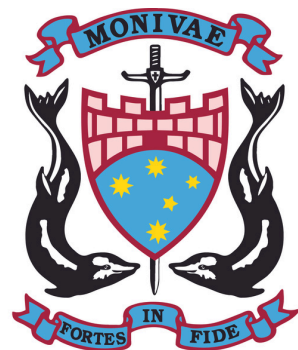


# 2025

VCE / VCE VM

Student Handbook



**Monivae**  
College Hamilton

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## Preface

This handbook is here to help you, and your teachers understand everything you need to know about the Victorian Certificate of Education (VCE) and the VCE Vocational Major (VCE VM). It explains the expectations, rules, and processes to help you succeed.

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance, and implementation of the VCE and VCE VM. The information contained in this handbook is based on the VCE Administrative Handbook, an official publication of the VCAA.

Monivae College is fully accredited to deliver the VCE. The College principal is responsible for ensuring that all requirements of VCAA are carried out and that students are given a thorough understanding of the program and adequate support to effectively manage their studies. To this end, all VCE students are given access to a copy of this handbook via the Learning Management System (SIMON) to ensure that they have ready access to the correct information and processes about their senior school studies.

## The Victorian Curriculum and Assessment Authority (VCAA)

Each year, the VCAA publishes the [VCE Administrative Handbook](#). This guide explains all the rules and procedures for how VCE works. You can access it on the VCAA website if you'd like more detail.

All issues about the VCE and the VCE Vocational Major will be managed using the VCAA [VCE Administrative Handbook](#), updated annually by the VCAA.

## Key Staff for VCE Students

If you have any questions or concerns, your first step is to talk to your subject teacher. They'll help or guide you to the right person.

Staff Member	Role	Contact Information
<b>Mrs Sofia Vearing</b>	Senior School Coordinator	<a href="mailto:svearing@monivae.vic.edu.au">svearing@monivae.vic.edu.au</a>
<b>Mr Dale Minney</b>	Assistant Senior School Coordinator	<a href="mailto:dminney@monivae.vic.edu.au">dminney@monivae.vic.edu.au</a>
<b>Mr Simon Hatherell</b>	VCE VM / VET Coordinator	<a href="mailto:shatherell@monivae.vic.edu.au">shatherell@monivae.vic.edu.au</a>
<b>Mr Michael Harms</b>	Careers Coordinator	<a href="mailto:mharms@monivae.vic.edu.au">mharms@monivae.vic.edu.au</a>
<b>Mrs Katee Mitchell</b>	Director of Students	<a href="mailto:cmitchell@monivae.vic.edu.au">cmitchell@monivae.vic.edu.au</a>
<b>Mrs Kate Couchman</b>	Director of Wellbeing	<a href="mailto:kcouchman@monivae.vic.edu.au">kcouchman@monivae.vic.edu.au</a>
<b>Mr Benjamin White</b>	Director of Learning and Teaching	<a href="mailto:bwhite@monivae.vic.edu.au">bwhite@monivae.vic.edu.au</a>

## PROGRAM OVERVIEW

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## Victorian Certificate of Education (VCE)

The VCE is a senior secondary certificate of education recognised within the AQF. The VCE combines academic subjects, and VET programs and usually takes at least two years to complete.

Students have 2 enrolment program options when enrolling in the VCE:

- **The VCE:** Includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR)
- **The VCE VM:** A vocational and applied learning program which includes studies with school-based assessments that do not provide a study score towards an ATAR. VCE VM students can include other VCE studies and VET units as part of their VCE VM program, including [Structured Workplace Learning Recognition for VET](#).

## Victorian Certificate of Education - Vocational Major (VCE VM)

The VCE VM is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students a greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work, and life.

The VCE VM prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners, and confident and creative individuals; and,
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

## Vocational Education and Training (VET)

Students may include Vocational Education and Training (VET) in their VCE program. Students can do nationally recognised training through a VCAA-approved VET program as an apprenticeship or traineeship or any other VET qualification and receive credit towards their VCE or VCE VM.

