

Ilim College, Doveton



Ilim
College

VCE Handbook

2023

Dream.
Believe.
Achieve.

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Principal's Message

2023 is set to be an exciting Year for Ilim College, Doveton.

Since the school opened in 2017, we have been looking forward towards this moment, and our teams have been working hard behind the scenes in preparing to embark on this exciting journey.

As an innovative and growing part of the wider Ilim family, we draw upon many years of VCE success at our Dallas campuses, where our staff have served the VCE educational needs of our community for over twenty years. Here at Doveton, we have nurtured our students from a young age as we continue to build a caring and resilient environment, where the whole person of the child can grow to be a positive and caring member of a community. We aim to be a school that is steeped in the values and traditions of Islam and built upon the solid bedrock of our shared past, but also to be one with an outward looking future focus.

The final years of secondary school present some wonderful opportunities to explore subjects and

pathways that students find particularly engaging. No other student will necessarily choose the same combination of subjects.

To our students: our pursuit is your pursuit – we hope that you will achieve all you are capable of achieving and do so within an environment at Doveton that is nurturing and supportive. We recognise you as the individuals you are and the adults you are becoming. Both academically and spiritually, we look forward to supporting and guiding you through these years and ultimately leading you to the next phase in your life.

As you look through this handbook, I hope it will assist you as you and your family take the next step in your educational journey at Doveton.



Siti Ali
Principal

General Information

The students will receive information from their teachers regarding each VCE unit of study they undertake. This information will also be available on SchoolBox.

This will include

- An overview of each subject and the units of study involved.
- A description of each learning outcome relating to the unit of study
- A list of the types of Assessment Tasks
- Some key dates to outline the sections of the.

Much of this information will reflect that found in the VCE Study designs for each subject, all of which are found on the VCAA website.

Support Available

The following staff member can assist you with subject selection:

- Ms Rana Massri - Campus Coordinator

Key Dates

Friday 15 July 2022	VCE Handbook Distributed
Monday 18 July 2022	Year 11 2023 Student Interviews (No Parents Required)
Tuesday 19 July 2022	Year 10 2023 Student Elective Interviews (No Parents Required)
Monday 25 July 2022	Second Year 11 2023 Student Interviews (No Parents Required)
Tuesday 26 July 2022	Second Year 10 2023 Student Elective Interviews (No Parents Required)
Thursday 28 July 2022	Year 11 Subject Selection Interviews with Parents and Students: 9:00am-4:30pm
Friday 29 July 2022	Subject Selection Forms Due 4:00pm

Victorian Certificate of Education

The VCE and how it works

Structure

- Each VCE subject is divided up into four Units numbered 1, 2, 3, & 4
 - Each Unit covers one semester in length
 - In most cases a student will complete Units 1&2, before they progress to Units 3&4.
 - Although changes can occur, earlier on with Units 1&2, Units 3&4 in any subject must be completed as a sequence.
-

Assessment

- Assessment is through SACs, SATs and a final exam.
 - Coursework (SACs) are set internal and moderated to ensure the level marking is consistent across schools.
-

Satisfactory completion

- To gain a VCE certificate, all students must achieve an 'S' to say they have demonstrated the outcomes in at least 16 Units.
 - 3 Units are required in English (including Units 3&4) along with a Unit 3&4 outcome in at least 3 other subjects.
-

Scored and Unscored VCE

- Students who complete the final exam for each of their Unit 3&4 subjects, will be given a study score for each subject and an overall ATAR Score, which enables them to engage in further study, such as University.
- A small number of students may choose to opt out of the exam. Their result will then be an unscored VCE. These students must still achieve an 'S' in 16 VCE Units, and complete the required number of Unit 3&4 subjects.



School—Assessed Coursework

SACs

- Although specific SAC tasks form the basis of an individual VCE subject, the overall award of an ‘S’ for any Unit is based on all work completed in a subject which demonstrates sufficient evidence understanding for each Area of Study.
- This is referred to as an Outcome and all assessed work contributes to these important judgements.

How many are there?

- Although the number of SACs for each Unit of a subject can vary, it is usually about four assessed tasks in each subject.

