



St John's
REGIONAL COLLEGE

VCE STUDENT HANDBOOK

2023

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INTRODUCTION

This handbook has been designed to inform students, staff and parents of the procedures and expectations which govern senior studies at St John's Regional College.

The information contained in this handbook is informed by documents to be found on the following link regarding assessment

<https://www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx>.

VASS KEY DATES

| VCAA/VASS INFORMATION | 2023 KEY DATES |
|--|-------------------------------|
| TERM ONE | |
| VASS Enrolments | 27 th February |
| Special Exam Arrangement Applications Due | 24 th March |
| TERM TWO | |
| Student Special Provision advice Slips and Summary Reports | 15 th May |
| GAT | 15 th June |
| Last Day for VCAL mid -year results | 16 th June |
| GAT Exemptions Due | 23 rd June |
| TERM THREE | |
| Last Day to Withdraw VCE, VCE VM or VET Scored | 17 th of July |
| SEA Advice Slips and Summary available | 4 th September |
| TERM FOUR | |
| Language and Performance Exams | Begin 2 nd October |
| Written Examinations Begin | 24 th October |
| Last Day for Amendment to Personal Detail Forms | 1 st November |
| Results Available to Students | 11 th December |

THE VCE

Year 11 and 12 students follow a program of study that leads to the award of the VCE. Each study in the VCE consists of four semester length units:

- Units 1 and 2: in some studies, these units may be taken separately.

The School is responsible for the assessment of Units 1 and 2.

- Units 3 and 4 must be taken as a sequence. Units 3 and 4 are assessed externally by the VCAA.

In Year 11 and 12, the usual program is for students to take 22 units of study consisting of:

- 6 VCE units per semester in Year 11;
- 5 VCE units per semester in Year 12.

Individual student needs are also an important factor is considering student program load. To be awarded the VCE, students must satisfactorily complete at least 16 units of study. The program must include satisfactory completion of:

- three units of English studies, of which two are Units 3 and 4;
- three sequences of Units 3 and 4 other than an English study.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number from 0.00 to 99.95, which represents a student's rank in comparison with other students completing the VCE in that same year. It is calculated using a student's Unit 3 and 4 scaled results. In order for a student to be awarded an ATAR, they must satisfactorily complete:

- Unit 3 and 4 of from the English group (any)
- At least 3 other sequences of Units 3 and 4
- Obtain a Study Score in all of these units

The ATAR is calculated as follows:

- The student's English score; plus
- The scores of their next best three permissible studies; plus
- 10 per cent of the scores for any fifth and sixth study, which they may have completed.
- This total is then ranked with other students completing VCE.

If a student has more than six results, the six scores that give the highest ATAR are used. The scaled Study Scores of Unit 3 and 4 subjects are used for the ATAR calculation purposes. The calculation of an ATAR is separate to the satisfactory completion of the VCE.

UNIT 3 AND 4 STUDY SCORE

A Study Score is a number out of 50 that provides an indication of how well the student has completed the subject compared with all other students who were enrolled in that subject in the VCE. It is calculated using the moderated SACs, SATs and Examination results. Moderation is required to account for any differences in assessment from school to school. The Unit Examination is the only assessment that is common to all VCE students.

The Study Score is not a score out of 50, but a rank of the student compared to the rest of the enrolments for that particular subject.

VOCATIONAL EDUCATION AND TRAINING (VET)

Students are able to choose a VCE VET program as part of their VCE, which means that they will be undertaking training in a specific vocational area; for instance, Hospitality, Creative Design Media, Sport and Recreation. VET is intended to broaden the range of study options available to students in VCE. It is about training for the workplace and is industry-based.

These courses are incorporated into the VCE and are endorsed by the Victorian Curriculum and Assessment Authority. Over a two-year period (Years 11 and 12) a student will be able to complete their VCE and one of the certificate courses simultaneously. VET studies also form an integral part of the VCAL program. VCE VET programs provide a student credit Units 1–4. A number of the programs also have a study score available and these and most others contribute to the ATAR (Australian Tertiary Admissions Rank). A program booklet for each of the VCE VET programs is available on the VCAA website.

All students who select the VCAL program are required to undertake a VET study. It is most important that students interested in these courses seek advice and details from the Pathways Coordinator.

