



2025

VCE

INFORMATION

Welcome back to another year of VCE and a big welcome to first time VCE students. This booklet outlines important VCE and Horsham College rules and policies as well as providing information about attendance, redeeming assessment tasks, special provision and authentication of work.

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COURSE OUTLINES/POLICY DOCUMENTS

Students will be given a copy of the planning document/course outline for the VCE units they are studying from their subject teachers. It will provide information about the **outcomes** that you have to demonstrate and the **assessment tasks** that you have to complete. It will also show you the dates of these. Students need to read these documents carefully so that they understand the requirements of each of their subjects.

SATISFACTORY COMPLETION OF VCE UNITS

For satisfactory completion of a VCE unit, you must demonstrate satisfactory achievement of the set of outcomes for the unit.

The outcomes describe the key knowledge and skills that you should be able to demonstrate by the time you have completed a unit.

In order to gain credit for a unit within the VCE, you must achieve satisfactory completion of all the learning outcomes in the unit and attendance requirements.

SATISFACTORY VCE UNIT RESULT (S)

The student receives S for a unit when the teacher determines that all outcomes are achieved satisfactorily. A student must:

- produce work that demonstrates satisfactory achievement of the outcome/s
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

NOT SATISFACTORY VCE UNIT RESULT (N)

Students receive an N for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate satisfactory achievement of the outcome/s
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated i.e. it is clearly not his/her own work
- there has been a substantial breach of rules including school attendance.

NOTE

1. If students only partly complete work in the whole unit or whose attendance records breach school rules will receive an N result.
2. If students have not yet achieved the outcomes they may redeem work until the teacher is satisfied the outcome has been achieved.
3. It does not matter to what level the outcome has been achieved.
4. It is school policy not to use exams to assess outcomes (S or N).
5. Teachers will establish guidelines within which work will be undertaken.

ASSESSMENTS

UNIT 1 & 2

Students will complete work requirements to demonstrate achievement of the learning outcomes. If a student is able to demonstrate satisfactory achievement of all of the learning outcomes then they will achieve satisfactorily completion of the unit.

This is the only form of results that is required to be forwarded to the VCAA.

For units 1 & 2 subjects you will receive an actual score on the individual assessment tasks. Scores for assessment tasks are not forwarded to the VCAA (Victorian Curriculum and Assessment Authority).

UNIT 3 & 4

In Units 3 & 4, there are two kinds of school assessment.

The first is called School-assessed Coursework, SAC.

The second kind of school assessment is a School-assessed Task, SAT.

Only seven studies have School-assessed Tasks: Art Creative Practice, Product Design and Technology, Media, Systems and Technology, Visual Communication and Design and Computing.

SCHOOL ASSESSED COURSEWORK (SACS)

For units 3 & 4 you will receive an actual score or a score range for the task. The actual score is forwarded to the VCAA.

NOTE: This score is not final and may change as a result of statistical moderation. At the end of the year your SAC scores will be adjusted depending on how you perform in your exams and the GAT. The VCAA adjusts your SAC scores.

Your teachers do not give you a graded assessment (A+ to UG) for each individual SAC that you complete, however you will receive an overall SAC grade from the VCAA in your statement of results for that unit at the end of the year.

For units 3 & 4 studies the original SAC score that your teacher gives you counts. A student cannot resit a SAC to further improve the score on that SAC.

Your teachers do not give you a graded assessment (A+ to UG) for each individual SAC that you complete, however you will receive an overall SAC grade from the VCAA in your statement of results for that unit at the end of the year.

For units 3 & 4 studies the original SAC score that your teacher gives you counts. **A student cannot resit a SAC to further improve the score on that SAC.**

What is the difference between SACs and satisfying the outcomes for Units 3&4?

VCAA has specified that satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance (eg, homework, classwork/discussions, workbook entries, practical work, investigation, reports etc) which should be different from SACs. Assessment of students should be continuous throughout the outcome and in fact, should be achieved before the final SAC. VCAA have also noted that teachers must develop a course that includes appropriate learning activities to enable students to demonstrate achievement of the outcomes. This is not specifically SAC work. A SAC should not be used to satisfy the learning outcomes. The VCAA have made it quite clear that your scored tasks should be different from the tasks that are being used to achieve an S for the learning outcomes. The SAC should only be used to provide part of the study score (moderated) and not be used to satisfy any learning outcomes.

