary education and are qualified to be considered for tertiary studies. It is designed to be completed over a minimum of two years of study. It includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program:

- Unit 1 studies are normally undertaken in the first semester of Year 11;
- Unit 2 studies are normally undertaken in the second semester of Year 11;
- Units 3 and 4 studies are undertaken sequentially in either Year 11 or Year 12;
- some Units 1 and 2 subjects can be studied in Year 12.

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

The minimum requirement for the awarding of the VCE is the satisfactory completion of 16 Units. These must include:

- three units from the English group, with at least one unit at Units 3 and 4 level;
- at least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a boy's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Scotch offers the following units from the English group:

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

A boy also needs three sequences of other Units 3 and 4 studies, including a VET subject if it is currently accredited, to be counted towards an ATAR. A small number of Scotch College boys study one VET subject; each boy 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 subjects on campus; therefore, boys enrolled in VET programs must travel to other campuses.

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

The Victorian Tertiary Admissions Centre (VTAC) acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes a boy's ATAR.

SATISFACTORY COMPLETION

For Satisfactory Completion (S) of a Unit to be attained a boy must demonstrate achievement of each of the Outcomes for that Unit as specified in the Study Design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the boy's overall performance on assessment tasks designated for that unit. Satisfactory performance on these tasks is sufficient evidence to award an 'S' for the unit. The decision to award an 'S' for the unit is distinct from the assessment of levels of achievement.

Achievement of Outcomes means:

- the work demonstrates achievement of the outcome/s;
- the work is submitted on time;
- the work submitted is clearly the boy's own;
- there has been no breach of either school or VCAA rules.

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

A boy is awarded Not Satisfactory (N) for a unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcome/s;
- the boy failed to meet a school deadline for the assessment task, including when an extension of time has been granted for any reason, including Special Provision;
- the work cannot be authenticated;
- there has been a substantive breach of rules including school attendance rules.

If, in the judgment of a teacher, work submitted by a boy for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into account work previously submitted by the boy provided it meets the requirements set out, or allow the boy to submit further work. A teacher may permit a boy to submit further work to meet satisfactory completion requirements of a unit. **Boys may not submit further** tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

REPORTING

For Units 1 and 2, 'S' or 'N' only will be reported to VCAA. In addition, Scotch College will:

- issue a written interim report, known as a Progress Report, to parents twice during each semester;
- issue 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, to parents at the end of Semester One and Semester Two;
- conduct Parent Teacher Interviews in both Terms 1 and Term 3.

For Units 3 and 4, 'S' or 'N' will be reported to the VCAA as well as the results of the School-Assessed Coursework (SAC) and School-Assessed Tasks (SAT) relevant to the particular study.

Boys will be informed about their coursework scores, and they will be reminded that these scores are subject to moderation by VCAA.

In addition, Scotch College will:

- issue a written interim report, known as a Progress Report, to parents twice during each semester;
- issue a detailed written report of school-assessed work, including grades and comments about level of performance and application to work, to parents at the end of Semester One;
- conduct Parent Teacher Interviews in both Terms 1 and Term 3.

RULES FOR PREPARING WORK FOR ASSESSMENT

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

1. A boy must ensure that all unacknowledged work submitted for Coursework Assessment is genuinely his own.
2. Boys 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. Boys 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 of material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the boy 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. Boys must not submit the same piece of work for assessment more than once.
 5. Boys who knowingly assist other boys 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 boy to satisfactorily complete his VCE studies and to complete the required graded assessments.

Each department will provide clear, written details of:

- the work boys need to complete;
- how to submit work;

- time-lines and deadlines for completing work;
- procedures to resubmit work, if necessary;
- what must be submitted to achieve satisfactory completion.

USING A COMPUTER

A boy 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 boy does not have grounds for an accommodation such as an extension of deadline if he is affected by computer or printer failure.

It is recommended that while a boy 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.

It is possible for examinations in some Units 3 and 4 VCE subjects to be attempted using a computer when there is a recognised and documented disability. Boys need to apply to the VCAA per the VCE Coordinator if they wish to use a computer.

ATTENDANCE

Scotch College requires 100% attendance. Although there is no minimum attendance requirement specified by VCAA, a substantive breach of this regulation without legitimate explanation may make it difficult for a particular outcome to be achieved or authenticated. Class Teachers will maintain a roll every lesson.

