

# VCE Student Handbook

2018

## Industry Pathways Program

VCE0000001      Victorian Certificate of Education  
: VCE VET:      Vocational Education and Training



## Introduction to Federation Training VCE

Federation Training VCE is a specialist program offered by Federation Training that provides quality education options for students wishing to study senior secondary education programs, including **VCE** (Victorian Certificate of Education), and **VCE VET** (Vocational Education and Training).

Federation Training is registered as a Senior Secondary Provider under the **VRQA** (Victorian Registration and Qualifications Authority) and the **VCAA** (Victorian Curriculum and Assessment Authority) guidelines. As a registered provider of Senior Secondary Education all Fed-Tech courses:

- Adhere with the elected Government laws and regulations
- Are governed by the VCAA guidelines
- Promote equal rights for all before the law
- Promote freedom of religion, speech and association
- Promote the values of openness and tolerance

Studying at Federation Training provides students with the opportunity to undertake a range of Senior Secondary Education programs in an adult learning environment that supports the transitions from school to work. Students must be 16 years of age or over to enrol in Federation Training VCE where they can choose an individualised learning program from the following:

- **Adult VCE** (one year, full-time program – Year 12)
- **VCE** (two year, full-time program – Years 11 and 12)

## Program Overview

### Adult VCE Certificate

Adults returning to study must be:

- At least 18 years of age at 1 January in the year of enrolment
- AND**
- Must not have undertaken full-time secondary schooling for the full year preceding the first year of enrolment

To satisfy requirements for the award of the VCE adult students must satisfactorily complete at least eight (8) units including:

- Two (2) units from the English Group (Units 3-4)
- Three (3) sequences (Units 3 and 4) in three subjects other than English.

Note: **English units three and four** will count as a sequence other than English when it is additional to a student satisfying two other units from the English group.

### Student VCE Certificate

Students, not classified as Adult VCE students, are people who do not fit the adult criteria. The minimum requirement is satisfactory completion of 16 units which must include:

- Four (4) units from the English group (Units 1-4)
- At least three sequences of Unit 3 / 4 studies other than English, which may include any number of English sequences once the English requirement has been met.
- Remaining 6 units can be selected from a 1-4 sequence or a recognised VET Qualification

### VET (Vocational Education and Training)

Recognition of Vocational Education and Training (VET) and Further Education (FE) within the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) ensures that students who complete all or part of a nationally recognised VET qualification will receive credit towards satisfactory completion of the VCE or VCAL

- **Scored VCE VET** programs are courses where a study score is available (may be used towards an ATAR score).
- **Unscored VCE VET** programs are available but do not contribute a score towards an ATAR.

## **VCE VET:**

**Scored assessments are available in the following VCE VET certificates:**

- Small Business – Innovation and Operations
- Community Services
- Health
- Hospitality
- Information and Communications Technology

**Unscored VCE VET certificates offered in the Federation Training VCE program:**

- Horticulture
- Conservation and Land Management
- Building and Construction

**Other VCE VET certificates offered by other departments (separate charges apply):**

- Animal Studies
- Electro-technology
- Engineering
- Furnishing
- Hair and Beauty
- Sport and Recreation

# Subject Outlines

VCE

VCE VET

# Victorian Certificate of Education (VCE)

# VCE English

## **Please Note:**

**All school assessed course work tasks for the subject English will need to be hand-written, except for the oral presentation in Units 1 and 4. You have two options for the oral presentation - deliver your speech live during a webinar or a face-to-face session, or submit a video recording of your speech.**

## **Unit 1 – EN011**

In this unit, you will read two texts (e.g. a collection of short stories, a play, etc.) as specified by the teacher. You will write a creative response to one text and an analytical essay in response to another text. In addition, you will practice your listening and speaking skills through class discussion thus developing your ideas and thinking in relation to the texts studied. You will also practice skills of revision, editing and refining your writing for accuracy and stylistic effect.

You will also read various newspaper articles (editorials, letters to the editor, opinion pieces, etc.) watch news reports, read blogs, advertisements, et cetera and analyse the author's arguments and their use of persuasive language. You will then create your own text (oral presentation) where you intend to persuade the audience to agree with your point of view on a selected issue.

## **Unit 2– EN012**

In this unit, you will read two texts (e.g. a novel and a film) as specified by the teacher. You will write an essay discussing important similarities and differences in how these two texts deal with certain ideas and issues. You will draft, revise and edit your writing for technical accuracy and for clear and coherent presentation of the comparison. You will further practice your speaking and listening skills through discussion, developing your ideas and thinking in relation to the texts studied.

You will also read a range of texts where the primary purpose is to persuade the audience to share the author's point of view (editorials and opinion pieces, posters, comics, blogs, advertisements, etc.). You will develop an understanding of specific persuasive effects, such as the impact of argument and persuasive language, and write a critical analysis of the use of language and the presentation of argument in texts. In addition, you will focus on the logical development of your own ideas in relation to a selected issue and present your point of view in writing. Thus you will draft, revise and edit your writing to clarify and critique your thinking on the issue and include coherent argument and quality evidence that supports your point of view. You will include accurate referencing.

## **Unit 3– EN013**

In this unit, you will read two texts (e.g. a collection of short stories, a novel) as specified by the teacher and analyse the explicit and implied ideas and values in those texts. You will practice your listening and speaking skills through class discussion and develop and justify your own detailed interpretation of the texts. You will write a creative response to one text, demonstrating your understanding of the text, and developing a credible and effective voice and style. In doing this you will produce and share drafts, revisions, and edit and refine your work for stylistic and imaginative effect. You will also write an analytical essay in response to the other text, and use textual evidence to support your responses. You will plan and draft to test and clarify your ideas, and edit your writing to produce clear and coherent expression.