- Enrolment in VET programs may result in additional costs for enrolment, tuition and materials at TAFE Institutions.
- Students are responsible for their own transport to and from TAFE/provider institutions.
- As the courses are offered in collaboration with other Catholic, government and private schools, students will often be involved in coeducational classes.
- These classes are usually timetabled on a Wednesday afternoon.

To obtain further information, all families are required to have a meeting with the Pathways Coordinator.

VCE- VOCATIONAL MAJOR (VM)

The Victorian Certificate of Applied Learning (VCAL) has transitioned in 2023 to become the VCE Vocational Major. It is a hands-on option for Year 11 and 12 students who are seeking a more flexible and practical senior study program.

The VCE VM gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCE- VM is a recognised qualification.

Students who study for the Vocational Major are likely to be interested in going on to training at Technical and Further Education (TAFE), doing an apprenticeship, or getting a job after completing secondary school. The flexibility of Vocational Major enables students to undertake a study program that suits their interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Industry-specific Skills
- Work-related Skills
- Personal Development Skills.

SUBJECT CHANGES

Most students will have finalised their VCE program by the start of the new school year; however, a student should first see their VCE subject teacher when they are experiencing difficulty. If a student needs to change a subject, they must then consult with their House Leader, Pathways Coordinator and the VCE and VCAL Programs Leader.

A subject change will be given consideration where:

- The change is approved by parents in writing and the current subject teacher has reported on the student's progress;
- Class size and timetable feasibility permit the change; and
- The student has investigated the effects on tertiary course selection and career choice of the change in consultation with the Pathways Coordinator

A change may not be possible when:

- It requires changes to other subject groupings;
- The request has not been made in a timely manner
- The class the student wishes to enter is already full; and/or
- The student has not successfully completed prerequisite studies or demonstrated sufficient readiness.

Each student's case will be considered on its merits.

VARIATION TO VCE

Students who wish to make modifications to the standard VCE program are required to consult with their House Leader and/or the VCE and VCAL Programs Leader and complete a variation to VCE form (available on SEQTA). The College will communicate with the student and parents/guardians to finalise the process.

VCE students seeking to undertake a non-scored pathway are required to consult with their House Leader, Pathways Coordinator and VCE and VCAL Programs Leader. Non-scored VCE students may not be required to complete SACs, however they are still required to demonstrate an understanding of the outcome.

Each student's case will be considered on its merits.

ATTENDANCE

Regular attendance is of the utmost importance in ensuring that students have the best possible opportunity to achieve a successful result. Furthermore, regular attendance is an integral component of the authentication process.

On any given day, where a student is unable to attend classes because of genuine reasons, for example, serious illness, the College **must** be notified before 8:30 am.

Absences are of serious concern and may result in a N grade. All VCE units require 50 hours of class time. A student needs to attend sufficient class time. If a student attends less class time than the amount required, it may result in a subject fail. It is the student's responsibility to obtain and complete any work that was missed due to absence.

MISSING AN ASSESSMENT

Should a student be absent on the assessment day, the student must download and fill in the Missed Assessment Task form available via SIMON. This will result in the student undertaking any scheduled assessment tasks (SACs or SATs) at another time arranged by the House Leaders and/or the VCE and VCAL Programs Leader.

All students should be aware of upcoming SACs as outlined through advance notification from each respective subject teacher (Unit 1 and 2), or via the SAC Schedule (Unit 3 and 4). It is the student's responsibility to advise their subject teacher and complete and submit a Missed Assessment Form. The student is required to provide the form to their House Leader and/or the VCE and VCAL Programs Leader within 3 days of the original assessment date. In the event of illness, this form will need to be submitted to the House Leader upon the students return to school. In each case a valid reason must be provided.

A valid reason includes:

- Prolonged illness (medical certificate is required)
- Attendance of a Mission event/ VET

- Excursions/ Camps/ School Events

Should a student be absent on an assessment day and does not have a doctor's certificate or valid reason, they will still have to complete the Assessment Task. This task will not be given a grade. Failure to follow this procedure could result in an 'N' for the Assessment Task.