If a boy is going to be absent for any reason, for example, for a medical appointment, a driving test, a college interview, and so on, prior permission must be obtained from the relevant Head of House. Boys 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 boy who is departing before 3:15pm must sign out unless he has no class in Period 6.

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 House and Class Teacher, on the day of return accompanied by appropriate documentation.

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

If a boy is required to be absent due to a school activity such as school sport, a school play or excursion, alternative arrangements will be made for assessment only if the boy notifies the Class Teacher, Head of Department and Head of House **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 2013*, in Learning Point. In setting these dates, consideration has been given to the way they will affect the workload of boys and teachers as well as the VCAA assessment submission dates.

Teachers will confirm assessment dates for all SACs and SATs. All Units 1, 2, 3 and 4 Coursework must be submitted in class on the designated day or within the timeframe published.

AUTHENTICATION

A boy must submit for assessment only work that is demonstrably his own. All assistance received by a boy in producing work must be acknowledged and be obvious to the reader. Boys must be responsible for ensuring that the teacher has no difficulty in authenticating his work. For SACs and SATs, boys 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 boy may be required to provide evidence of the development of his work. In some instances boys 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.

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 purpose of a change in score.

Application for extension procedures include:

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

DRAFTING

Boys 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 BOYS

After work is submitted and assessed, teachers may provide feedback to boys. 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 boys' 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 boys their scores or grades on individual SACs or SATs. When providing the scores or grades, teachers will advise boys that their total Coursework scores may change following statistical moderation. A boy 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.

Boys' total scores for Coursework will be statistically moderated, not the scores for individual SACs or SATs. Boys 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 BOY WORK

Boys 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. Boys may also be required to photocopy their work for review processes. Some academic Departments may keep SACs but will provide necessary feedback to boys.

LOST, STOLEN OR DAMAGED WORK

The teacher or boy 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 boy. Note, however, that none of this applies to work lost or damaged due to computer misuse or malfunction. Boys' responsibilities for proper management of computer material are set out above.

SPECIAL PROVISION

Special Provision provides eligible boys with the reasonable opportunity to participate in and complete their VCE studies. Individual boys 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) boys. Implicit in the provisions is that boys enrol in VCE studies with a reasonable expectation of being able to achieve the outcomes of the study design. In addition, boys need to demonstrate their achievement fairly in both the School assessment program and the external examinations.

Boys 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 boys to demonstrate their capabilities where 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 boys;
- the provision should not confer an advantage to any boy over other boys.

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

For assessment, there are three forms of Special Provision possibly available to boys:

- alternative arrangements to school-based assessment requirements;
- Special Examination Arrangements for external examinations;
- Derived Examination Score (DES).

Further, special provision may be granted for chronic circumstances, compassionate late withdrawal or interrupted studies.

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 extension or enhancement programs for high achieving VCE boys. These programs allow boys to complete a first year university subject as part of their Year 12. They give boys the opportunity to explore a particular subject area in greater depth and at a more advanced level. These studies provide an intellectual challenge and allow boys to gain an insight into university life.

Although these extension and enhancement studies do not contribute to satisfactory completion for the awarding of the VCE, successful completion of a full year University Extension subject can be used as a sixth study in the calculation of the ATAR and earn an increment of 4.0, 5.0 or 5.5 points to a boy's ATAR aggregate, depending on the level of results achieved. In addition, boys who successfully complete subjects as part of a University Extension Program and subsequently enroll in an undergraduate course at the same university may be granted credit for that study, if the completed subjects can be taken as part of the chosen degree. A boy who successfully completes university studies has the title of the study or studies, and the university, reported on his VCE Statement of Results.

Boys are selected by the school to participate in a University Extension or Enhancement program, taking into account selection guidelines provided by universities which may include specific tests. The Principal will certify that selected boys meet the following criteria.

The boy must:

- be judged overall as an excellent boy;
- be judged as having demonstrated exceptional achievement in at least Units 1 and 2 of the preparatory VCE study;
- either have achieved, or be evaluated by the relevant Head of Department as likely to achieve, a study score of at least 41 in the relevant Unit 3 and 4 study;
- undertake the designated preparatory Units 3 and 4 concurrently with their university study if it has not been studied in Year 11.

TEACHING PERIODS

Boys must attend all timetabled classes. Year 12 boys attend one period each of Christian Education (CE) and Physical Education (PE). Year 11 boys attend two periods of either CE or PE unless their program prevents them from doing so. No boy may absent himself from any class, Assembly or Tutor Meeting in order to catch up on work in a subject without permission from the relevant Head of House.