You will also read and view a range of media texts (editorials, letters to the editor, opinion pieces, blogs, advertisements, etc.) that debate a topical issue (the texts will have appeared in the media since 1st September 2017). You will examine the ways in which persuasive language is used to express an argument. You will develop a written response where you analyse and compare the use of argument and persuasive language in two to three media texts that present a point of view on an issue currently debated in the media.

## Unit 4– EN014

In this unit you will compare the presentation of ideas and issues in two selected texts (novel and film). You will analyse these texts and explore meaningful connections between how the ideas and issues are conveyed. You will write an analytical essay comparing these texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas and issues and reflect particular values. Through class discussion and drafting, you will test and clarify your ideas, and edit your writing for clear and coherent expression and accurate use of textual evidence.

You will also create and deliver an oral presentation intended to position audiences about an issue currently debated in the media. You will use your knowledge of argument and persuasive language to express your viewpoint specifically to position a selected audience. You will use class discussion and drafting to clarify your thinking and develop your point of view on the issue. You will plan and prepare an argument, and use supporting evidence. You will consider how oral conventions may be used to influence the audience and refine these through rehearsal (critically analysing your own developing text). You will present your point of view in oral form (speech). You will also prepare a written statement explaining the decisions you made during the planning process.

# VCE Health and Human Development

## HH031 – Unit 1 - Understanding Health and Wellbeing

In this unit you will consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. You will analyse data and reflect on the health status of Australia's youth. With a focus on youth, you will explore why there are variations and inequalities in health status within Australia, considering factors such as peer group, family, housing, education, employment, income, access to health information and support services.

You will also investigate the role of food as a foundation for good health and wellbeing. You will learn about the roles and sources of major nutrients and explore how food selection models and other tools are used to promote healthy eating. You will look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the factors that influence food practices and choices made by youth (e.g. marketing of foods and food trends).

You will also conduct your own independent research into a selected area of interest related to the health and wellbeing of Australia's youth. You will identify major health inequalities among Australia's youth and reflect on the causes. You will inquire into how governments and organizations develop and implement youth health programs. As you conduct your own research, you will interpret data and draw conclusions on how the health and wellbeing of Australia's youth could be promoted and improved.

### **HH032 – Unit 2 - Managing Health and Development**

In this unit you will consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. You will consider the characteristics of respectful, healthy relationships and examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, you will investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. You will also learn about the Australian healthcare system and access and analyse health information. You will inquire into the equity of access to health services, as well as the rights and responsibilities of individuals receiving care. You will research a range of health services in your community and suggest how to improve health and wellbeing outcomes and health literacy in Australia. You will also explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

### **HH033 – Unit 3: Australia's Health in a Globalized World**

In this unit you will explore health and wellbeing and illness as complex, dynamic and subjective concepts. You will inquire into the World Health Organisation's (WHO's) prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. You will develop an understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations in health status between population groups in Australia (males and females; Indigenous and non-Indigenous; high and low SES status; those living within and outside of Australia's major cities). You will also consider the different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. You will examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. You will learn about the initiatives to promote healthy eating, and understand why there are challenges in bringing out dietary change. You will investigate the Australian health system and its role in promoting health and wellbeing (focusing on smoking, road safety or skin cancer). You will also conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

### **Unit 4 HHD – Health & Human Development in a Global Context**

In this unit you will use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. You will build your understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. You will consider the health implications of global trends, including climate change, conflict and mass migration, global marketing and tourism, and digital technologies that enable increased knowledge sharing. You will also consider global action that is necessary to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). You will investigate the role of non-government organisation and Australia's overseas aid program, selecting one aid program for detailed research and analysis. You will evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to promote health and wellbeing.

# VCE Mathematics

## VCE General Mathematics – Unit 1 and 2

General Mathematics provides for different combinations of student interests and preparation for study of VCE.

Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and Number', 'Discrete Mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

### Areas of Study 1 – Algebra and structure

- In this area of study students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

### Area of Study 2 – Arithmetic and number

- In this area of study students cover matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

### Area of Study 3 – Discrete mathematics

- In this area of study students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.

### Area of Study 4 – Geometry, measurement and trigonometry

- In this area of study students cover shape, measurement and trigonometry and their application to formulating and solving two and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.

### Area of Study 5 – Graphs of linear and non-linear relations

- In this area study students cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation.

### Area of Study 6 – Statistics

- In this area of study students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

## VCE Further Mathematics

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

### Unit 3:

#### CORE - AREAS OF STUDY 1

- **Data analysis** - Investigating data distributions; Investigating associations between two variables; Investigating and modelling linear associations; Investigating and modelling time series data.
- **Recursion and financial modelling** - Depreciation of assets; Compound interest investments and loans; Reducing balance loans (compound interest loans with periodic repayments); Annuities and perpetuities (compound interest investments with periodic payments made from the investment); Compound interest investment with periodic and equal additions to the principal (an annuity investment).

#### Outcomes - Unit 3

For this unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass Area of Study 1.

## Outcome 1

On completion of this unit the student should be able to define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1 in routine contexts. To achieve this outcome the student will draw on knowledge and skills in Area of Study 1.

## Outcome 2

On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity.

## Outcome 3

On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches.

## Unit 4:

### APPLICATIONS - AREAS OF STUDY 2

Students must complete **two modules** selected from the following four modules.