### **What is VET?**

Vocational Education and Training (VET) is a pathway for students who wish to gain industry skills through practical subjects.

Both VCE and VCE VM students can do VET courses. Some VET subjects include exams and can count towards your ATAR.

VET courses:

- Provide a nationally recognised qualification in a specific industry or provide credit towards one.
- Contribute towards the completion of your VCE, VCE Vocational Major, or VPC.
- Give you the choice to study through a paid school-based apprenticeship or traineeship.

## Course Structure

At Monivae College, we offer to main pathways for your senior studies the **Victorian Certificate of Education (VCE)** and the **Victorian Certificate of Education – Vocational Major (VCE VM)**. Both programs are designed to help you reach your personal goals, whether that's going to university, starting an apprenticeship, or entering the workforce.

Both pathways can include **Vocational Education and Training (VET)** courses, which give you nationally recognised qualifications and help you explore your career interests while earning credit toward your VCE or VCE VM.

### Victorian Certificate of Education (VCE)

#### **Year 11**

Students in Year 11 will be required to complete six (6) subjects in Year 11, including English (or a subject from the English group), Religion and Society, and the continuation of any accelerated subjects.

An indicative timetable for Year 11 may look like this:

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Private Study
English / EAL	Religion & Society	General Maths	Visual Communication & Design	Physical Education	Health & Human Development	Study

#### **Year 12**

Students in Year 12 are required to complete six (6) Unit 3&4 subjects. English (or a subject from the English group) is a compulsory subject for VCE students.

If a student has completed a Unit 3 & 4 study in Year 11, they may be eligible for an extra line of study periods or choose to complete another 3 & 4 subject of their choice.

Where a student completes a VET subject off-campus, they will have study periods incorporated in their timetable to support successful completion of their external studies.

An indicative timetable for a Year 12 student may look like this:

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Private Study
English / EAL	Mathematical Methods	Specialist Mathematics	Physics	Chemistry	Physical Education	Study

## VCE Vocational Major (VCE VM)

Each student enrolled in the VCE VM will participate in a program that includes curriculum from each of the following strands:

- VCE VM Literacy
- VCE VM Numeracy or VCE Foundation Mathematics
- VCE VM Work Related Skills
- VCE VM Personal Development Skills
- VET Course
- Structured Workplace Learning

An indicative timetable for a VCE VM student may look like this:

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
VM Literacy	VM Numeracy / Foundation Maths	Personal Development Skills	Work Related Skills	VET Course	Structured Workplace Learning

### **Flexible Delivery of VCE VM Studies**

Monivae College, and relevant external providers, may deliver VCE VM studies flexibly by:

- Delivering a single VCE VM unit across more than one semester (permission required through the Atypical VCE VM Delivery program).
- Accepting mid-year entry and delivering:
  - VCE VM Unit 1 in Semester 2, and Unit 2 in Semester 1 the following year (no permission needed)
  - VCE VM Units 3 & 4 through the NHT or the Atypical VCE VM Delivery program (permission needed)
- Delivering Units 1 and 2, or Units 3 and 4, concurrently across two semesters (no permission needed).

## **PLANNING AND ORGANISATION**

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## Personal Organisation

Use tools like Google Calendar or Apple Calendar to keep track of deadlines and plan your study time.

To help with personal organisation, a SAC Calendar will be provided to students at the beginning of each semester. This document shows the scheduling of assessment tasks, SATs, and SACs for the upcoming semester.

*Note: SAC Calendar dates may be subject to change. Students will be notified in advance if these dates will change by their subject teacher.*

## Meeting Deadlines

Effective organisation is crucial for success in courses that involve multiple tasks. Falling behind in one subject places you at a disadvantage for the rest of the unit. It is important to hand in your work on time so that everyone is assessed fairly.

### **Failure to Submit Work on Time**

At the beginning of each semester, students will be provided with the deadlines for all SACs, SATs, and assessment tasks.

All deadlines must be strictly adhered to. Work must be handed in on, or before, the due date, unless an extension has been granted. The extension, and new due date, will be recorded on SIMON / Learning Areas.