STUDENT ATTENDANCE

THERE IS AN 80% ATTENDANCE REQUIREMENT FOR ALL VCE CLASSES EXCEPTING APPROVED ABSENCES.

A student who is absent (non-approved) from a significant number of classes (more than 12 periods in a unit ie. more than 20% in a semester) will be awarded an N. A student needs to attend at least 80% of the classes in any one unit. A student who has breached the attendance requirements in two or more units will have their continued enrolment at the College reviewed.

YEAR 11 EXAMS

All unit 1 & 2 subjects have exams at the end of the year in November. These are organised and run under the same conditions as those you will have in year 12 and your subject teachers will set these exams. **These exams are not to be used to determine satisfactory completion (S/N)** of the unit but can be used to determine the assessment grades. All year 11 reports will contain the exam result as a separate assessment item.

YEAR 12 EXAMS

These are external exams and are set by the VCAA.

The GAT is on the 17th of June.

- All students that are completing a Unit 3&4 sequence have to do the morning and afternoon GAT sessions.

All VCE & VCE VM students have to do the morning GAT session.

Arts performance & LOTE oral exams are from **6th of October to 2nd of November**

Final exams for all VCE unit 3&4 subjects are from **28th October to 19th November**

COMPLETING VCE UNITS WITHOUT CALCULATION OF A STUDY SCORE

SCORED VS NON-SCORED VCE

From early November the Victorian Curriculum and Assessment Authority (VCAA) conducts external written exams for all VCE Unit 3 & 4 subjects. The purpose of these exams is that they contribute along with school-based assessment to give a Study Score for that subject which is then used to calculate an ATAR (Australian Tertiary Admission Rank). The ATAR is used by universities to select students for particular courses of study.

A student who sits their exams at the end of the year usually does so with the intention of continuing with further study at a particular university. Please note that a student who does not sit their exams can still access higher education studies such as TAFE programs without the need for an ATAR.

Some students who do not wish to pursue further study may still sit their exams to mark the culmination of their 13 years of schooling. Some may like to keep the door open, as they believe that they may need an ATAR later in life to pursue some form of further study.

There are some students of course that may decide not to pursue any further study at all and as a result can decide not to sit their final exams. These students do not require an ATAR to continue with further study and are only seeking to obtain their VCE Certificate. This certificate would indicate that a student has successfully completed their VCE by completing a minimum of 16 units with passes in at least four Unit 3 & 4 sequences (subjects). This is what we would call a non-scored pathway.

Note that if a student is completing a non-scored pathway they only need to satisfactorily complete the work requirements. This will enable them to receive an S for the unit. A student that is completing a non-scored pathway does not need to complete the SACs for that particular unit.

The VCE provides an option for individual students to complete units without being assessed for levels of achievement in some or all school-based and external assessments.

This option should only be applied in response to individual student need, and not as an alternative VCE program for a cohort of students. Examples of circumstances where it is appropriate to offer this option include the following:

- illness and/or absence
- mental health and wellbeing issues
- clear and well-supported post-school aspirations that do not require an ATAR, for example, an offer of an apprenticeship
- other specific and personal circumstances (not based on academic results).

Students who complete VCE units without a study score are still required to:

- be assessed for satisfactory completion
- participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA. However, the conditions under which the school-based assessment is to be completed may be varied.

Teachers must base their decision about satisfactory completion of units through holistic judgement of the student's achievement of the outcomes. This decision is based on evidence gained through the student's overall performance on assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) related to these outcomes and must be consistent for all students.

The VCAA observes that schools demonstrate best practice when they adopt a collaborative approach to determining student suitability. The VCAA expects schools to have a clear process, such as outlined in the relevant [Guidance for schools](#), when considering an individual student's suitability for completing VCE units without the calculation of a study score. This must include:

- Step 1: Using the checklist in the [Guidance for schools](#) support material to help with the decision-making process.
- Step 2: Obtaining informed written consent from the student and their parent(s) or legal guardian(s).
- Step 3: Providing ongoing support to the student through follow-up discussions and a review of their support needs.