1. **Matrices** – This module covers definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.
2. **Networks and decision mathematics** – This module covers definition and representation of different kinds of undirected and directed graphs, eulerian trails, eulerian circuits, bridges, hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.
3. **Geometry and measurement** – This module covers the use of measurement, geometry and trigonometry to formulate and solve problems involving angle, length, area and volume in two and three dimensions, with respect to objects, the plane and the surface of the earth.
4. **Graphs and relations** – This module covers the use of linear relations, including piecewise defined relations, and non-linear relations to model a range of practical situations and solve related problems, including optimisation problems by linear programming.

## Outcomes - Unit 4

For this unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass Area of Study 2, Applications.

### Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the contexts from the two selected modules, and apply related mathematical techniques and models in routine contexts. To achieve this outcome the student will draw on knowledge and skills outlined in the two modules selected from Area of Study 2.

### Outcome 2

On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity. To achieve this outcome the student will draw on knowledge and skills outlined in the two modules selected from Area of Study 2.

### Outcome 3

On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches. To achieve this outcome the student will draw on knowledge and skills in the two modules selected from Area of Study 2.

# VCE Business

The VCE Vet Small Business Program provides students with the knowledge and skills to work within small business contexts in general and prepares them to meet industry requirements across a range of sectors. The aim is to enhance employment prospects whilst enabling participants to gain recognised credential and make an informed choice about seeking a career within the small business sector, or related industries.

## Units 1 & 2

### **BSBWHS201 Contribute to Health and Safety of Self and Others.**

This unit provides a basic knowledge of WHS to carry out work in a defined context under direct supervision or with some individual responsibility, in a range of industry and workplace contexts. In addition to working safely, it deals with implementing work safety requirements and participation in WHS consultative processes.

### **VU21419 Contribute to Small Business Operations and Innovation**

### **VU21420 Develop Elementary Professional Skills for Small Business Environments**

### **VU21421 Follow Small Business Policies and Procedures**

### **VU21426 Follow Procedures for Routine Financial Activities of a Small Business**

This cluster of units deals with the day-to-day tasks and issues of working in a small business, and will allow participants to focus on businesses of particular interest whilst covering the small business sector in general.

### **VU21422 Undertake Basic Market Research and Promotion for a Small Business Product or Service**

### **VU21423 Contribute to Small Business Planning**

### **VU21424 Participate in Small Business Quality and Change Processes**

### **VU21425 Assist with the Presentation of Public Activities and Events**

This cluster looks at some of the skills required for managing and marketing a small business and how to review the success (or otherwise) of an enterprise and its activities.

## Units 3 & 4

### **BSBWOR301 Organise Personal Work Priorities and Development**

This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performances and to maintain required levels of competence. It focuses on developing some of the general employment skills required to enter the workforce and take responsibility for own.

### **BSBCUS301 Deliver and Monitor a Service to Customers**

This unit focuses on the general skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in providing customer service. It applies to a broad range of industries and various work contexts.

### **BSBINM301 Organise Workplace Information**

This unit describes the general skills and knowledge required to gather, organise and apply workplace information within the context of an organisation's work processes and knowledge management systems. It focuses on collecting, assessing and organising information and reviewing the information needs of an organisation and applies to a wide range of work contexts and industries.

### **BSBITU306 Design and Produce Business Documents**

This unit describes the skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications. Students need to possess fundamental skills in computer operations and keyboarding. They will be learning about how to select and prepare resources, and then design and produce documents ready for use.

### **BSBPRO301 Recommend Products and Services**

This unit describes the skills and knowledge required to provide advice and information within an organisation about the development and distribution of its products and services. The content will focus on: developing knowledge of, and being able to recommend products and services and learn to be able to provide suggestions and advice on promotional activities.

# VCE Psychology

VCE Psychology enables students to explore how people think, feel and behave through the use of a psychosocial approach. Students explore the connection between the brain and behavior 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.

An important feature of VCE Psychology is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. 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 endeavors.

## Unit 1: How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

## Unit 2: How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviour are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

## Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviour. They consider the limitations and fallibility of memory and how memory can be improved.

## Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyses mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

# VCE Industry and Enterprise

## Unit 1: Workplace participation

This unit prepares students for effective workplace participation. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings as well as entry-level requirements associated with work in selected industries.

Students research a work-related issue, and consider strategies related to the development of interpersonal skills and effective communication to deal with the selected issue.

After completing the relevant occupational health and safety induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

## Unit 2: Being enterprising

In this unit of study students explore the development of enterprise, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Students learn that enterprising and leadership behaviours are vital for success in diverse personal, work and community settings. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills.

As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviours are applied in selected work settings within this industry. They also explore the role of work-related skills in supporting innovation in this industry.

Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider the industry has responded in an enterprising way.

After completing the relevant OH&S induction program, students demonstrate the practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning. In Unit 2 students are strongly encouraged to undertake one or more enterprise projects or activities as part of their 35 hours of structured workplace learning.

## Unit 3: Enterprise culture

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students' exploration of the importance of work-related skills. Students examine enterprise culture by undertaking an investigation of the behaviour of enterprising stakeholders, enterprising approaches to safety and the role of leadership and teamwork in relation to community and/or work settings.

Students explore the role and impact of four forces for change: the management of quality, workplace flexibility, technology, and training and workplace learning, in developing an enterprise culture within an industry.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

## Unit 4: Industry change and innovation

Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

Innovation is a key agent of change for Australian industries. Students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry, and examine the relationships between technology, training and innovation in developing an enterprise culture.