Work that is submitted late **will not be graded** and in the case of school-assessed coursework or school-assessed tasks, the student will receive 'N/A' (not assessed) for that task. N/A contributes no marks to towards the student's study score and ATAR.

## Attendance

Regular attendance is crucial for students to fully participate in the teaching and learning process. The correlation between school attendance and student achievement is well-established.

- Students are expected to attend 100% of scheduled classes.
- You must attend at least **80%** of your classes each semester to pass your unit or outcome.
- Subject teachers are responsible for keeping an accurate record of attendance.
- Families are encouraged to consider the implication of taking holidays outside of scheduled breaks.
- In the case of absence, it is the student's and parent/carer's responsibility to provide evidence through appropriate documentation (e.g., medical certificate, PAM communication, email, phone call).
  - Absences not supported by documentation will be considered 'unexplained.'
  - Four 'unexplained absences' in a VCE subject over a term will result in a letter to the student's parent/carer, with an opportunity to provide supporting evidence.
  - If no evidence is provided, a meeting will be held with the student, parent/carer, and the relevant Year Level Coordinator to discuss further actions.

### **Approved Absences**

Approved	Required Documentation
<b>Illness</b>	Medical certificate
<b>Funeral / religious or cultural event</b>	Note from parent / carer
<b>Elite level sport</b>	Note from parent / carer
<b>Court appointments</b>	Letter from the court
<b>Medical / dental / hospital appointment (that cannot be arranged out of class time)</b>	Medical certificate
<b>Family emergency</b>	Note from parent / carer
<b>Study period due to teacher absence</b>	Attendance recorded in Study Hall
<b>School excursions</b>	Not required – attendance recorded on SIMON
<b>Suspensions – external</b>	Not required – attendance recorded on SIMON
<b>Suspensions – internal</b>	Not required – attendance recorded in SIMON
<b>Unapproved Absences</b>	Clarification
<b>Truancy</b>	On school grounds but not in class. Will be recorded as Unexplained Absence.
<b>Unexplained Absence</b>	If no explanation is provided within 5 working days of absence.

### **Study Periods**

It is important to use allocated study periods effectively. They are times for work not ‘freers’ and time for relaxation.

### **Study Hall**

The Study Hall is a facility set aside for quiet, **productive** study during students' private study lessons, or non-scheduled classes. While group work may be undertaken, this location is not provided for students to socialise or waste time.

## VCE School-Based Assessment

### Eligibility for the Award of the VCE (excluding VCE VM)

The VCE is awarded based on a minimum requirement of the satisfactory completion of 16 units, which must include:

- Three units from the English group, including a Unit 3 & 4 sequence.
- At least three other sequences of Unit 3 & 4 studies, which can include further sequences from the English group.

### Eligibility for the Award of the VCE VM

The VCE VM is awarded based on a minimum of requirement of satisfactory completion of 16 units, which must include:

- Three VCE VM Literacy or VCE English units (including a Unit 3 & 4 sequence)
- Two VCE VM Numeracy or VCE Mathematics units
- Two VCE VM Work Related Skills units.
- Two VCE VM Personal Development Skills units
- A minimum of three (3) additional Unit 3 & 4 sequences, which can include other VCE or VCE VET studies.
- A minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of 'Vocational Major' on their VCE certificate.

If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

### **VCE VM Assessment**

VCE VM assessments are school-based and assessed through a range of learning activities and tasks. VCE VM studies do not contribute to the ATAR.

There are no external assessments of VCE VM Unit 3 & 4 sequences and students enrolled in VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from a wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

### Satisfactory Completion of VCE Units (S)

To satisfactorily complete a VCE unit (including VCE VM units), students must demonstrate their achievement of the set outcomes as specified in the study design. Your teacher will decide if you've passed a unit or outcome by looking at all your work, including class work, assessment tasks, and school-based assessment.

The decision to award an S for the unit is distinct from the assessment of levels of achievement.

Students will be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve outcomes.