When students, with support from parents or guardians, decide to complete a unit without a study score, it is important that schools communicate to all parties the greater number of pathways available when scored assessment is completed.

See also [Special Provision](#).

SCORED ASSESSMENT

Schools are encouraged to support all students to undertake scored assessment, excluding students enrolled in the VCE VM, which does not include scored assessment. Scored assessment provides VCE students with a more detailed record of what they have achieved and is the best way to maximise their employment opportunities and transition to further education.

- The VCE provides the flexibility to satisfactorily complete units without being assessed for levels of achievement in any or all graded assessments (2 graded assessment scores are required to achieve a study score).

Where students have valid reasons for not undertaking scored assessment, a school may advise them to undertake one or more VCE units without being assessed for levels of achievement or sitting external assessment.

Students must still meet all requirements for satisfactory completion of the unit, including undertaking any school-based assessments.

All graded assessment will be entered as NA (not assessed) on VASS. In this case, a study score will not be calculated.

COMPLETING VCE UNITS WITHOUT CALCULATION OF A STUDY SCORE

WHEN TO CONSIDER COMPLETING VCE UNITS WITHOUT CALCULATION OF A STUDY SCORE

The VCE provides an option for individual students to complete units without being assessed for levels of achievement in some or all school-based and external assessments.

This option should only be applied in response to individual student need, and not as an alternative VCE program for a cohort of students. Examples of circumstances where it is appropriate to offer this option include the following:

- illness and/or absence
- mental health and wellbeing issues
- clear and well-supported post-school aspirations that do not require an ATAR, for example, an offer of an apprenticeship
- other specific and personal circumstances (not based on academic results).

Students who complete VCE units without a study score are still required to:

- be assessed for satisfactory completion
- participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA. However, the conditions under which the school-based assessment is to be completed may be varied.

Teachers must base their decision about satisfactory completion of units through holistic judgement of the student's achievement of the outcomes. This decision is based on evidence gained through the student's overall performance on assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) related to these outcomes and must be consistent for all students.

The VCAA observes that schools demonstrate best practice when they adopt a collaborative approach to determining student suitability. The VCAA expects schools to have a clear process, such as outlined in the relevant Guidance for schools, when considering an individual student's suitability for completing VCE units without the calculation of a study score. This must include:

- Step 1: Using the checklist in the Guidance for schools support material to help with the decision-making process.
- Step 2: Obtaining informed written consent from the student and their parent(s) or legal guardian(s).
- Step 3: Providing ongoing support to the student through follow-up discussions and a review of their support needs.

When students, with support from parents or guardians, decide to complete a unit without a study score, it is important that schools communicate to all parties the greater number of pathways available when scored assessment is completed.

See also Special Provision.

Detailed requirements for school-based assessment are included in the 2025 VCE Administrative Handbook. The handbook also includes a Teacher's checklist to support effective delivery of the VCE.

Support materials

The VCAA has designed the following support materials to assist school staff, students and parents or carers when deciding whether to complete VCE units without calculation of a study score:

- Guidance for Schools: completing VCE units without calculation of a study score
- Student and Parent/Carer Fact Sheet
- An Example Student Consent form for schools to document a student's informed decision to complete a VCE unit without calculation of a study score.

AUTHENTICATION

Authentication is the process of ensuring that all the work completed by students is genuinely their own. To attest that the work is genuinely that of the student, teachers and students must observe the rules specified by the VCAA.

The Teacher monitors the development of the work, where necessary, by sighting plans and drafts of the student's work, and the teacher keeps a record of this process.

The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the required work at or about the time of submission of the task.

Assessment work will only be accepted if the teacher can attest that, to the best of his or her knowledge, all unacknowledged work is the students' own. Teachers cannot authenticate students' work if they have not seen plans and drafts during the time in which the work is being produced.

If work cannot be authenticated, the matter will be dealt with as a breach of rules relating to assessment. Students must ensure that all unacknowledged work submitted for school-assessment is genuinely their own work and for work that is completed out of class, students will be required to sign an authentication form. Students will be instructed by their teacher in correct methods to acknowledge sources.