## Vocational Education and Training (VET)

VCE VET programs provide credit towards the VCE, typically at Units 1 to 4 level; however, some programs provide credit at Unit 1 and 2 or Unit 3 and 4 level only. VCE VET programs also provide credit towards VCAL Industry Specific Skills and Work Related Skills.

## School-based Apprenticeships and Traineeships

In School-based Apprenticeships and Traineeships, students undertake a vocational training program within a part-time employment arrangement. Each student is required to enter into a formal training contract. The School-based Apprenticeship or Traineeship comprises:

- Enrolment in the VCE or VCAL at school
- Enrolment with a Registered Training Organisation (RTO) in a structured vocational training program that leads to a vocational qualification
- Part-time, paid work under an industrial agreement that recognises School-based Apprenticeships and Traineeships
- At least one timetabled day spent on the job or in training during the normal school week.
- At least seven hours of employment and six hours of training undertaken per week

Schools should only enrol a student in a School-Based Apprenticeship or Traineeship if the following conditions are met:

- The student are 15 years of age or over
- The student is an Australian citizen or a permanent resident
- The student is in relevant employment
- The principal, or principal's delegate, has signed the training plan and the student is enrolled in a nationally recognised qualification that can be undertaken as a School-based Apprenticeship or Traineeship

# Vocational Education Training (VET)

# VCE VET Business program

## PROGRAM 2: BSB30115 CERTIFICATE III IN BUSINESS

<b>Units 1 and 2</b>	
<b>Compulsory unit:</b>	
<b>BSBWHS201A</b>	Contribute to health and safety of self and others
<b>Elective units:</b>	
Select <b>FIVE</b> electives	
<ul style="list-style-type: none"><li>▪ <b>BSBDIV301</b> – Work effectively with diversity</li><li>▪ <b>BSBFLM303</b> – Contribute to effective workplace relationships</li><li>▪ <b>BSBINN301</b> – Promote innovation in a team environment</li><li>▪ <b>BSBITU303</b> – Design and produce text documents</li><li>▪ <b>BSBWRT301</b> – Write simple documents</li></ul>	
<b>Units 3 and 4</b>	
<b>Compulsory units:</b>	
<b>BSBCUS301B</b>	Deliver and monitor a service to customers
<b>BSBINM301A</b>	Organise workplace information
<b>BSBITU306A</b>	Design and produce business documents
<b>BSBPRO301A</b>	Recommend products and services
<b>BSBWOR301B</b>	Organise personal work priorities and development

## 22247VIC Certificate II in Small Business (Operations / Innovation)

For the award of 22247VIC Certificate II in Small Business (Operations / Innovation) students must achieve 12 units of competency:

- Nine core units of competency
- Three elective units from the elective bank set out in the accredited curriculum document

<b>Units 1 - 4</b>	
<b>Compulsory unit:</b> * Prerequisite	
BSBWHS201A	Contribute to health and safety of self and others
VU21419	Contribute to small business operations and innovation
VU21420	Develop elementary professional skills for small business environments
VU21421*	Follow small business policies and procedures
VU21422	Undertake basic market research and promotion for a small business product or service
VU21423	Contribute to small business planning
VU21424	Participate in small business quality and change processes
VU21425	Assist with the presentation of public activities and events
VU21426	Follow procedures for routine financial activities of a small business
<b>Elective units:</b>	
BSBCRT301A	Develop and extend critical and creative thinking skills
BSBINN201A	Contribute to workplace innovation
BSBPRO301A	Recommend products and services
BSBSUS201A	Participate in environmentally sustainable work practices
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBWOR202A	Organise and complete daily work activities
FNSFLT301A	Be Money Smart
FNSFLT401A	Be Money Smart through a career in small business
ICAWEB201A	Use social media for collaboration and engagement
SITXCCS303	Provide service to customers

## PROGRAM 2: ICA30115 CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (PARTIAL COMPLETION)

<b>Units 1 and 2</b>	
<b>Compulsory:</b>	
BSBWHS304	Participate effectively in WHS communication and consultation processes
ICAICT202	Work and communicate effectively in an IT environment
ICASAS301*	Run standard diagnostic tests
<b>Electives: Choose a minimum of 90 nominal hours from the following Groups::</b>	
<b>GROUP A: Applications</b>	
ICAICT203	Operate application software packages
<b>GROUP B: Network Administration</b>	
ICANWK304	Administer network peripherals
<b>GROUP C: Support</b>	
ICASAS304	Provide basic system administration
ICASAS303	Care for computer hardware
<b>GROUP D: Web Technologies</b>	
ICAWEB201	Use social media tools for collaboration and engagement
ICAWEB303	Produce digital images for the web
<b>GROUP E: Multimedia</b>	
ICAGAM301	Apply simple modelling techniques

<b>Units 3 and 4</b>	
<b>Compulsory:</b>	
BSBSUS301	Implement and monitor environmentally sustainable work practices
ICAICT301	Create user documentation
ICAICT302*	Install and optimise operating system software
ICASAS305*	Provide IT advice to clients
ICASAS306*	Maintain equipment and software

**Units 3 and 4 Elective Bank: Choose a minimum of 60 hours from the Elective Bank**

ICAICT307	Customise packaged software applications for clients
ICAICT308	Use advanced features of computer applications
ICASAS307*	Install, configure and secure a small office home office network

# VCE Requirements

## Enrolments

### Initial Course Selection

Enrolments in VCE Units 1, 2, 3 and 4 must be completed through an interview with a VCE Teacher. Students may change the subjects they are enrolled in provided the enrolment period is not closed and there is room in the other class, speak to a VCE teacher about this. Enrolments with distance education must be organised with the Distance Education Centre directly. Any change to your distance education enrolments must also be reported to a VCE Teacher.