Students will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- Produced work that demonstrates achievement of the outcomes for that study
- Submitted work that is clearly their own

## Not Satisfactory VCE Unit Result (N)

You'll get a N (Not Satisfactory) for a unit or outcome if:

- You miss deadlines without approval, or
- Your work can't be confirmed as your own, or
- There has been a substantial breach of the VCAA's rules and the school's rules and procedures

### **Redeeming Outcomes – Submitting Additional Evidence for Satisfactory Completion**

If the work you submit does not meet the required standard for satisfactory completion of an outcome, your teacher may consider other evidence of your learning. This could include:

- Classwork
- Homework
- Additional tasks
- Discussion with your teacher that demonstrate your understanding and achievement of the outcome.

In some cases, the school may delay deciding about your satisfactory completion to allow you more time to complete or submit further work.

### **Important Points to Remember:**

- You can only submit additional evidence or resubmit a task to redeem a 'N' to 'S' for an outcome.
- You **cannot** resubmit work to improve your assessment score.

## School-Based Assessment – Unit 1&2

For VCE Units 1 and 2, coursework assessments are designed by the teacher/s of the units. Tasks for units vary from school to school. At Monivae College, all students undertaking the same Unit will complete the same coursework assessment.

## School-Based Assessment – Unit 3&4

There are two forms of school-based assessment for VCE Units 3 and 4:

### **School-Assessed Coursework (SAC)**

- School-assessed coursework (SAC) consists of a set of tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design.
- Schools provide a score for each component of coursework specified in the study design.
- The VCAA aggregates these scores into a single total score in the study.
- The General Achievement Test (GAT) may also be used in statistical moderation.

### **School-Assessed Task (SAT)**

- School-assessed tasks are set by the VCAA to assess specific areas of practical skills and knowledge.
- Teachers assess the student's level of achievement based on a rating against criteria specified by the VCAA.
- Schools provide a score for each criterion.
- The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study.
- The GAT may also be used in statistical moderation.

## Feedback on SACs and SATs

After assessments are submitted and marked, teachers will provide constructive feedback to help students improve and understand their performance. This feedback may include:

- Highlight specific problem areas
- Suggesting ways to improve and advance learning
- Report on Satisfactory (S) or Not Satisfactory (N) outcomes, along with written comments on performance for each outcome.

Schools may also use feedback as part of their communication with parents or guardians.

Your teachers will tell you your SAC scores, but remember, these might change after statistical moderation.

## Understanding Statistical Moderation in the VCE

Statistical moderation is a process used by the VCAA to ensure fairness and consistency in the marking of SACs across all schools offering the VCE. Since SACs are assessed internally by teachers, statistical moderation adjusts these results to account for differences in assessment practices between schools.

### **Why is Statistical Moderation Necessary?**

Not all schools assess SACs in the same way, and students in different schools may face varying levels of difficulty in their assessments. Statistical moderation ensures that the results reflect each student's relative performance within their cohort and align with the statewide performance on the external examination. This process ensures that students are neither advantaged nor disadvantaged based on their school's assessment practices.

### **How Does Statistical Moderation Work?**

#### **External Exam Results as a Benchmark:**

The external exam result, which is assessed consistently across all students in the state, serves as a reliable benchmark for moderation.

#### **Adjusting SAC Scores:**

SAC scores are adjusted based on the performance of the school's cohort in the external exam for the same study. For example:

- If a school's SAC scores are higher than their cohort's performance on the external exam, the SAC scores may be moderated down.
- Conversely, if SAC scores are lower than external exam performance, they may be moderated up.

#### **Rank Order is Maintained:**

While scores may change, the rank order of students within a school remains unchanged. This means if a student was the top performer in their school's SACs, they will remain at the top after moderation.

### **What Does This Mean for Students?**

- SAC scores provided during the year are provisional and may be adjusted after statistical moderation.
- Final VCE study scores reflect a combination of moderated SAC results, external exam scores, and in some cases, School-Assessed Tasks (SATs).