The VCAA suggests that a student must observe the following criteria when preparing work for assessment. These apply to School-assessed Coursework and School-assessed Tasks.

They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own.
2. 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

3. 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 (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context
 - prompting and general advice from another person or source which leads to refinements and/or self-correction.
 - Unacceptable forms of assistance include:
 - use of, or copying of, another person's work or other resources without acknowledgment
 - corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalized.
6. A student must sign the declaration of authenticity 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.
7. 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.

Where assessment is spread over a number of days, assessable material will generally be collected at the end of each timetabled period.

Teachers will return coursework assessments without comment at each subsequent assessment class until the assessment timeframe is completed.

Where it is not practical to collect in work on a regular basis, teachers must be able to authenticate that work.

Remember if group work is involved eg. like a Chemistry prac, you cannot submit the same piece of work.(you must submit your own version of shared results).

IT IS NOT OKAY TO SHARE & SUBMIT THE SAME WORK AS SOMEONE ELSE.

VCAA RULES FOR THE AUTHENTICATION OF SCHOOL-BASED ASSESSMENT

Students must observe and apply the following rules for the authentication of School-based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules state that:

- a student must ensure that all unacknowledged work submitted for assessment is their own
- a student must acknowledge all resources used, including
 - texts, websites and other source material, the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person in the preparation and submission of work
- acceptable levels of assistance include
 - the incorporation of 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 and/or self-correction
- unacceptable forms of assistance include
 - use of, or copying, another person's work or other resources without acknowledgement, 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, or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules
- 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.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

The rapid emergence of generative artificial intelligence (genAI) presents both challenges and opportunities for schools in administering school-based assessments. While the integration of assistive technologies in teaching and learning can promote student autonomy and engagement, the ubiquitous use of these technologies may pose a challenge for the authentication of some assessment tasks.

Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It must be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.

Students should be provided with appropriate guidance to ensure there is no misunderstanding of the consequences if genAI is used to misrepresent their learning. Teachers should draw on the range of strategies already in place to authenticate learning, building an informed relationship with students as they observe and guide their engagement. These strategies support the importance of tasks that promote transparency in student decision-making, reflection, feedback and collection of evidence of learning.

The [VCAA website](#) has additional resources for teachers, including approaches to authentication in the era of genAI.

SCHOOL-BASED ASSESSMENT: BREACHES OF RULES AND INVESTIGATIONS

Schools are responsible for ensuring that students comply with VCAA rules for school-based assessment. For advice on school-based assessment, refer to:

- Work completed outside class in the Authentication of school-assessed coursework section
- Strategies for avoiding authentication problems in the Authentication of school-assessed tasks section.

Schools should have their own policy and procedures for responding to allegations that students have breached [VCAA examination rules](#) or [school-based assessment authentication rules](#). The policy and procedures should be clear about roles and responsibilities and who the decision-maker is in relation to any alleged breaches. The school policy and procedures should follow the principles of procedural fairness and describe:

- the process that will be followed when an allegation is received
- the communication that can be expected from the school during the process of investigation and decision-making
- the opportunities that will be available for the student to respond to allegations
- the timeframe for investigating and resolving alleged breaches
- the possible penalties and the avenues of appeal.

The school policy and procedures should be made available and explained to students and others in the school community at the start of the academic year.

A student undertaking assessment under test conditions as part of school-based assessment in Units 1–4 must comply with VCAA examination rules and school rules. The VCAA examination rules are published on the VCAA website and distributed to all VCE providers and students in both the GAT brochure and VCE Exams Navigator each year.

Investigation of breaches of school-based assessment rules

The following guidance on processes for responding to breaches of VCAA examination rules or breaches of VCAA rules for authentication of school-based assessment is provided to assist schools in developing their own policy and procedures that are contextualised for their student community. However, this is not a substitute for schools developing and familiarising students with the school's own policy and procedures.