Redemption

- If a student is deemed to have fallen short of the required standard, they are given a later opportunity to demonstrate their understanding. This is called SAC redemption.
- Specific procedures for this will be made clear to all students at the start of the school year.

School—Assessed Tasks

Presentation and Submission

- Some subjects involve SATs, which must be submitted to your teacher during the lesson on a specified day. Students must sign a Declaration of Authenticity when they submit their SAT. Failure to submit a SAT by the stated deadline will result in a zero being recorded for that particular SAT. The SAT can still be submitted in order to gain an S for the outcome. If the SAT is not submitted then an ‘NA’ will be recorded for the SAT.
- Students must ensure that their student number appears clearly on every page of the SAT. The student’s name must NOT appear on any page, including the title page.

Authentication

- It is the student’s responsibility to ensure that their teacher regularly sites the development of their work and that both sign the authentication record on a regular basis.

Practice Exams, The GAT and Unit 3 & 4 exams

Practice

- To enable students to perform with confidence in their final VCE exams each subject will hold practice exams in Year 11 and in Year 12.
- Some Year 12 SACs and exams will also be marked by an external VCAA assessor to give students an indication of how they are tracking.

The GAT exam

- This usually takes place in June although for 2022 VCE students it is in September due to delays caused by COVID and the transition to a new version of the exam.
- It is taken by all students taking a Unit 3&4 subject in that year and forms an important part of the final calculation of the ATAR scores.
- Although no formal revision or specific knowledge is required, it is a good idea for students to have had some practice to prepare them for the exam. The school will help students to prepare in this way.

Final exams

- Some Year 12 SACs and exams will also be marked by an external VCAA assessor to give students an indication of how they are tracking.
- These begin in the final week of October and normally run for approximately 3 weeks.
- In the weeks leading up to this, all class work is completed and students focus on completing practice exams and a range of other targeted revision exercises.



Special Provisions

- Where any student may be impacted by specific difficulties or injury, VCAA allows for some additional conditions to be applied.
- These are referred to as Special Provisions, and involve such things as extra exam time, or physical breaks and in some cases the use of technology.
- There is a detailed application process to be completed by the school on behalf of the student, should this be a relevant consideration.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the exam is impaired due to:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- learning disability / severe language disorder



Further Advice and Resources

As stated above, it is a good idea to visit the VCAA web pages for further information on VCE and how it all works and is administered.

There are also numerous individual pages for all subjects with study designs, study summaries, past exam papers and examiners reports.

On the following pages, we have added a glossary of VCE terminology to help in fully understanding any of the documentation you may encounter.

www.vcaa.vic.edu.au

www.vtac.edu.au

www.goodcareersguide.com.au

www.courseseeker.edu.au

www.skills.vic.gov.au/victorianskills-gateway/students/pages/tafe.aspx



Glossary of VCE terms

ATAR

Australian Tertiary Admission Rank. The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

Assessing School

The school 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

In Units 3 and 4 the student's level of achievement is determined by a combination of School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and Examinations.

Assessment Task

A task set by the teacher to assess students' achievements of unit outcomes (see also Outcomes).

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 exam(s) in that study.

Derived Examination Score (DES)

Provision available for students who have missed an exam or whose exam performance has been impaired due to illness or other serious cause.

Examinations

Unit 3 and 4 external assessments set and marked by the Victorian Curriculum and Assessment Authority. All studies have at least one examination. Written examinations, Performance and Oral examinations are held in October and November.

Exams

External assessments set and marked by the VCAA. All VCE Units 3-4 studies have at least one exam. Most written exams are held in November. Performance exams and oral components of LOTE exams are held in October.