### **Key Takeaways for Students:**

- Focus on performing consistently well in both SACs and external exams.
- Understand that statistical moderation ensures fairness, providing a level playing field for all

## Authentication

The VCAA stipulates that students must ensure that all work submitted for assessment is their own original work. Teachers may ask students to demonstrate their understanding of the task at the time of submission. If any part of the student's work cannot be verified as the student's own, it must be handled as a violation of the VCE rules.

### Rules of Authentication of School-Based Assessment

When submitting a completed assessment task, students must observe and apply the VCAA authentication rules for school-based assessment. Students must sign the [Authentication Record for School-Based Assessment](#) form for work done outside of class.

The VCAA authentication rules for school-based assessment state that a student must:

- Make sure that all work submitted for assessment is their own
- Not plagiarise
- Not cheat
- Acknowledge all resources used, including:
  - Texts, websites, and other source material
  - The name and statuses of any person or source who helped, and the type of assistance provided
- Not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work
- Not submit the same piece of work for assessment in more than one study, or more than once within a study
- Not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- Not knowingly assist another student in a breach of rules

Acceptable levels of assistance include:

- Incorporating ideas or material derived from other sources (for example, by reading, viewing, or note-taking) but which have been transformed by the student and used in a new context
- Prompting and general advice from another person or source, which leads to refinements or self-correction or both

Unacceptable levels of assistance include:

- Use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
- Use of or copying sample answers provided by their teacher, another person, or another source
- Corrections or improvements made or dictated by another person, including their teacher

In considering if a student's work is their own, teachers should consider if the work:

- Is atypical 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.

Students who complete school-based assessment work outside of class must sign and submit the VCAA [Authentication Record for School-Based Assessment](#) form.

## Use of Generative Artificial Intelligence

The rapid growth of generative artificial intelligence (GenAI) offers both exciting opportunities and unique challenges in school-based assessments. While these technologies can enhance student autonomy and engagement in learning, their widespread use may raise concerns about ensuring the authenticity of some assessment tasks.

Using GenAI without proper attribution or in ways that are not allowed can breach academic integrity. Such instances will be addressed under the school's policies for handling breaches of VCAA rules or school-based assessment authentication policies.

To avoid misunderstandings, students should receive clear guidance about the consequences of misusing GenAI to misrepresent their work. Teachers will continue to use established strategies to verify student learning, focusing on building strong, informed relationships with students. These strategies include observing student progress, guiding their engagement, and emphasising tasks that encourage transparency, decision-making, reflection, feedback, and evidence of learning.

## Authenticating School-Assessed Coursework (SAC)

Teachers are responsible for creating programs of study that include appropriate learning activities to help students demonstrate achievement of outcomes. It is important that students' work reflects their own efforts, and undue assistance should not be given during assessment tasks.

Students must be clearly informed about the timelines and conditions for completing assessment tasks. This includes specifying whether the use of support materials and technology is allowed. Clear communication ensures that students understand the expectations and can prepare accordingly.

## Classwork, Homework, and Assessment Requirements

Most of the work required to demonstrate achievement of unit outcomes will be completed during class time. However, students are also expected to complete research and assigned learning activities outside of class as part of their regular study program. This additional work helps build the key knowledge and skills necessary for success.

Homework and out-of-class tasks, designed to support learning, may include preparation activities or gathering necessary data for assessments. Teachers will determine the appropriate amount of homework based on the nature, scope, and purpose of each task. Students will be informed beforehand if specific information or data needs to be collected outside the classroom.

For School-Assessed Coursework (SACs) completed outside of class time, teachers are required to closely monitor and document each student's progress from start to finish. This includes regular check-ins to review the work and maintaining detailed records using the [Authentication Record for School-Based Assessment Form](#). This process ensures the integrity and authenticity of student work.

## **Authenticating School-Assessed Tasks (SAT)**

Teachers must ensure that the topics assigned for School-Assessed Tasks (SATs) are varied enough to distinguish each student's work. This helps maintain the integrity of the authentication process.

Teachers are required to monitor and document each student's progress from planning and drafting through to completion. This process must be recorded in the study-specific Authentication Record form, accessible on the relevant VCE study webpage. Regular check-ins to observe student work in class are essential, and these observations must be documented. Both the teacher and the student are required to sign each recorded observation to confirm its accuracy.