Reporting alleged breaches of rules in school-based assessment

The school's policy and procedures should make clear who is responsible for receiving reports of allegations of breaches of rules in school-based assessment. The principal or an authorised member of the principal class may want to be the initial point of contact for reports and delegate the conduct of investigations to a person of appropriate seniority and experience.

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations should be handled sensitively and must be kept confidential.

On a school's receipt of an allegation, the student's work should not be accepted for assessment, pending an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Preliminary investigation

On receipt of an allegation, the person appointed to investigate alleged breaches of rules should conduct a preliminary investigation to determine if there is any substance to the allegation that requires further, more rigorous investigation. Detailed records of the preliminary investigation should be kept and may be used in any later decision-making. The school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the school decision-maker. The student should be advised in writing that an investigation is to take place.

Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment, including the rules for authentication of student work. If so, the evidence should be put to a decision-maker for determination.

The investigator must approach the investigation with an open mind and act fairly and without bias. They should consider the allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance. Some or all the information and evidence gathered during the investigation may show that the allegation against the student is unfounded; this evidence should not be discounted.

The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
- the student's work

- copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

If the investigation suggests there is any substance to any part of the allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond.

Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student's parent(s) or guardian(s) may be advised of the nature of the allegation, depending on the school's policy in relation to reporting discipline matters and communication with parent(s) or guardian(s), and the school's knowledge of the student's personal circumstances.

If an allegation suggests that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

Decision-making

The school's policy and procedures should make clear who in the school has the authority to decide if a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment. The principal may want to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may want to delegate their authority to make decisions about alleged breaches of VCAA examination rules and VCAA authentication rules for school-based assessment to a hearing panel of members appointed by the principal.

It is important that the decision-maker is not the same person as the investigator. The material gathered during the investigation should be provided to the decision-maker, including evidence that suggests the allegations are not proven, as well as any responses the student provided during the investigation.

If the decision-maker forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action will be taken.

If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a meeting or hearing should be convened so that the evidence can be considered, and the student given an opportunity to be heard. The decision-maker should reserve their judgement until they have heard from the student at the meeting or hearing.

The following principles apply to whoever is given the authority to make the decision regarding alleged breaches of rules:

- The decision-maker must act fairly and without bias.
- The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker. The notice should include:
 - the date, time, place and likely duration of the meeting or hearing
 - the allegation(s) against the student
 - the names of all decision-makers
 - advice that the student may bring a support person to the meeting or hearing (see below)

- the name of a contact person if the student has queries about the meeting or hearing
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- the possible outcomes, including penalties.

It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting or hearing. The meeting or hearing should be conducted at the school, in an environment that is not intimidating but is appropriate given the nature of the allegation.

At the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student and confirm the allegation against the student and the possible outcomes.

The decision-maker may ask questions of the student.

The student must be given the opportunity at the meeting or hearing to respond to the evidence presented and to ask questions of any witnesses present at the meeting or hearing.

The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible.

The decision-maker must consider all relevant factors and no irrelevant factors.

The decision-maker must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.

The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school's policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome.

The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision of the school to the VCAA in accordance with section 2.5.21 of the Education and Training Reform Act. The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

After the meeting or hearing, the school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation in case the student wants to appeal a decision.

If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the SAS.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a school-based assessment task conducted under test conditions.

Student appeals

The school's policy and procedures about breaches of VCAA examination rules or school-based assessment authentication rules should include information about the student's statutory right of appeal against the school's decision.

Section 2.5.21 of the Education and Training Reform Act provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the VCAA assessment rules relating to school-based assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the VCAA Chief Executive Officer (CEO) no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the VCAA CEO must nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

Notice of school decision following the resolution process

Following the interviews conducted by the VCAA-nominated representative, the school must notify both the student and the VCAA, in writing and within 7 days, that it has either:

- rescinded its decision and any penalty imposed
- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

Student appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

The VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed if the school has:

- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

Appeal hearing

If a student elects to proceed with an appeal, the VCAA CEO must refer the appeal to be heard and determined by a review committee. An appeal of this nature is conducted as a re-hearing. This means that the review committee hears evidence from both the student and the school and makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation(s) against the student.