<p>GAT</p> <p>General Achievement Test: The test that is done by all students doing a Units 3- 4 sequence. It is used by the VCAA to check that schools are marking School-Assessed Tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results.</p>
<p>Graded Assessments</p> <p>All VCE studies have graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have Coursework, and some have School-Assessed Tasks.</p>
<p>Outcomes</p> <p>What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.</p>
<p>SAC</p> <p>School-Assessed Coursework. A school-based assessment which is reported as a grade for either a Units 3 and 4 sequence or Units 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes.</p>
<p>SAT</p> <p>School-Assessed Task. A school-based assessment for a Units 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.</p>
<p>Satisfactory Completion</p> <p>School decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.</p>
<p>Sequence</p> <p>VCE Units 3 and 4 are designed to be taken as a sequence at Year 12 level.</p>
<p>Special Provision</p> <p>Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.</p>
<p>Statement of Result</p> <p>The document(s) issued by the VCAA showing the results a student achieved in the VCE, and whether he or she has graduated. See also VCE Certificate</p>
<p>Statistical Moderation</p> <p>The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined exam and GAT scores for the students in that school doing that study.</p>

<p>Student Number</p> <p>The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.</p>
<p>Studies</p> <p>The subjects available in the VCE.</p>
<p>Study Design</p> <p>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 study designs.</p>
<p>Study Score</p> <p>A score from zero to 50, which shows how a student performed in a study, relative to all other students doing that same study. It is based on the student's results in school assessments and exams.</p>
<p>Units</p> <p>The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.</p>
<p>VASS</p> <p>The Internet-based VCE Administrative Software System (VASS) used by schools to administer VCE enrolments and results and to transfer data onto the VCAA central database.</p>
<p>VCAA</p> <p>Victorian Curriculum and Assessment Authority.</p>
<p>VCE Certificate</p> <p>The Certificate awarded to students who meet the requirements for graduation of the VCE. See also Statement of Results.</p>
<p>Victorian Student Number (VSN)</p> <p>The unique number assigned to an individual aged between 4 and 24 years of age who is enrolled in an educational program.</p>
<p>VTAC</p> <p>Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs co-ordinating the joint selection. It calculates and distributes the Australian Tertiary Admission Rank (ATAR).</p>

2023 Year 11 Subjects at Doveton

The following section of this handbook shows which VCE subjects we will be offered next year at Ilim College, Doveton. Please note that not all subjects will necessarily run - it will depend upon student choices and timetable. Please also note that some classes may be offered as Virtual Classes (including via Virtual School Victoria).

Year 11 2023 Unit 1/2 Offerings

Subject	Offerings
1.English*	1. English*
2.Religion*	1.Text & Traditions*
3.Mathematics	1.Foundation 2.General 3.Methods
4.Science	1.Chemistry 2.Biology 3.Psychology
5.Humanities	1.Legal Studies 2.Business Management 3.History: Empires
6.Languages	1.Turkish 2.Arabic
7.Information Technology	1.Applied Computing
8.Health	1.Health & Human Development

*Subjects are Compulsory

*Texts & Traditions - Unit 1 over Semester 1 and Semester 2

Note:

Year 11 2023 students will choose 7 Subjects in order of Preference (English / Text & Tradition are not included in the list as they are compulsory).

Each Year 11 student in 2023 will complete VCE Units in English, Text and Tradition plus 4 others.

1. English: Unit 1 and 2
2. Text & Tradition: Unit 1 only. Plus:
3. *VCE Subject 1: Unit 1 and 2
4. *VCE Subject 2: Unit 1 and 2
5. *VCE Subject 3: Unit 1 and 2
6. *VCE Subject 4: Unit 1 and 2



* Dependent upon total student choices, preferences, and timetable restrictions.