RESCHEDULING AN ASSESSMENT

Students must have a medical or other professional certificate, provided by an independent practitioner who is not a family member, if they are absent on a day on which there is a SAC scheduled or a SAT is due.

Students must take evidence of the certificate to their House Leader to verify the absence, and to negotiate an alternative date on which to complete the assessment task.

SATISFACTORY COMPLETION OF VCE UNITS

Satisfactory completion of a VCE unit depends on a student's satisfactory completion of learning outcomes and meeting the School's attendance requirements. Decisions about satisfactory completion rest with the VCE subject teacher who makes clear to students, both in writing and verbally, the requirements for satisfactory completion of the unit.

Achievement of an outcome means:

- The work is clearly the student's own.
- It meets the required standard.
- The work was submitted on time.
- There has been no substantive breach of rules.

If all outcomes are achieved, the student receives an S (Satisfactory) for the Unit.

A student receives N (not satisfactory) for a unit when one or more of the outcomes are not achieved because:

- The work is not of the required standard.
- The student has not met 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.
- There has been a substantial breach of rules including School attendance rules.

The VCE subject teacher keeps the House Leader informed when a student is not managing their study program. The VCE subject teacher makes any decision not to award an S in consultation with the relevant Faculty Leader and VCE Programs Leader.

If a student does not meet an outcome to the required standard, then the following process will occur:

STAGE 1: PROVISIONAL N RESULT

If a student completes an assessment task that does not fulfil the outcome or missed a key date for long term SAC/SAT tasks:

1. A letter notifying a “Provisional N result” is sent home
2. Student is required complete a **redemption task** to achieve an S grade or meet deadlines. The task is set by the subject teacher and provided to the student to be completed the designated session a nominated time by negotiation with the student’s House Leader and/or VCE and VCAL Programs Leader

STAGE 2: ACADEMIC PANEL

If a student:

1. Produces an unsatisfactory redemption task
2. Has continued poor performance in assessment tasks and is at risk of achieving an N
3. Misses a deadline for an extended task
4. Does not submit a folio task
5. Has a suspected breach of authentication
6. Any other academic issue (example - poor attendance)

Then the teacher will, via the House Leader, contact the VCE and VCAL Programs Leader who will work together to then establish a process which will include but is not necessarily limited to,

- an investigatory phase
- formal contact with the student’s parents / guardians
- academic panel being convened.
-

BEST EFFORT

To encourage students to do their best in all school assessed coursework’s, teachers are advised to set up a benchmark of 45% achievement, monitor students task score and motivate them for the higher performance. If a student receives less than 45% in School based assessment or demonstrated a result that is below his best effort, teachers are advised to generate a letter to parents notifying redemption task. Students will complete a redemption task at the set date. Please note that the original mark/grade will be maintained, and redemption task is simply gaining a pass for the subject and allowing student to demonstrate his ability in the subject.

UNIT 1 AND 2

ASSESSMENT

All VCE Units 1 and 2 offered by the College will be assessed in two ways. Each Learning Outcome will be assessed as Satisfactory (S) or Not Satisfactory (N). All Learning Outcomes must receive an S for the Unit to be satisfactorily completed. This information is reported to the VCAA.

- 1. Assessment Tasks:** Percentage scores are used to indicate the level of achievement in assessment tasks. NA is used when a student is formally exempted from an assessment task.
- 2. Examinations:** are conducted at the end of each semester. The examinations are not usually an assessment task that contributes directly to the judgement of a satisfactory completion of the unit; however, performance in the examination may be used to achieve satisfactory completion if the student is a potential for non-satisfactory completion.

Students are not permitted to bring mobile phones and/ or any other unauthorised electronic devices (Apple Watch, iPod, MP3 player, etc) into an assessment task. Failure to adhere to this rule may result in the forfeiture of marks or cancellation of scores for this assessment.

REPORTING

Student led conferences, online reporting, informal conversations and learning indicator reports provide feedback to students and parents. Parents should consult the School calendar for the dates of parent-student-teacher interviews. Continuous online reporting is available through SEQTA during the semester. In mid-December, the School receives from the VCAA, a Statement of Results showing S or N for each unit attempted by each student enrolled in Unit 1 and 2 studies. These results will contribute to the award of the full VCE. These statements will be distributed to students at the commencement of the next year.