## Withdrawals

If you feel you are struggling in a unit see your teacher as soon as possible, you may be able to transfer to another class that is more suited to your skill level, eg. If you are having trouble with Further Maths you may be able to transfer into General Maths.

After initial course selection you can: Withdraw from selected units or totally withdraw from the VCE.

**Process:** Complete a Federation Training Withdrawal Form.

**Distance Education:** Students must notify the Distance Education Centre of their withdrawal. Students enrolled in Units 3 and 4 should also let a VCE teacher know that they have withdrawn.

## Absence

Federation Training requires **80%** attendance and participation for the awarding of a Satisfactory Unit result.

If you fail to meet this minimum attendance requirement you are at risk of not passing the unit.

- **Medical Certificates must be given to the VCE Administration Officer, who will notify your other teachers.**
- **Single class absences:** If you are unable to attend a class, please notify your teacher. It is the student's responsibility to approach the teacher and complete all work missed due to the absence.
- **Absences from SACs:** If you are absent on the day of a SAC you MUST provide a Medical Certificate or other similar documentation.
- **Extended Absence:** If you are absent for more than four consecutive weeks, without notifying your teacher, you will be withdrawn from the unit. Please notify your coordinator of any prolonged absence. Evidence will be required to justify the absence, eg. Medical Certificates.
- **Special Provision:** Year 12 students may apply for Special Provision in the case of illness or other extenuating circumstances. Application must be made in writing.

## Unit Requirements

**Passing a Unit: S** means a satisfactory result, **N** means a not satisfactory result.

For the satisfactory completion of a unit a student must demonstrate achievement of learning outcomes. Students will be required to complete work regularly both within class and in their own time.

- Students studying Units 1 and 2 will be expected to complete a minimum of 1-2 hours homework per unit every week
- Students studying Units 3 and 4 will be expected to complete a minimum of 2-3 hour homework per unit every week

## Achieving Outcomes

To achieve an outcome a student must:

- Produce work that meets the required standard (class tasks and activities)
- Submit work on time
- Submit work that is clearly their own
- Regularly engage in class/online activities
- Observe all VCAA and Federation Training rules

### **S – Satisfactory Result**

The student receives an S for the unit, when the teacher certifies that all outcomes are achieved satisfactorily

### **N – Not Satisfactory Result**

The student receives N for a unit when one or more of the outcomes are not achieved because (Note: Students have the opportunity to resubmit under VCAA Guidelines).

- The work is not of the required standard
- The student has failed to meet a time deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work can NOT be authenticated as the student's own work.
- There has been a breach of rules including attendance rules.
- If you receive an N on one assessment task you will receive an N for the whole unit

## Timelines and Deadlines - All Units

- Teachers will provide students with details of the nature of the task and the time allocated to complete the task
- Teachers will provide students with dates when Coursework is to be completed.
- Students must submit work by the specified date and time
- Only under extreme circumstances will work be accepted after the due date
- If you are unable to submit your work because of illness or personal difficulties, please:
  - Inform your teacher within seven days of the due date (before due date if possible)
  - Discuss with your teacher the reasons why an extension of time is required. In some situations, evidence may be required.
  - Year 12 students without a valid reason for an extension or who have not contacted their teacher within seven days of the due date will receive a Not Satisfactory for that outcome.
  - Year 11 students will be withdrawn from the unit.

## School Assessed Coursework (SACs)

Units 1 to 2:

- Tasks designated as School Assessed Coursework are part of the regular teaching and learning program
- The nature of the tasks will vary from subject to subject
- School Assessed Coursework (SAC) will be completed in your own time by the scheduled dates with an approved supervisor (students will be responsible to organise)
- Teachers will provide students with information and details to prepare for the SAC in advance.
- The time allowed for the tasks and the conditions under which the task will be completed will also be specified
- Word ranges act only as a guide to students, however if the lower end of the word range is not met, the student may not be providing enough material to show that outcomes have been achieved
- Under normal circumstances students will be receiving feedback 2 weeks after the final due date.
- Teachers will not correct drafts of work that are to be submitted as a SAC. Also, teachers will not provide feedback or make comments on work that is being submitted for assessment, until the work has been assessed and marked recorded.
- Students will not receive feedback on the SACs until all SACs have been received.
- Students must ensure that work being submitted for assessment is in fact their own work.
- Authentication rules apply
- Students must sign a Declaration of Authenticity form (provided by the teacher), for SACs where some work is completed outside the classroom

## Extension of time for SACs

Students may, in extreme circumstances, apply for an extension of time to complete SACs. Grounds for appeal are either illness or cases of extreme hardship. Appropriate evidence will need to be required to support the request eg, Stat Dec, Medical Certificates

### **ACTION:**

If a student is unable to complete a SAC, they must notify the teacher within seven days, and it is the student's responsibility to contact the teacher, discuss the situation and apply for an extension of time up to 2 weeks.

- The teacher will decide whether an extension will be granted
- The length of the extension granted will depend on the time required for the original task, the amount of time missed by the student and the nature of the grounds for appeal (this will normally not exceed 4 days)

## Lost, Stolen or Damaged Work

If work has been lost, stolen or damaged, the student must repeat the work, an extension may be given by the teacher, depending on circumstance.