Advance
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Subject	Is it for you?
Foudation Mathematics	Year 11 Foundation Mathematics Units 1 and 2 has a strong emphasis on using Mathematics in practical ways. You will study mathematics you encounter in everyday life, at home, work, and study. This subject is suitable if you are perhaps not intending to do Mathematics at Year 12.
General Mathematics	<p>If you are intending to continue with Mathematics in Year 12, then General Mathematics may be for you. This subject provides a good general introduction to:</p> <ul style="list-style-type: none"> • Algebra and functions and graphs • Statistics and arithmetic • decision and business maths • data analysis and simulation • geometry and trigonometry • matrices.
Mathematical Methods	<p>Are you intending to continue with Mathematics in Year 12, with a view of a career in Computer Science, Physics, Chemistry or Engineering?</p> <p>Are you interested in how aspects of the world can be explained by mathematical processes? For example, Mathematics underlies the modelling of weather patterns. It is important to be clear about your reasons for wanting to study Methods. For example, is it a prerequisite for future study?</p>
Chemistry	<p>There are a variety of activities in Chemistry, including viewing videos, using interactives, and conducting experiments. Interactives and videos help to explain and apply the concepts. There is maths involved in Chemistry – things like balancing positive and negative charges to work out chemical formulas; some equation solving; using fractions and large numbers with your calculator. It is important to be clear about your reasons for wanting to study Chemistry. Is it something you're interested in, a prerequisite for future study, or some other reason?</p>
Biology	<p>This subject is for you if you enjoy working as a scientist. Biology is a hands-on subject with lots of content to learn. You will have many opportunities to improve your skills in performing experiments and analysing scientific literature. Are curious about the natural world and want to know how life works? Are you perhaps interested in pursuing higher education in biotechnology, botany, genetics, immunology, microbiology, pharmacology, and zoology? If so, then this subject is for you.</p>
Psychology	<p>Do you enjoy:</p> <ul style="list-style-type: none"> • knowing more about people • learning how psychologists understand people • learning how people function and interact in the modern world? <p>Do you want to:</p> <ul style="list-style-type: none"> • find answers to your own questions, design ways of finding those answers, and conduct experiments to find those answers • go out into the community to find answers and gather data? <p>Would you like to go on to:</p> <ul style="list-style-type: none"> • work with people, follow a course of study that can lead to higher degrees in many different fields • a career in professional psychology or psychological research? <p>Do you want to learn about:</p> <ul style="list-style-type: none"> • how people have come to understand human behaviour • why people do what they do • how the brain functions? <p>If yes, then Psychology is for you!</p>

Subject	Is it for you?
Legal Studies	<p>Legal Studies Units 1 and 2 is for students who would like to gain an understanding of our legal system and how it operates. Students who enjoy learning through case scenarios will find the subject engaging.</p>
Business Management	<p>This subject is for students who:</p> <ul style="list-style-type: none"> • are interested in the business world • enjoy developing and implementing your own ideas • are thinking about starting your own business in the future • are already running your own small business or are working in a business • would like to work in business in some capacity in the future • would like to know more about how to run a business successfully.
History: Empires	<p>History Empires is for students who are interested in how the political map of the modern world came to be and the forces that shaped it and continue to shape it today. If you're interested in perhaps learning about Empires such as the Ottoman, the Venetian, the Spanish, the Dutch or the British, then this is the course for you. Also, if you enjoy reading and learning about history and plan to study it in Year 12, History Empires will give you a great background into the events that are studied in History Revolutions Units 3 and 4.</p>
Applied Computing	<p>If you're interested in strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information, and software security, then Applied Computing may be for you. You will examine the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions, all the while focussing on four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.</p>
Health & Human Development	<p>Do you enjoy reading and keeping up to date with recent health issues? Do you have an interest in your own health and wellbeing and how you can achieve optimal health and wellbeing? Do you enjoy learning about nutrition and how it relates to your health? Do you want to explore health strategies and programs available in our community to achieve optimal health and wellbeing? If you answered yes to all of these, then this subject could be for you.</p>

Foundation Mathematics

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

General Mathematics

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations, and graphs, with and without the use of technology

Mathematical Methods

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 & 2.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

Chemistry

Unit 1 - This unit will take you through the Chemistry behind the materials around us. It looks at the work of early scientists, including the discovery of atoms and the development of the model of the atom to include the sub-atomic particles in the nucleus. In this context, you will learn about the development of the Modern Periodic Table, as both a unifying framework for the placement of elements and as a visual representation of the relationships between elements based on their physical and chemical properties. You will be introduced to carbon chemistry, its importance in organic chemistry, including plastics and its use in nanotechnology.

Unit 2 - This unit explores the chemistry of water: its unique physical and chemical properties that make it a universal solvent and the many reactions that occur in water, including redox reactions and acid-base. You will learn about a variety of contexts and a range of analytical techniques and instrumental procedures used to determine the presence of and amounts of different chemicals, including contaminants, in water. You will apply stoichiometry to determine the concentrations of these chemical species in water.