LEARNING OUTCOMES and ASSESSMENT

The subject teacher decides whether a student has satisfactorily completed a Unit based upon whether the student has achieved each of the Learning Outcomes for the Unit. Subject teachers design a range of assessment tasks that relate to each of the Learning Outcomes. The decision as to whether a student has completed each Outcome will be based on the teacher's judgement of the student's performance on assessment tasks for the Unit.

If the student's attempt at the assessment task does not meet the 45% minimum standard or represent best effort, then the student has one opportunity to redeem the potential N. The purpose of this resubmission is for the student to achieve a S assessment for the task, and consequently for the relevant Outcome. The result given to the original assessment task will not be altered. If, after resubmission, the work is still not considered to have achieved an S standard, then the teacher will inform the Deputy Principal – Teaching and Learning

UNIT 3 AND 4

SCHOOL-ASSESSED COURSEWORK (SACs)

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the Unit's outcomes. Assessment tasks designated for Coursework must be part of the regular teaching and learning program.

SCHOOL ASSESSED TASKS (SATs)

A variety of VCE subjects have School-Assessed Tasks as well as Coursework. Tasks are used in studies where products and models are assessed. The kind of tasks used for SATs will be the same for every School, with specifications being provided by the VCAA; however, the School will decide the content of the tasks. The VCAA specifies how marks and grades are to be allocated. The teacher completes the assessment and forwards to the VCAA a score indicating how each student performed in the SAT.

SAC and SAT SCHEDULE

Unit 3 and 4 students will receive an overall SAC/SAT calendar at the beginning of the school year.

TRIAL EXAMINATIONS

Unit 3 and 4 Trial exams are scheduled in the first week of Term 4 (as part of the Examination Preparation Program) and the Term 3 school holidays. Trial exams are compulsory for Year 12 students and for those Year 11 students enrolled in a Unit 3 and 4 subject. Although completion is not part of the awarding of satisfactory completion of Units or the VCE, trial exams are a vital part of feedback and learning for both students and teachers as they:

- Provide feedback to teachers to assist with the planning of revision classes;
- Provide feedback to teachers so as to guide individual students with revision, as it relates to areas of strengths and areas which require further revision; and
- Provide students feedback so that they can establish focus areas for revision and study in preparation for the VCAA exams. This includes areas of strength and weakness; skills that need further refinement and feedback regarding time management within an exam.

These exams are scheduled in a short time-frame to enable marking to take place promptly. External markers are used in some subjects. These markers are often VCE assessors who work with our teachers to provide accurate, timely feedback in preparation for the VCAA exams.

VCAA EXTERNAL ASSESSMENT (EXAMINATIONS)

VCAA External Assessments are centrally set tasks assessed by the VCAA. This includes written, oral or performance tasks according to the requirements of study designs and taken under examination conditions. Examinations are set by panels, which are appointed by the VCAA.

GENERAL ACHIEVEMENT TEST (GAT)

The General Achievement Test (GAT) is a test of general knowledge and skills. The GAT is split into two sections – Sections A and B – and is conducted in separate sessions on the same day.

Section A - enables students to demonstrate their achievement against standards of literacy and numeracy.

Section B - assesses student skills, including English, mathematics, science, technology, the arts and humanities.

All students enrolled in one or more VCE or scored VCE VET Unit 3-4 sequence are expected to sit both Sections A and B of the GAT. Senior VCAL students will sit section A of the GAT.

The GAT is an important part of the VCE assessment procedures. The GAT plays an important role in checking that school assessments and exams have been accurately assessed. GAT results are reported with a Statement of Results.

The VCAA use the GAT scores as a basis for:

- Reviewing school assessments in School-Assessed Tasks (SATs)
- Requesting authentication checks by schools for particular students' School-Assessed Tasks (SATs)
- Checking the accuracy of student scores in exams
- Enhancing the statistical moderation of School-Assessed Coursework (SAC)
- The calculation of a Derived Examination Score.

DERIVED EXAMINATION SCORE (DES)

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.

The purpose of a DES is to ensure that a student's final result on an examination reflects, as accurately as possible, the level of achievement that would be expected based on the learning and achievement she has demonstrated in her study over the semester/year.