## Feedback to Students

- After SACs have been submitted and marked, teachers will provide feedback to students. Appropriate feedback includes advice on problem areas, advice on where and how improvements can be made
- The task will be awarded an S or an N against the outcomes, and the teacher may also give a numerical grade

### STUDENTS PLEASE NOTE:

The grade obtained by the student may change due to Statistical Moderation by the VCAA. At the end of the year the coursework marks are compared to the external exam results. If the coursework marks are lower than the exam marks, then the internal marks may increase and vice versa. If coursework marks are much higher than exam marks then the coursework marks will be decreased.

## Resubmitting coursework with an N Result

Students may resubmit SACs within a time frame specified by the teacher to demonstrate achievement of outcomes and thus convert an N result into an S result

- The teacher may set another task, or ask you to resubmit the original task, and decide when it is to be carried out and set a new due date.
- The initial numerical grade will not be changed, only the N to an S result.
- 

## Breach of Rules and Authentication

**ALL UNITS:** If any part or all of a student's work **CANNOT** be authenticated then the matter will be dealt with as a **BREACH OF RULES**. For SACs, the work will only be assessed if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own.

### Authentication – VCAA Rules

All work submitted by students for assessment must be the student's own work.

Students must observe the following rules when preparing work for assessment. These rules apply to all Units:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own
- A student must acknowledge all resources used, including: text, websites and source material the name(s) and status of any person(s) who provided assistance and the type of assistance provided
- A student 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 (eg. 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 acknowledgment
- Corrections or improvements made or dictated by another person
- A student must not submit the same piece of work for assessment in more than one study
- A student who knowingly assists other students in a breach of rules may be penalised
- A student must sign the Declaration of Authenticity form for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own
- A student must sign a General Declaration that he or she will obey the rules and instructions for the VCE, and accept its disciplinary provisions

## **Procedures for Breach of Authentication**

### **Identification**

Teachers must satisfy themselves about the authenticity of student work that:

- Is not typical of other work produced by the student
- Is inconsistent with the teacher's knowledge of the student's ability
- Contains unacknowledged material
- Has not been sighted and monitored by the teacher during its development

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student's own.

### **Onus of Proof**

The student must provide evidence that the work submitted is their own. The student may be required to:

- Provide evidence of the development of the work
- Discuss the content of the work with the teacher and answer questions.
- Provide samples of other work
- Complete under supervision, a supplementary assessment task.
- Attend an interview or complete a test

### **Informing students of a need for an interview**

- The Program Manager will give the student written notification of the purpose, date, time and place of the interview.
- The interview panel will consist of the Program Manager, subject teacher and another VCE teacher
- The student may bring a friend to act in a supporting role

## Procedures for Breach of the Rules in Coursework Assessment

Students who are observed breaching the rules will be informed by the subject teacher of such observations before the end of the allocated time period for the assessment. The teacher will inform the Program Manager. The student will be notified of an interview time in the same manner as for **Breach of Authentication Rules**.

## Appropriate Penalties Following a Breach of Rules

Depending on the severity of the Breach of Rules, one of the following penalties will be imposed.

- The student is reprimanded
- The student is given the opportunity to resubmit work
- The part of the work that infringes the rules is not accepted
- Refusal to accept any part of the submitted work and an N result given for that outcome

## Notification of Penalties to Student

- The Program Manager will notify the student in writing, within 14 days
- The notification will include the nature of the breach, the reasons for making the decision and the penalty imposed
- Students have the right to appeal to the VCAA about decisions made regarding Breach of Rules
- Appeals must be lodged within 14 days of receiving notification from the Program Manager

## Student's Right of Appeal

Students have the right to appeal to Federation Training on decisions about:

- Non-satisfactory completion of a unit
- Special provision
- Breach of Rules
- Students have the right of appeal to the VCAA on Breach of Rules only

## Appeals to Federation Training

**Students must lodge an appeal to the Education Manager within 14 days of receiving the decision.**

- A committee of appeal, consisting of the Program Manager, a teacher representative and a non-VCE teacher will consider all records relating to the case and may interview the student.
- The student will be given at least 24 hours notification of the interview and may have a friend present in a support role, but not as an advocate

## Appeals to the Victorian Curriculum and Assessment Authority

Students have the right to appeal to the VCAA against penalties imposed by Federation Training for Breach of Rules. They may appeal on one or both of two grounds:

- That a Breach of Rules had not occurred
- The penalty was too severe

***A student's intention to appeal must be received in writing at the VCAA within 14 days of the Education Manager's written notification to the student.***

- For school-assessed tasks the student's appeal will only be considered if plans or drafts of the work have been sighted by his or her classroom teacher during the period the work was being undertaken
- Teachers are not required to sight drafts of school-assessed coursework which was done mainly in class time

**There is no right of appeal to the VCAA if Federation Training refuses to accept the late submission of coursework.**

## Examination

All subjects at Units 3 and 4 level have to externally sit exams at the end of the year. Students can receive a VCE Certificate without sitting the examinations. However, if you wish to receive a study score and an ATAR score you must sit the examinations. It is recommended that all students sit the exams. Some Federation Training subject exams will be held at a Federation Training campus. Exams for other Distance Education subjects are held in local schools. Please check with a VCE Administration Officer for times and days. These are published in May, a link will be provided on Moodle.

