



GOOD NEWS
Lutheran College

VCE

Handbook 2024



Creating
Success
Together

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Section A: Senior Years

A.1 Introduction

This handbook provides information for Years 10, 11, and 12 students and their parents/caregivers. It covers Senior Years policies and important information about VCE studies. All VCE information has been extracted from the **VCE Administrative Handbook 2024**. That Administrative Handbook will provide the final say on all matters related to issues covered in this adapted handbook. Page numbers, when given, refer to this document.

Students and parents/caregivers are encouraged to address any questions about these matters with a relevant member of Senior Years staff.

VCE Leadership

Mrs Joanne Wegner	Head of Secondary Years
Mrs Gita Raj	Assistant Head of Secondary (Year 11 & 12)
Mr Daniel Mani	Assistant Head of Secondary (Year 9 & 10)
Mrs Naomi Nolan	VM/VET and Pathways Coordinator
Ms Geetha Nair	VCE Coordinator
Mrs Tracy Williams	Head of Learning

A.2 Term Dates 2024

Term 1 Monday 29 January – Thursday 28 March

Term 2 Tuesday 16 April – Friday 28 June

Term 3 Tuesday 16 July – Friday 20 September

Term 4 Monday 7 October – Friday 11 December

A.3 Daily Lesson Times 2024

ARRIVE: 8.30am - 8.45am

Lesson 1: 8.50am - 9.40am

Lesson 2: 9.40am - 10.25am

Lesson 3: 10.25am - 11.10am

RECESS

Lesson 4: 11.30am - 12.15pm

Lesson 5: 12.15pm - 1pm

LUNCH

Lesson 6: 1.45pm - 2:30pm

Lesson 7: 2.30pm - 3.15pm

A.4 Christian Studies in the Senior Years

In keeping with the Lutheran ethos of Good News Lutheran College, Christian Studies studied by all students during the VCE years. Whilst Christian Studies is not a VCE subject, it is an important part of the curriculum and helps students to explore deep issues such as faith, service and humanity. Through Christian Studies, students are encouraged to think for themselves and to approach the study of religion with intellectual commitment, openness, honesty and respect for others. Assessments reflect this multi-faceted approach, based on participation in classroom activities, the appreciation of real-life subject knowledge, as well as intellectual understanding and knowledge.

A.5 Attendance (VCE Administrative Handbook 2024)

All VCE units require **50** hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign **N** to the unit, the school must assign **N** for one or more outcomes and thus the unit.

A school policy and set of procedures to cover absence from assessment tasks, should be published and made available to staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, on application, grant Special Provision for school-based assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete an **Application for Special Provision for School-based Assessment and Unit Completion** (on VASS) and retain this at the school, with supporting evidence.

Students' who enroll at Good News Lutheran College, automatically make a commitment to keep the school regulations, of which punctual and consistent attendance is one. Parents and Caregivers are expected to support the College in this matter.

At the beginning of the year, students agree, in a signed declaration, (see Appendix 1) to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes school rules related to assessment. This declaration also states that they will abide by the Good News Lutheran College policies and procedures relating to internet use.

Attendance Policy

The school requires regular attendance. At the Principal's discretion, this can be waived where the student suffers a prolonged illness or if prior approval for leave of absence has been granted.

The VCAA will not accept any appeal in relation to this policy.

Therefore:

- Students must be in school throughout the hours of a normal school day
- Students are to attend all timetabled sessions, including study periods
- Students are to be punctual to school and class
- Appointments are expected to take place out of school hours. If this is not possible, advance notice is required. Appointments for driving lessons and tests and other such activities, are not permitted during school hours.
- No student may leave the school grounds without the prior approval of the Head of School. If such permission is granted, the student must sign out at Student Services and sign back in on their return. In cases of illness, students must attend Sick Bay and they will be given permission to leave the school, as appropriate.

VCE students at Good News Lutheran College will be required to attend a minimum of 90% of classes (unless there are mitigating circumstances) and satisfy all the outcomes for the subject to receive a **'S'** (satisfactory) for any VCE subject in which they are enrolled.

No scheduled absences (overseas trips etc) will be permitted for any student enrolled in a Unit 3/4 subject unless there are exceptional extenuating circumstances.

In the case of extended absences, all students must apply for leave as soon as they are planning to be absent from school in writing to the principal –

principal@goodnews.vic.edu.au

Any student consistently missing class due to illness must keep all documentation to verify they have genuine reasons e.g. medical certificates. Copies are to be kept by the VCE Coordinator.

Any student absent from a SAC/SAT must provide a medical certificate. A new time will be given in order for the student to be able to complete the SAC/SAT.

A.6 Use of Study Periods

Study Periods

Each week, Year 12 students will have periods in which subject classes are not scheduled. These study periods are for the purposes of completing homework and meeting with teachers.

A study period is like any other class. It begins and ends at the same time as other classes. Permission to work in specialist rooms must be provided, in writing, by the appropriate staff member.

A.7 Change of Subject

Year 11

If you wish to change subjects, you may do so within the first two weeks of a semester. In order to make a change of subject you **must**:

- Consult with the subject teacher and VCE Coordinator regarding the subject change
- Complete a 'Change of Subject' form (available from the VCE Coordinator)
- Hand the completed form back to the VCE Coordinator

You will be notified by the VCE Coordinator when /if you can change classes. **You must not** change classes without permission.

Year 12

If you wish to change subjects, you may do so within the first two weeks of Semester One. This is the only time you are allowed to change subjects in Year 12. In order to make a change of subject you **must**:

- Fill in a 'Change of Subject' form (available from the VCE Coordinator)
- Obtain the required permissions
- Hand the completed form

You will be notified by the VCE Coordinator when /if you can change classes. **You must not** change classes without permission.