ASSEMBLY AND TUTOR PERIODS

Boys are expected to attend all Assemblies and Tutor Periods unless they are attending a school sanctioned activity, such as Music, or they have been granted permission by their Head of House.

CHRISTIAN EDUCATION

Christian Education is a binding thread in the life and culture of Scotch College. The Christian component is integral to the values and aims of Scotch College, and equips the boys for an informed approach to encountering the world. Christian Education assists boys in exploring and evaluating the Christian message for the conduct of their own lives and how they will relate to the world in their life after school. The Christian Education curriculum is designed to offer a different perspective on our role and purpose in society and invites boys to set their beliefs and goals accordingly. The intent of the curriculum is to encourage boys to participate and engage, irrespective of their personal faith background.

Boys in Year 11 and 12 are expected to actively participate in the single lesson timetabled for Christian Education each cycle.

STUDY PERIODS

Most Year 12 boys 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 boys have Study Hall. These study hall periods are supervised by a member of staff. Groups of fewer than 10 boys 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 quiet study only. If boys wish to speak with others, they must go elsewhere. It is not required that Year 12 boys are in the Library or one of the foyers during study periods. Year 12 boys may use the facilities of the Glenn Centre, for example, if a member of the PE staff is 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 boys may not leave the Day School to study on the Hill.**

LATE ARRIVALS

All boys who have a period 1 and 2 class must be present in class by 8.35am each school day. Any boy with a period 1 and 2 class who arrives after 8:35am will not be permitted to enter class without obtaining a 'late-to-school' pass from the VCE Office. A boy who has spare periods in both periods 1 and 2 on a particular day does not need to arrive at school by 8.35 am but must arrive at school prior to 10.10am in time for either Assembly or the tutorial period. If a boy arrives at any other time he must contact his Head of House and sign the 'late book' located at the VCE office.

ABSENCE FROM SCHOOL

Scotch College has an administrative procedure to record the absence of boys. 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 a Year 12 boy has a spare period in Period 6 he may leave school at 2.30 pm; **No Year 11 boy may leave early due to him having study periods. No boy may leave School before the beginning of lunchtime without the prior permission of the Head of House.**

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

No boy 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 boys are expected to be exemplary in their adherence to the general School rules as stated in the *Record Book*.

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

LOCKERS

Each boy must use the locker assigned to him. Bags must not be taken to classes other than PE. Boys must not visit their lockers between periods 1 and 2, 3 and 4 or 5 and 6. Boys 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 boys 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 12 boys do not have priority access to the Tuckshop queue.**

BOYS DRIVING CARS

Year 12 boys 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 School 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 boy 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 boy as he travels to and from School.

RECOMMENDED VCE STUDY LOADS

In order to do as well as possible in the VCE, boys 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 boys find it necessary to use at least one week of the March and July vacations and the September/October vacation, for revision, consolidation and advance work on assignments. Year 11 boys enrolled in Units 3 and 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 boys 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 boys will be given some suggestions for study schedules. Some boys 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 boys with effective study. Several of these are available in the School Library. It is worthwhile to browse through them. Most researchers and successful boys 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. Boys 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. Boys 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 boys should make use of every resource that Scotch College has to offer.

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

If boys 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 boys 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.

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 boys 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. The advisors also assist with preparing boys 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 boys with hands on knowledge and experience.

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

INFORMATION

All important information is emailed to the boys' school email address and posted on Learning Point. There is a regular e-newsletter with important tertiary information posted on Learning Point in Our Community.

VTAC ELIGIBILITY

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

POST-SECONDARY EDUCATION SEMINARS

The Course and Careers Services team offers a range of seminars and programs and will invite representatives from universities and TAFE to visit the school. Recent Old Scotch Collegians will also address the boys 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 and a comprehensive diary of all open days will be issued to all VCE candidates when it becomes available. VCE boys are urged to attend at least some of these. They have proved invaluable as a source of career and tertiary education advice.

SCHOLARSHIPS & SPECIAL CONSIDERATION

Scholarship information is available on institution websites and a complete table of scholarships available across Australia is emailed to all boys in Term 3.

Boys eligible to apply for Special Consideration (SEAS) must apply via MyInfo (VTAC website). If assistance is required please contact the Course and Careers Services team. Note that the closing date for scholarships/special consideration is early October.

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 up to twelve course preferences. Year 12 boys 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 boys in Term 3.