Biology

In Unit 1 you will study cell structure and function in plants and animals. You start by looking at the characteristics of life and how a cell works. You explore the life cycle of a cell within the context of sunburn and cancer. You will then use case studies and experiments to investigate plant and animal systems and how they work together to keep everything in balance. Your main tool for learning about the functions of cells and systems is experimentation. You will spend time learning how to conduct a scientific investigation and then you will design and conduct their own experiment.

In Unit 2 you will seek to understand how diversity within and between species is influenced by reproduction and inheritance. You develop your skill in using the tools of genetics to explain how genes interact with each other and the environment. You will discuss how genetic diversity enables species to survive in an ecosystem. You will also undertake a research investigation into the bioethical issues surrounding human modification of the natural world.

Psychology

In Unit 1 students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

In Unit 2, students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Legal Studies

In Unit 1, you will develop an understanding of legal foundations. You will study key ideas of criminal law and civil law and then apply these to actual or hypothetical scenarios.

Unit 2 looks at the enforcement of criminal law and civil law, including methods and outcomes. You will investigate two criminal cases and two civil cases and then apply what you have learnt to actual or hypothetical scenarios. You will then learn about rights and how they are protected in Australia and another country.

Business Management

Unit 1 covers the planning of a business. All businesses contribute to the economic and social wellbeing of a nation. Therefore, it is vital to develop conditions under which new business ideas can emerge. This unit looks at taking a 'what if' idea and turning it into a reality. You will explore the factors affecting business ideas, the internal and external environments that affect how a business operates and the effect these have on planning a business.

Unit 2 focuses on establishing the business. It looks at the legal requirements to bring the business into existence, the establishment of financial record keeping and staffing the business. It also looks at how to promote and inform potential customers about the business. You will look at effective ways to market the business and the best way to meet the staffing needs of the business. It also looks at meeting financial record keeping requirements.

History: Empires

In Unit 1 students focus on the features of empires and what contributed to their rise. They analyse how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion.

In Unit 2, students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established and describe the empire's global power and why their influence prospered. They analyse the empire's social, political, economic and cultural structures of power and how it was used to maintain control. Students evaluate the consequences of empire expansion, especially for indigenous peoples.

Applied Computing

In Unit 1 students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Unit 2, students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established and describe the empire's global power and why their influence prospered. They analyse the empire's social, political, economic and cultural structures of power and how it was used to maintain control. Students evaluate the consequences of empire expansion, especially for indigenous peoples.

Health & Human Development

Unit 1: Understanding health and wellbeing:

In this unit you will explore the concept of health and wellbeing, and factors that can influence health attitudes, beliefs and practices. You will also investigate the role and function of major nutrients, and evaluate food selection models and other tools used to promote healthy eating among youth.

Unit 2: Managing health and development:

In this unit you will explore developmental changes in the transition from youth to adulthood and analyse factors that contribute to healthy development during prenatal and childhood stages of the lifespan.

Complete the Following Activities to assist you in choosing your VCE courses:

Activity 1:

In the table below, enter 9 subjects you are aware of or considering (English/Texts & Traditions are compulsory), and indicate which ones you like or don't like - and why. Also select whether that subject is needed for a future course or job and whether your teachers have recommended you do this course or not.

Subjects	Like - Why	Don't Like - Why	Needed for future course/job?	Recommended by Teachers?

Activity 2:

To help you make your course choices, in the table below enter three interest areas or career ideas you might have and then list any VCE subjects that you think might be helpful in working towards these:

	Career Recommendation/ideas	Subjects that would Suit:
1		
2		
3		

Activity 3:

Knowing what the course prerequisites are for the Tertiary Courses you might be interested in can help you achieve your career aspiration(s). Consider some future courses you may be interested in and check the prerequisites for these.

Uni/Tafe Courses I am considering	Name of Institute	Pre-requisites for entry:

Ilim College, Doveton



 www.IlimCollege.com

 Dovetoncampus@ilimcollege.vic.edu.au

 (03) 9781 5659