- All students will be given an examination booklet prior to the end of year exams with the timetable and examination rules
- It is the students' responsibility to read the examination timetable/rules booklet and make sure they are on time for their exams
- Students who arrive late for an examination will be permitted into the room providing they arrive within half an hour of the commencement of writing time. Students arriving after this may only enter after receiving approval from the VCE teacher in charge or the Education Manager. If you arrive after half an hour of writing time has elapsed the VCAA may choose not to accept your exam paper, in this case you will be marked absent. Please be on time to all exams to prevent this

### Absence from Examinations

If a student has been prevented from undertaking an examination due to circumstances that warrant Special Provision the student should apply to the VCAA for a Derived Examination Score. The student must contact the VCE Administration as soon as possible to arrange the completion of VCAA Forms and the required documentation, usually a medical certificate. The official Application forms must reach the VCAA within 7 days of the student's last examination in that examination period. Students should make every effort to attend examinations, even if they do not feel they can give their best effort. If you feel you are unable to perform your best during an exam you must contact the VCE teacher prior to the exam so an application for a Derived Exam Score can be completed. If the student attends the exam a section on the Derived Exam Score form must be filled out by an appropriate, independent professional in the period between two days before and one day after the exam. If the student does not attend the exam a section on the Derived Exam Score form must be filled out by an appropriate, independent professional on the day before or on the day of the exam. If you sit the exam, and apply for a derived exam score, the better of the two scores will be used as your exam result.

## General Achievement Test (GAT)

All VCE students enrolled in one or more Unit 3 and 4 sequences must sit the GAT. The GAT test consists of three components:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences

**Note:** The use of calculators is not permitted in the GAT. Copies of past GATs are available on Moodle or VCAA website

## GAT Results

A sentence on the student's Statement of Results will indicate whether the student obtained results in the General Achievement Test or had an authorised or unauthorised absence from the GAT. A statement of GAT results is mailed to each student with all the VCE results. This statement will indicate the student's score, with descriptive comments about the student's performance on each component.

## Uses of the GAT

The GAT is an essential part of the VCE assessment procedures. Although GAT results do not count towards VCE results, they do play an important part in checking that school-assessed coursework and examinations have been accurately assessed, and in the calculation of the Derived Examination Score. Think of it as an insurance if you are unwell at the end of the year.

## Exemption from the GAT

As the GAT may contribute to the Derived Examination Score it is important that ALL students attempt this examination. A student is eligible for exemption if he or she is:

- Vision impaired, or has an impairment for which arrangements cannot be reasonably be made given the format of the GAT
- Prevented by accident, illness or other serious cause related to personal environment from sitting the GAT

## Examination Irregularities

Examination irregularities are events which materially interrupt and adversely impact a student's performance at an examination and which are outside the student's control.

Examples of events which can occur are:

- Power failures, emergency evacuations and other disruptive events
- Misprints or mistakes in examination question booklets
- Extraneous noise
- Incorrect interpretation of examination conditions or rules by Supervisors
- Material mistakes in the conduct of oral and performance examinations

Where reasonably possible and practical, minor disruptions will be rectified and remedied at the time of the examination by the Supervisor of the examination, for example by replacing faulty booklets. In many cases this will ensure that there is no adverse impact on students. Where a disruptive event has occurred and the Program Manager, or delegate, considers that, despite any remedial action taken by the Supervisor, a student's performance may have been materially adversely affected, this constitutes an examination irregularity. The Program Manager, or delegate, may report the irregularity to the VCAA and request that special consideration be given to the student (or group of students) affected. If a student believes that an event constitutes an examination irregularity which has materially adversely affected the student's performance in the examination, the student must advise the Program Manager in writing within three days of the end of the examination. The student has no further role or input in determining whether an application for special consideration will be made to the VCAA by the Program Manager. The VCAA will only consider applications made by the Program Manager. The VCAA may make its own independent enquiries before making any determination.

In the event that it is found that an examination irregularity has occurred sufficient to warrant an adjustment the VCAA may, without limiting its discretion, make an estimate of a fair score by:

- Considering the calculation for Derived Examination Scores
- Considering the performance of the student on those parts of the examination not affected by the event
- Considering any other appropriate statistical method.

Should the score originally obtained by the student be lower than this estimate, it will be replaced by the estimate. A student's examination results cannot be lowered by the Examination Irregularities process. At the conclusion of this process the school will be advised in writing as to the outcome. The results issued to students will be the final results, inclusive of any special consideration which may have been granted through the Examination Irregularities process.

## Special Provision

A student is eligible for this provision if, at any time while studying for the VCE, he or she is:

- Adversely affected significantly by illness, by any factors relating to personal environment or by other serious cause
- Disadvantaged by a disability or impairment

Prolonged absence from course work is not itself a ground for special assistance. Documentation will be required. This may include medical certificates and other reports from social workers, youth workers or other professionals.

## Special Provision determined by Federation Training

### Curriculum Delivery and Student Programs

Throughout the year individual students may have difficulty participating and/or completing classwork. Teachers may provide Special Provision to eligible students to help them complete their classwork in a reasonable time frame. This may be in consultation with the Student Support Officer. Where a student is unable to complete a scheduled assessment task or whose achievement on an assessment task is affected by illness or by other factors, the school may

- Allow the student to undertake the task at a later date
- Grant an extension of time to complete the task
- Assess the same outcome(s) by setting a substitute task of similar scope and demand

## School-based Assessment - Year 12 Coursework

Students eligible for Special Provision may be assisted in the following ways:

- Rescheduling SACs
- Setting alternative or substitute SACs
- Allowing more time to complete SACs
- Allowing the use of different arrangements to complete a SAC

## Compassionate Late Withdrawal

Where a student is experiencing severe hardship, for example serious illness, the student may be given approval for late withdrawal from Units 3 and 4, before the end of the Unit. Federation Training must apply to the VCAA on the student's behalf, using documentation provided by the student.