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the examination period has affected their performance on an examination or has prevented them from attending an examination. 'Immediately before' applies to the two-week period prior to a performance or oral examination or the first written examination in the October/ November examination period.

The DES is not intended to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year.

Students who believe they may be eligible for the DES should contact the VCE Coordinator. The School is responsible for making the initial decision on eligibility and is recommending approval to the VCAA. Final approval rests with the VCAA. There are stipulated deadlines for Derived Examination Scores for each subject.

The calculation for the DES uses all available scores for the student in the affected study and the indicative grade for the examination provided by the school and the GAT component scores. For each approved application for a specific examination, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including moderated School-based Assessments, GAT component scores, other examination scores if available and indicative grades provided by the school.

STATISTICAL MODERATION

School assessment is an important part of the VCE. In many studies it counts for at least 50% of students' assessments. It is important that the assessments made by all schools throughout the State are comparable and fair to all students. Moderation is needed to ensure that schools' assessments are comparable and thus fair for all students throughout Victoria.

Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing each subject. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the School. The VCAA will use moderation to ensure that the assessments given by each school are comparable throughout the State. The process will involve adjusting the level and spread of each school's assessments of its students in each subject, to match the level and spread of the same students' scores on the common external examination. A copy of the VCAA's statistical moderation policy is found on the VCAA website.

SPECIAL PROVISION

Students eligible for special provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the Outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances, to be able to demonstrate their capabilities. The guiding principles, which must be satisfied in all forms of Special Provision, are:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Students are eligible for Special Provision for School-based assessment if their ability to demonstrate achievement is adversely affected by:

- Illness: acute and chronic
- Impairment: long term or
- Personal circumstances.

Special Examination Arrangements may take the form of:

- extra reading time in addition to the official reading time and/or
- extra time designated for the exam and/or
- normal time but with appropriate rest periods.

Students with specific illnesses or disabilities may be assisted by:

- Permission to use special technological aids such as a computer.
- Use of a scribe, clarifier or reader. Any person who has been closely associated with the student as a teacher, scribe or integration aide during the student's VCE studies is not permitted to act as a scribe, clarifier or reader in an exam. intended
- using technology, aides or other special arrangements to undertake assessment tasks
- deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

FINAL RESULTS

On completion of the VCE, Year 12 students receive a statement of results from the VCAA. The statement contains:

- A cumulative record of achievement for all VCE and VCE VET units undertaken, and the year in which the result was obtained.
- Graded Assessments and a Study Score for each sequence of Unit 3 and 4 studies undertaken either in the current year or earlier.
- University Enhancement studies with the titles of the studies and the university listed if successfully completed.
- Credit obtained for study undertaken overseas, interstate or in the International Baccalaureate, or for a Vocational Certificate.
- A declaration that the student has or has not been awarded the VCE.
- Year 12 students will also receive their ATAR score from the Victorian Tertiary Admissions Centre (VTAC).

AUTHENTICATION

Students must ensure that all unacknowledged work submitted by them is their own. They must acknowledge all resources used – including text and source material and the name(s) and status of the person(s) who provided the assistance, as well as the type of assistance received.

Students must not accept undue assistance from any person. Undue assistance would include using or copying another person's work or resources without acknowledgement, providing actual adjustments or improvements for a student's work or dictating or directing a student to insert a particular text. The issue of copying and plagiarism and the consequences thereof are clearly spelled out by the VCAA and the College Academic Honesty Policy, and may result in the award of an 'N' result.

VCAA has clear guidelines regarding the submission of work. It is the responsibility of each student to follow these guidelines. VCAA prescribe rules which students must observe when preparing work for assessment. These rules apply also to SACs and SATs.

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including: a. text, websites and source material;
3. the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
4. 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 of 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 acknowledgement;

- actual corrections or improvements made or dictated by another person.
1. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
 2. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
 3. Students who knowingly assist other students in a Breach of Rules may be penalised.

PROCEDURES FOR POSSIBLE BREACHES OF AUTHENTICATION

Teachers who believe that a school-based assessment breach of rules has occurred should report the incident in accordance with the school's procedures and an investigation into the breach should take place. Detailed records will be kept by the school of the process of the investigation.

Teachers must identify the assessment breach and inform the student as soon as possible after the breach has been identified.