## EXTERNAL ASSESSMENT

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## VCE Examinations

Each study includes at least one examination. These exams are set and assessed by the VCAA and there is a rigorous process to ensure student marks are accurate and correct.

Students are required to observe the VCAA rules for the conduct of [VCE External Assessments](#) that are conducted by or on behalf of the VCAA, as well as the day-to-day rules of Monivae College during the exam period. VCAA rules shall apply with appropriate and reasonable modifications for students who have disabilities or other impairments.

The VCAA sets the exam dates. You'll get your personal exam timetable once they're released.

## General Achievement Test (GAT)

The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students while completing their senior secondary studies.

In 2025, the General Achievement Test takes place on: **Tuesday, 17 June 2025**

The GAT plays a significant role in the quality assurance of VCE assessment and provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at the senior secondary level. GAT results are also used in the calculation of Derived Examination Scores.

### Who sits the GAT?

#### **Both Sections A and B:**

- Students in one or more VCE or scored VCE VET Unit 3-4 sequence, including students not planning to undertake scored assessment even if they have met the standards in the previous year.

#### **Section A:**

- Students enrolled in one or more VCE Vocational Major Unit 3-4 sequence but who are not enrolled in any VCE or scored VCE VET Unit 3-4 sequence.

## Victorian Literacy and Numeracy Standards

Section A of the GAT assesses whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training, or employment.

The Victorian Literacy and Numeracy Standards are derived from Australian Core Skills Framework (ACSF). For more information, go to the VCAA website.

## **RULES AND PROCEDURES**

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## Subject Changes

You can change your subjects, but only after talking to the Senior School Coordinator and the Director of Learning and Teaching. Changes depend on class sizes and the timetable.

Parental approval is required for all changes, and students must confirm the changes made in their VCE records.

Changes should not be requested during the first **two weeks** of a semester, to allow for a considered assessment of the subject from both the student and parent/carer. Changes from one unit to another should not take place later than **four weeks** into a semester due to difficulties in meeting the unit's requirements.

## Special Arrangements (School-Based Assessment)

Students with long-term illness or disabilities that may impact their studies should consult the Senior School Coordinator at the start of the school year. The school may be able to provide technical or other assistance with school-based assessments, such as allowing the use of a computer or providing an aide. Assessments may also be scheduled around regular appointments for medical treatment and some variations may be made to student programs.

If a student becomes ill or experiences other serious difficulties while undertaking or preparing an assessment, the school may reschedule tasks, provide additional time to complete that task, set an alternative task or make other arrangements to assist the student.

Contact should be made with the Senior School Coordinator as soon as the circumstances are evident. If you need special arrangements for assessments, you'll need to fill out this form: [Application for Special Arrangements \(school-based assessments\)](#), and provide documents like a medical certificate.

## Special Provision (External Assessment)

This category covers the same areas as Special Arrangements but applies to external examinations and the GAT. Applications are made to the VCAA, and documentation must be provided.

Depending on the circumstances, the following accommodations may be approved by the VCAA:

- extra reading and/or writing time.
- rest breaks.
- modified format of the exam paper (e.g., size, colour, etc.)
- permission to use technical aids (e.g., computer)
- use of a scribe, reader, or clarifier.
- sitting the exam in an alternative venue.

Students with three exams on the same day can be granted Special Provisions to ensure greater spacing of exam times if required. For students with long-term conditions, it will be helpful if the school has previously allowed similar assistance for internal examinations.

To ensure that the results of Special Provisions applications are communicated in a timely manner, the VCAA requires applications to be lodged well in advance of mid-year. Only sudden, unforeseen situations should be applied for near examination dates.

It is necessary to make a separate application for each year where arrangements are required, and approval in one year does not carry over to the following year. Applications are made through the school, and students and parents/carers should speak with the Senior School Coordinator for further information and advice.