Information about the tertiary entrance system will be provided to boys by the Course and Careers team.

UNDERGRADUATE MEDICINE & HEALTH SCIENCES ADMISSIONS TEST (UMAT)

Boys who wish to study Medicine and some Health Sciences (Dentistry, Physiotherapy, Pharmacy) must undertake the UMAT. Most medical faculties around Australia require boys to have sat the UMAT to be eligible for consideration for medical studies. Details are advertised at Scotch College and boys must be aware of requirements and dates for the examination. Registration for 2013 will open in April 2013.

APPLICATIONS TO INTERSTATE UNIVERSITIES & COLLEGES

Details of each states application process can be found in the VTAC Guide or online. Note that some courses have early closing dates. If interested check with the Course and Careers Centre.

RESIDENTIAL COLLEGES AT LA TROBE UNIVERSITY, MONASH UNIVERSITY & THE UNIVERSITY OF MELBOURNE

Course and Careers Services are happy to assist boys in this process. Applications are online. Representatives from residential colleges are invited to speak to interested boys in Term 3.

VCE RESULTS AND OFFERS

The Course and Careers team offers advice and assistance during Change of Preference week after VCE results are received. During this time boy can adjust their preference list.

Tertiary offers are made in mid January. Boys receive these offers online and in the mail. Details regarding posting of offers, irregular offers, enrolment and deferment are described in the VTAC Guide.

REFERENCES

Boys may request a reference from any member of the School Staff. However, Heads of House are responsible for the preparation of a boy's official School reference. If a boy 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 boy requires an official school reference, he should arrange an appointment with his Head of House to review his school record. All Year 12 boys are provided with a formal Scotch College reference at the end of Year 12.

USEFUL WEBSITES

www.vtac.edu.au

www.myfuture.edu.au

www.year12whatnext.gov.au

www.skillsinfo.gov.au

STUDYING OVERSEAS

www.educationusa.state.gov

www.britishcouncil.org.au/educationuk

www.studyincanada.com/english/index.asp

ASSESSMENT TASK

A task set by the teacher to assess a student's achievements of unit outcomes for School Assessed Coursework.

ASSESSMENT OF LEVEL OF PERFORMANCE

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

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

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

AUTHENTICATION

The process of ensuring that the work submitted by students for assessment is their own.

CHIEF ASSESSOR

An expert appointed the VCAA in each study to supervise the marking of the external examinations in that study.

DERIVED EXAMINATION SCORE (DES)

Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other personal circumstances.

EXTENSION STUDIES

First-year university studies recognised by the VCAA for contribution to the ATAR for students who are academically very able.

GENERAL ACHIEVEMENT TEST (GAT)

A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks. The GAT does not count towards VCE graduation, but the GAT results are reported to students with their Statement of Results.

OUTCOMES

What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.

SATISFACTORY COMPLETION - VCE

The school decision that a student has demonstrated achievement of the outcomes for a VCE Unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N'. Students qualify for the VCE when they satisfy sufficient units which meet the program requirements.

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 and 4 in sequence.

SPECIAL ACCESS ENTRY SCHEME (SEAS)

The Special Entry Access Scheme (SEAS) is the umbrella program run by most institutions for applicants who have experienced educational disadvantage. The program allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.

SPECIAL EXAMINATION ARRANGEMENTS

Arrangements that are approved to meet the needs of students who have severe disabilities, illnesses or other circumstances that would affect their ability to access the examinations.

SPECIAL PROVISION

Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.

STATEMENT OF MARKS

For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question and the maximum mark available. A fee is charged for each statement.

STATEMENT OF MARKS – STUDY SCORE

A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee is charged for each statement.

STATEMENT OF RESULTS

The document issued by the VCAA showing the results a student achieved in the VCE and whether he or she has graduated.

STATISTICAL MODERATION

The process used to ensure that the coursework assessments given by different schools are comparable throughout the state. It involves adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school.

STUDIES

The subjects available in the VCE.

STUDY DESIGN

The description of the content for a study and how students' work is to be assessed in that study. The VCAA publishes Study Designs for each VCE study. Schools and other VCE providers must adhere to the requirements in the study designs.

STUDY SCORE

A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

UNITS (VCE)

The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

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 and distributes a student's ATAR (see above). VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection process.

VOCATIONAL EDUCATION & TRAINING (VET)

Nationally recognised vocational certificates. These certificates may be integrated within a VCE program.

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: vcaa@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