If the nature of the breach relates to the authenticity of work that:

- is not typical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development, then
- the work should not be accepted for assessment until sufficient evidence is available to show
- that the work is the student's own.

ONUS OF PROOF

Students must provide evidence that the work submitted is their own and/or was completed in accordance with the VCAA requirements. In order to obtain the necessary evidence, students may be required 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 other work
- complete, under supervision, a supplementary assessment task related to the original task
- attend an interview set up by the VCE Academic Panel or complete a test to demonstrate understanding of the work

VCE ACADEMIC PANEL

The VCE Academic Panel shall be drawn from the VCE Programs Leader, House Leader and Faculty Leader. In extraordinary circumstances, the Deputy Principal – Learning and Teaching may appoint other qualified staff to the Panel.

The Panel will:

1. Investigate and impose penalties for any alleged breaches by students of VCE policies (E.g. authentication). **NOTE:** A parent/guardian may attend the interview in a support role, but not as an advocate;
2. Make a recommendation to the Deputy Principal – Learning and Teaching, as to whether penalties should be imposed.

Following the Academic Panel, the Deputy Principal - Learning and Teaching in consultation with the Principal has the ability to:

1. reprimand the student, or
2. if there is sufficient time before the due dates designated by the VCAA: give the student the opportunity to resubmit work for satisfactory completion, or
3. refuse to accept that part of the work which infringes the rules, and:
 - decide whether to award the outcome an N or an S based upon the remainder of the work
 - submit a score for the School-assessed Coursework based on an assessment of the remainder of the work, or
4. refuse to accept any part of the work that infringes the rules thus:
 - an N will be awarded for the outcome
 - an NA will be submitted for the School-assessed Coursework and/or the School assessed Task

The above consequences may be imposed singularly or in combination.

STUDENT'S RIGHT OF APPEAL

A student may appeal to the appeal to the VCAA against a decision by the school and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to school-based assessments.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the school.

GLOSSARY

TERM

DEFINITION

AUTHENTICATION

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

DERIVED EXAMINATION SCORE (DES)

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

EXAMINATIONS

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

GENERAL ACHIEVEMENT TEST (GAT)

The test that is done by all students doing a Units 3- 4 sequence or Senior VCAL. It is used by the VCAA to check that schools are marking School-Assessed Tasks to the same standard and as part of statistical moderation of coursework. Students' GAT results are reported to them with their Statement of Results.

N/A

Not assessed

OUTCOMES

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

REGISTERED TRAINING ORGANISATION (RTO)

An organisation, which is registered and approved to deliver Vocational Education and Training (VET) programs within a defined Scope of Registration.

SATISFACTORY COMPLETION

School decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.

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| SCHOOL ASSESSED COURSEWORK (SAC) | A school-based assessment which is reported as a grade for either a Units 3 and 4 sequence or Units 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes. |
| SCHOOL ASSESSED TASK (SAT) | A school-based assessment for a Units 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA. |
| SEMESTER | One half of the academic year. Most units are completed in one semester. |
| SEQUENCE | VCE Units 3 and 4 are designed to be taken as a sequence at Year 12 level. |
| SPECIAL PROVISION | Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. |
| STATISTICAL MODERATION | The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined exam and GAT scores for the students in that school doing that study. |
| STUDIES | The subjects available in the VCE. |
| STUDY DESIGN | A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs. |
| STUDY SCORE | A score from zero to 50, which shows how a student performed in a study, relative to all other students doing that same study. It is |

based on the student's results in school assessments and exams.

UNIT OF COMPETENCE

Unit of competence means the specification of knowledge and skills and the application of that knowledge and skills to the standard of performance expected in the workplace. The RTO assesses competence.

UNITS

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

VASS

The Internet-based VCE Administrative Software System (VASS) used by schools to administer VCE enrolments and results and to transfer data onto the VCAA central database.

VCAA

Victorian Curriculum and Assessment Authority.

VCAL CERTIFICATE

The Certificate awarded to students who meet the requirements for graduation of VCAL.

VCE CERTIFICATE

The Certificate awarded to students who meet the requirements for graduation of the VCE.

VET

Nationally recognised vocational certificates now integrated within the VCE.