## Lost, Stolen, or Damaged Work

If a teacher or student has lost a SAC task, or it has been stolen or damaged, they must complete a [Statement of Lost or Damaged Work](#) explaining the circumstances. The statement must be signed, dated, and filed at the school. The school must keep a record, but it is not required to report it to the VCAA. The principal will determine an initial score for the assessment task, acting on the advice from the teacher and based on their assessment records.

## Rescheduling or Seeking Extension of Assessment Tasks

Students who, for whatever reason, do not sit their assessment task will receive 0 marks unless an [Application for an Extension of Time](#) has been completed and has been finalised by the Senior School Coordinator.

The student can reschedule the task by collecting the [Application for an Extension of Time](#) from the Senior School Coordinator's office within 48 hours of returning to school. The student must provide written evidence, such as a medical certificate, for the absenteeism.

Students who know they will be absent due to a school-based extra-curricular activity, a school organised excursion, or other extenuating circumstances must speak with the Senior School Coordinator well before the scheduled assessment date.

- Please note that at no stage is the rescheduling of an assessment task a guarantee.
- It is up to the discretion of the Senior School Coordinator as to whether a student may complete a rescheduled assessment task.

### **Conditions under which the rescheduling of an assessment task will be allowed:**

- Should a student choose not to write the assessment task or the rescheduled assessment task, a Not Satisfactory (N) will be recorded.
- An extension of time for an individual student to complete a task will be granted only in extenuating circumstances. Examples of such circumstances include a student's illness, personal family circumstances, such as the need to attend a funeral.
- Should a student miss an assessment task due to illness, that student must provide a medical certificate. Once this evidence has been acquired, the student can apply to reschedule the assessment task.
- Family holidays are not considered extenuating personal family circumstances.
  - Students who, while completing a VCE unit, choose to miss calendared school days to go on holiday and subsequently miss an assessment date, will not have this assessment graded.
  - The rescheduling of an assessment task is not permitted in the case of students taking a holiday outside of the gazetted holiday periods.
  - A student who misses an assessment task due to a family holiday outside of gazetted holiday periods will be required to sit the assessment task later to gain a Satisfactory (S) for the outcome but will not receive marks towards their study score.
- A student who misses an assessment task for school reasons, such as attending a calendared subject excursion/incursion or for a sporting event where the student is representing Monivae College, is permitted to reschedule the assessment task at another time.
  - The student must follow the process of completing an [Application for an Extension of Time](#) form.

### **Rescheduling assessment tasks for an entire class:**

- If teachers wish to reschedule a class assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.
- An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

**Rescheduling an assessment task for an individual student:**

- The student must complete the form and ensure that the required evidence is attached.
  - o Suitable evidence includes a medical certificate, in case of illness.
  - o A letter from the student's carers to the Senior School Coordinator, in the case of extenuating circumstances.
- The [Application for an Extension of Time](#) form must be completed with evidence attached and submitted to the Senior School Coordinator within 48 hours of the student's return to school (from an illness).
  - o No evidence is required should a student miss an assessment task due to an approved school-based activity (excursion or incursion).
  - o Evidence supporting the application for a rescheduled assessment task will be examined by the Senior School Coordinator prior to any extension being granted.
  - o Subject teachers may encourage students to apply for an extension, but the decision does not rest with them.
- The Senior School Coordinator will arrange for the student to complete the rescheduled task. This will be during the student's lunchbreak, or where appropriate, their allocated study periods.
- It is the student's responsibility to ensure that the rescheduled task is completed as the application is from the student.
- Should a student choose not to complete the rescheduled task, a N grade shall be awarded.

**APPENDICES**

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## Frequently Asked Questions (FAQs)

### 1. What's the difference between VCE and VCE VM?

- a. VCE is a pathway for students aiming for university entry and includes scored assessment that contribute to an ATAR.
- b. VCE VM is for students who prefer hands-on, practical learning and prepares you for work, apprenticeships, or non-ATAR pathways.

### 2. Do I have to take the GAT?

- a. Yes, if you're completing a VCE or VCE VM Unit 3-4 sequences. It's used to ensure fairness in assessment and check your literacy and numeracy skills.