## Interrupted Studies

Students enrolled in Units 3 and 4 who experience serious illness or other disadvantage during the course of the year, may apply for interrupted studies status and withdraw from Unit 4 of a sequence. You may apply for interrupted studies for a whole program or just some subjects. Federation Training must apply to the VCAA on the student's behalf, using documentation provided by the student

**NOTE:** Interrupted studies is not granted to students who wish to enroll in alternative courses or participate in activities of personal interest.

## Special Exam Arrangements granted by the VCAA

Students are eligible for Special Examination arrangements if it can be demonstrated that achievement on the examination is adversely affected by:

- Accident or sudden onset of illness
- Personal circumstances
- Long-term Impairment

Special Examination Arrangements may take the form of:

- Extra reading time in addition to the official reading time
- Extra time designated for the examination
- Normal time but with appropriate rest periods

Students with specific illnesses or disabilities may be assisted by:

- Permission to use special technological aids.
- Use of a scribe, clarifier or reader
- Use of enlarged, Braille and/or recorded examination papers and alternative examination venue

Applications must be made to the VCAA by Federation Training on behalf of the student. In all cases full documentation is required. This may include medical certificates and reports and other reports from social workers, youth workers or other professionals

**ACTION:** Students must contact a VCE teacher to obtain and complete the Application Forms prior to mid-February

## Derived Examination Scores (DES)

If you become ill or experience a traumatic event in the two weeks leading up to the examinations or during the examination period, or during an exam you may apply to have your examination result determined by the VCAA. You must apply to the VCE department. The VCE teachers and Program Manager will determine whether you are eligible and make a recommendation to the VCAA.

- Your application must be substantiated with evidence from an independent professional (eg. Doctor, Social Worker, Police Officer or Solicitor)
- The VCAA will consider the application and, if you are eligible, approve it. Otherwise it will refuse the application

If your application is approved, the VCAA will derive a final result for the examination for you and use this to calculate the Study Score.

The Derived Examination Score is calculated using your moderated school assessments, your GAT scores, and the Indicative Grades provided by your school. If you had started an examination but were unable to continue, the marks you achieved on the partly completed examination may also be used. If your Derived Examination Score is higher than your actual exam score, it will become your final score. Otherwise, your actual examination score will be used.

**ACTION:** The student must contact the VCE Department and complete the Application Form. You must provide independent professional evidence in support of your application. In doing so, you must permit the VCAA to contact the person providing independent evidence to seek further information if necessary.

If you are applying because of illness your doctor will need to supply a written report. The report will need to provide information from which it will be clear that the illness is sufficiently serious to warrant absence from the examination or that the symptoms would clearly impact on your preparation for the examination or on your performance on the examination. It will not be sufficient for your doctor to merely state that you were suffering an illness or unfit for study. The Application must reach the VCAA within 7 days of the missed examination. If you feel you are unable to perform your best during an exam you must contact the VCE Department prior to the exam so an application for a Derived Exam Score can be completed. If the student attends the exam a section on the Derived Exam Score form must be filled out by an appropriate, independent professional in the period between two days before and one day after the exam. If the student does not attend the exam a section on the Derived Exam Score form must be filled out by an appropriate, independent professional on the day before or the day of the examination.

## Glossary of terms

**Assessing school** – the school is responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing schools.

**Assessment task** – A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes)

**Australian Tertiary Admission Rank (ATAR)** – the overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

**Authentication** – the process of ensuring that the work submitted by students for assessment is their own.

**Chief Assessor** – an expert appointed by the VCAA in each study to supervise the marking of the external examination/s 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.

**EAL** – English as an Additional Language

**Examinations** – external assessments set and marked by the VCAA. All VCE Unit 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with a small number in June. Performance examinations and oral components of Languages examinations are held in October.

**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.

**Graded Assessment** – all VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

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

**Home school** – Refers to the main school of the student. Only the home school may enter and change a student's personal details through VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school.

**NA** – Not Assessed

**Nominal hours** – the scheduled hours required for the delivery and assessment of vocational training as determined by Skills Victoria (formerly OTTE).

**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 or VCAL unit.

**Post-Results and ATAR Service (PRAS)** – a free telephone enquiry service provided by the VCAA after the release of the VCE results.

**Principal** – refers to principals, college principals of multi campus schools, headmasters, headmistresses and directors.

**SAC** – School-assessed Coursework

**Strand** – the VCAL contains four curriculum strands; literacy and numeracy skills, industry specific skills, work related skills and personal development skills.

**Student number** – the unique number assigned to each student enrolled in VCE, VCE VET and VCAL. From 2003, the Student Number replaces all references to Candidate Number and VCAA Candidate Number in this and other VCAA publications.

**Studies** – the subjects available in the VCE.

**Study design (VCE)** – a study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. 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.

**Training package** – a document that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies and professional development materials may support these as non-endorsed components.

**UG** – Ungraded

**Unit of competency (UoC)** – the specification of knowledge and skills and the application of that knowledge and skills to the standard of performance expected in the workplace. The RTO assesses competence.

**Units (VCE)** – the components of a VCE study that are a semester in duration. There are usually four units in a VCE study, Units 1, 2, 3 and 4.

**VASS** – Victorian Assessment Software System

**VCAA** – Victorian Curriculum and Assessment Authority

**VCE** – Victorian Certificate of Education

**VCE Certificate** – the certificate awarded to students who meet the requirements for graduation of VCE. See also Statement of Results.

**VCE VET** – VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

**Victorian Tertiary Admissions Centre (VTAC)** – VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).

**VRQA** – Victorian Registration and Qualifications Authority

1300 133 717  
federation training.edu.au

National Provider Number: 0417