If the review committee is satisfied on the balance of probabilities that the student has breached VCAA rules relating to school-based assessment, it may decide to:

- reprimand the student
- permit the student, if practicable, to resubmit the schoolwork required for either
 - assessment in the study or the course
 - satisfactory completion of the study or the course
- refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
- amend the student's school-based assessment results.

This decision must be conveyed to the student in writing.

REDEMPTION OF ASSESSMENT TASKS (UNIT 1&2) AND FOR SACS (UNITS 3&4)

This year students can redeem assessment tasks from 3:30pm to 5:00pm every Monday and Thursday in room S11.

Assessment tasks must be completed in class on the specified dates/periods set.

The redemption session is specifically for students that have received an N and need to resit the task to obtain an S. The redemption session can also be used for students that have not been able to complete an assessment task in class and have an approved reason.

If a student has not sat tasks due to prolonged absences and more serious circumstances then the student should apply for special provision. VCE students involved in co-curricular activities, such as sports teams, musical camps, outdoor ed camps etc. are able to redeem assessment tasks in the redemption class.

The process this year will be:

If a student is absent from the dates/periods set aside for assessment tasks due to illness

1. The student must provide the teacher with a medical certificate specifically stating that illness made it impossible for them to attend.
2. If the certificate presented is considered acceptable to the teacher, it will entitle the student to be able to redeem the assessment task in the redemption class.

If a student is absent from the dates/periods set aside for assessment tasks due to some other circumstances

1. The student must provide the teacher with specific details of the absence and a note from a parent or guardian will be needed specifically stating the circumstances that made it impossible for them to attend.
2. If the circumstances presented are considered acceptable to the teacher, it will entitle the student to be able to redeem the assessment task in the redemption class.

If a student is absent without excuse from a set published assessment date/period, they will receive a zero score for that task.

If approval is given to redeem the task the subject teacher in consultation with the student will need to determine which Wednesday they will be redeeming the SAC.

If a student does not attend a redemption class/session it is the responsibility of the unit teacher to follow through the issue with the student. The subject teacher in consultation with the Year 12 coordinator may then decide to give the student a zero score.

The redemption session is not to be used by students who are unprepared for a SAC on the specified date.

Teachers in consultation with the student will not arrange an alternative time and venue. SAC's are not to be completed at lunchtimes, during spares in the Study Centre unsupervised or the next time they are in class.

SPECIAL PROVISION

Special provision is where certain factors have affected a student's performance in a study and they need special consideration to complete a VCE study.

Where a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant degree in any semester of VCE studies they may be able to have this taken into consideration.

The following gives an overview of the Victorian Curriculum and Assessment Authority's (VCAA) policy on Special Provision.

Schools will make arrangements for students' school based assessments and the VCAA may approve arrangements for their examinations. Any special provisions granted to a student will be incorporated into the calculation of the student's final grades.

All students receive a single study score for each study, regardless of whether or not they are given special provision for their assessments.

What Special Provisions are available for students?

Students who are affected by illness (physical or psychological), by a disability or impairment (including learning disabilities) or by factors relating to their personal circumstances are eligible to apply for one or more of the following special provisions:

1. Special provisions and arrangements for the student's learning program

Schools are responsible for determining whether students are eligible for special provisions in their learning program and what these provisions should be. Students must apply to the school for these provisions using the application form contained in the VCE Administrative Handbook. Supporting medical or other specialist evidence will be required.

2. Special provisions and arrangements for School-assessed Coursework (SACs) and School-assessed Tasks, (SATs)

Schools may approve alternative arrangements to enable students to complete their SACs and SATs. This could be an extension of time and/or an adjusted score. Teachers must take into account the extent and level of the Special Provision and determine the actual mark accordingly. Students must apply to the school for these provisions using the application form contained in the VCE Administrative Handbook. Supporting medical or other specialist evidence will be required.

3. Special arrangements for VCE examinations

Schools may apply to the VCAA for special arrangements for students who, because of illness or disability, are unable to complete their VCE examinations in the same way or under the same conditions as other students. Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation. The VCAA will not approve special examination arrangements for students who have long-term impairments if they have not been given similar arrangements by their school during the year.