### 3. Can I change my subjects mid-year?

- a. Subject changes are possible, but only after consulting the Senior School Coordinator and the Director of Learning and Teaching. Changes must be made within the first two weeks of the semester.

### 4. What happens if I miss a SAC?

- a. You'll need to provide evidence (like a medical certificate) within 48 hours. If approved, your task can be rescheduled. Without evidence, you'll receive an 'N' for the task.

### 5. Can I get extra time on an assessment?

- a. Yes, if you apply for special arrangements due to illness, a disability, or other significant reasons. Speak with the Senior School Coordinator to start the process.

### 6. How does statistical moderation affect my SAC scores?

- a. The VCAA adjusts SAC scores based on your school's exam results to ensure fairness. Your rank with the class stays the same.

### 7. What's the minimum attendance I need?

- a. You need to attend at least 80% of your class each semester to pass. Missing more may result in an 'N' unless you have approved absences.

### 8. What counts as an approved absence?

- a. Approved absences include illness (with a medical certificate), family emergencies, or school activities. Holidays during term time aren't approved.

### 9. Can I use AI tools like ChatGPT for assignments?

- a. Yes, but only if your teacher allows it and you credit it properly. Using AI to create work without permission may breach academic integrity rules.

### 10. How can I stay on top of deadlines?

- a. Use tools like Google Calendar or set reminders on your phone. You'll also get a SAC Calendar at the start of each semester to help you plan.

### 11. What should I do if I'm struggling with my workload?

- a. Speak to your subject teacher or the Senior School Coordinator. You can also talk to the Wellbeing Hub for support.

### 12. Who do I contact about career advice and my post-school options?

- a. Reach out to Mr Harms, the Careers Coordinator, at [mharms@monivae.vic.edu.au](mailto:mharms@monivae.vic.edu.au)

## Application for Special Arrangements (School-Based Assessments)

### STUDENT DETAILS

Student Name		Date of Application:	
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### DETAILS OF APPLICATION

Application for special arrangements for:					
<input type="checkbox"/>	Additional time (tasks or internal exams)	<input type="checkbox"/>	Use of an aide	<input type="checkbox"/>	Use of technology
<input type="checkbox"/>	Use of another task for assessment	<input type="checkbox"/>	Derived / adjusted score	<input type="checkbox"/>	Other

If other, please provide information:

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### STUDIES APPLIED FOR

Study	Task Title

### EVIDENCE

<input type="checkbox"/>	Student's signed statement of reasons for application (compulsory)
<input type="checkbox"/>	Confidential teacher / Senior School Coordinator's report
<input type="checkbox"/>	Qualified medical practitioner report / letter
<input type="checkbox"/>	Psychologist's report
<input type="checkbox"/>	Other reports / letters

### APPROVALS

Student signature:		Date:	
Senior School Coordinator signature:		Date:	



### Statement of Lost, Stolen or Damaged Work

## STUDENT DETAILS

Student Name		Date of Application:	
Teacher's Name		Subject:	

## DETAILS OF APPLICATION

Work was:	
<input type="checkbox"/> Lost	<input type="checkbox"/> Stolen
<input type="checkbox"/> Damaged	

Please provide information:

[illegible]

## APPROVALS

Student signature		Date:	
Parent/carer signature		Date:	
Teacher signature		Date:	
Senior School Coordinator signature		Date:	

## Application for an Extension of Time

### STUDENT DETAILS

Student Name		Date of Application:	
Teacher's Name		Subject:	

### DETAILS OF APPLICATION

Reason for application:					
<input type="checkbox"/>	Illness	<input type="checkbox"/>	Personal/family issue	<input type="checkbox"/>	Sporting event
<input type="checkbox"/>	Extra-curricular activity	<input type="checkbox"/>	School excursion	<input type="checkbox"/>	Other

Other (please provide information):

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### INFORMATION FROM SENIOR SCHOOL COORDINATOR & SUBJECT TEACHER

Extension granted	New due date
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Any other information (materials, open/closed book etc.):

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### APPROVALS

Student signature	
Parent/carer's signature	
Teacher signature	
Senior School Coordinator signature	