4. The use of a Derived Examination Score

This provision is for students who are prevented from attending an examination, or whose performance on an examination is adversely affected as a result of illness, accident or personal traumatic event occurring immediately before or during the examination period. Students must apply for a Derived Examination Score to their school Principal who will consider their application and make a recommendation to the VCAA. Students must complete the VCAA application form for a Derived Examination Score and provide independent professional evidence to support the application. The VCAA will consider each student's application and may approve or refuse the application. Students will be advised of the outcome of their application when they receive their final results in December.

NOTE THE FOLLOWING ABOUT SPECIAL PROVISION:

1. Students have to apply to the Year 12 Coordinator to be granted Special provision. If you feel that you need Special Provision please bring this to the attention of the Year 12 Coordinator.
2. A unit teacher is not to grant consideration for Special Provision unless advised by the Year 12 Coordinator. This will normally be done in writing.
3. Special provision is not a process to give students an advantage by providing more time or delaying a SAC because they are not ready for it. Generally it allows students extra time to complete work because of illness or other circumstances, but must be organised between the student and their teacher.
4. The teacher decides the amount of extra time allowed, generally in consultation with the Year 12 coordinator.
5. The Special Provision applies to both assessment tasks and the completion of outcomes. In determining the score for an assessment task, teachers must take into account the extent and level of the Special Provision and determine the actual mark accordingly.
6. Official notification of Special Provision to VCAA will only occur where the school has been unable to adequately compensate a student for their disadvantage. For example, where a student has been unable, because of illness, or other serious cause, to do sufficient work for a reliable estimate to be made.
7. It is up to the student and classroom teacher to negotiate a new date for assessment items that were not completed while a student was under Special Provision.
8. Where students have a permanent disability, they may be granted Special Provision for the whole year, and may apply for special conditions to sit external exams.
9. Students granted special provision must meet the requirements for Satisfactory completion of the VCE, and must be assessed against the same standards as all other students.
10. The policy does not allow alternative courses of study with standards of achievement that are different from those specified in VCE study designs.

Right of student to appeal against adverse decision for School-based Special Provision

If a student's application for Special Provision for school-based assessment is rejected totally or in part, the student should be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision.

STUDYING AT SCHOOL

We have been developing the study centre as a better place to study, which means maintaining quiet in there at all times and encouraging good study habits in students whilst students are in there.

LAPTOPS/IPADS

VCE students must complete the ICT acceptable use agreement and consequences for network violation and breaches will apply as outlined in the Horsham College ICT policy document.

ASSESSMENT & MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Mobile phones and other electronic communication devices, such as iPods, iPhones, MP3 players, that are capable of storing, receiving or transmitting information or electronic signals are not permitted in a room where a SAC or assessment task is being undertaken.

Students are to leave mobile phones in their lockers and other electronic devices must be surrendered to the teacher before the commencement of the task. Teachers are to place the device in the tray for the duration of the task and the device given back to the student at the completion of the task.

Earpods need to be removed while students are completing assessment.

All watches (in case students have an Apple watch) need to be taken off and placed on the front of the students desk.

CONTACT - MR. RIGAS, VCE COORDINATOR

Over the course of the year if you have any concerns or questions about the VCE please contact me. I hope you have an enjoyable and rewarding year of VCE studies and I wish you all the best for 2025.



IMPORTANT DATES

At the time of printing these dates are accurate but are subject to change. Any changes will be communicated directly to students and families and via social media.

DATE	EVENT
March 7th	Special exam arrangements due
April 4th	Term 1 finishes
April 22nd	Term 2 commences
June 17th	General Achievement Test (GAT)
June 20th	Unit 1 and 3 finishes
June 23th	Unit 2 and 4 commences
July 4th	Term 2 finishes
July 21st	Term 3 commences
September 12th	Term 3 finishes
October 6th	Term 4 commences
October 21st	Unit 4 finishe
October 6th – November 2nd	Arts Performance & LOTE Oral exams
October 22nd – 27th	SWOT VAC Year 12
October 28th – November 19th	VCE Year 12 Exams
November 17th	Unit 2 finishes
December 11th	Year 12 VCE results available