A.8 Promotions Guidelines and Processes

These guidelines and processes are to ensure that students are well prepared for the academic requirements of their future years of study, especially considering the requirements of the VCE and VM pathways.

Promotion from Year 9 to Year 10

Students will be permitted to proceed to Year 10 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 10. Successful completion of Year 9 includes the submission of all summative assessment tasks. A MYP grade of 3 or above should be demonstrated in course work in all core subjects. Students who do not meet the academic standards may be permitted to proceed on a case-by-case basis and placed on academic probation or a modified pathway may also be considered.

In Year 10, some students may choose to undertake an 'early-start' VCE subject. In view of the demands and skill requirements of the VCE, students must meet minimum academic requirements in order to do this. The requirement to take a Unit 1-2 VCE subject while in Year 10 is an average score of 6 across all subjects in Year 9. Similarly, selection in the Pre-Mathematical Methods course requires students to achieve a minimum of 65% in the end of semester examinations and score an average of 5 in Year 9 Maths to be guaranteed a place in the class in Year 10.

End of Year Promotion from Year 10 to Year 11

Students will be permitted to proceed to Year 11 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 11. Students must be able to make up a valid course of study, which is six subjects at unit 1/2 level (may include units 3 and 4) or VET studies. Successful completion of Year 10 is determined by the Year 10 academic results and will be decided based on the average coursework score and the end of year examinations with students requiring a minimum grade of D in English and five other subjects to proceed to VCE. Students not meeting these minimum requirements will require course counselling to determine the most suitable pathway for future study.

Note that some VCE subjects have additional prerequisites. Students wishing to complete Maths Methods or Specialist Maths in Year 11 must have completed Pre-Methods in Year 10 and achieved an average across assessment tasks and examinations at least 65% as a requirement for Maths Methods and 80% for Specialist Maths. English Language requires 65% or above in English in Year 10.

Assessment Task Completion at Year 11:

Students must meet the criteria and achieve a score of D or above in order to pass each task. If a non-satisfactory N grade has been achieved in any SAC in a Unit 1-2 subject, students will have one opportunity to redeem the N via one alternate assessment that must be completed within two weeks. With VCE Vocational Major, satisfactory completion is not determined by a numerical grade but based on the VCAA performance descriptors and also must be redeemed within 2 weeks.

End of Year Promotion from Year 11 to Year 12

Students will be permitted to proceed to Year 12 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 12 and be able to make up a valid course of study, which is five subjects at unit 3/4 level (or appropriate VET studies). Successful completion of Year 11 is determined by the average coursework score and the end of year examinations with students requiring a minimum

grade of D in English and four other subjects in order to proceed to Year 12. Certain subjects at unit 3/4 level have prerequisite entry requirements and students must meet these requirements to be allowed to select these subjects. If they do not meet the prerequisites, they must choose an alternative subject. Students not meeting these minimum requirements will require course counselling to determine the most suitable pathway for future study.

Assessment Task Completion at Year 12:

Students must meet the criteria and achieve a score of D or above in order to pass each task. If a non-satisfactory N grade has been achieved in a SAC in a Unit 3-4 subject, students will have one opportunity to redeem the N via one alternate assessment that must be completed within two weeks. If a student is doing an unscored VCE or VCE Vocational Major, satisfactory achievement is not measured by a numerical score but by meeting the VCAA criterion descriptors and also must be redeemed within two weeks.

What if the requirements are not met?

Any student who does not meet the minimum requirements will require course counselling to determine the most suitable pathway for future study. Depending on the situation, students may be placed on academic probation with additional support provided in terms of study, revision and exam preparation. In some cases, the student may be offered the opportunity to repeat the year or alternate pathways will be considered. Any decision regarding academic probation or changes to academic pathways will be made with full consultation and involvement of Head of Secondary Years, VCE coordinator and Head of Learning as well as the student and parents.





Section B: VCE

For VCE and VCE VM administrative advice, see the [VCE Administrative Handbook 2024](#)

B VCAA's Rules (VCE and Administrative Handbook 2024)

B.1 Satisfactory Completion of the Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies are nationally and internationally benchmarked at Unit 1 and Unit 2 level to a Year 11 standard, and studies at Unit 3 & Unit 4 level are benchmarked to a Year 12 standard. Units 1 & 2 can be completed as single units and Units 3 & 4 in each study are designed to be undertaken as a sequence.

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Levels of achievement for Units 1 & 2 are determined by schools and not reported to the VCAA. Levels of achievement for Unit 3–4 sequences are assessed using School-based Assessment and external assessments (including examinations). Each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment.

Students may obtain some special recognition through the VCE (Baccalaureate) where students undertake both high level mathematics and a language as part of their VCE program of study. This is outlined more in the Senior Years VCE Subject Choices booklet.

Additionally, students may qualify for the VCE Industry Pathway program through including a VET course as part of their program of study. This is also outlined more in the Senior Years VCE Subject Choices booklet.

Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have two graded assessment components, comprising one School-based Assessment and one external examination. Graded assessments are reported on an 11-point scale ranging from grade A+ to E, or as UG (Ungraded).

There is one examination period in each academic year. The General Achievement Test (GAT) is conducted in June.

(See the Scored assessment: General Achievement Test section for more information about the GAT. See the Scored assessment: School-based Assessment and the Scored assessment: External assessment sections for more details on assessment of VCE units).

B.2 Minimum Requirements for the Award of the VCE

The minimum requirement is satisfactory completion of **16 units** which must include:

- Minimum English requirement is three units from the English group, with two of those at Unit 3 & 4 level and one from Unit 1 or 2 level. Both Units 3 & 4 must be completed satisfactorily to be awarded the VCE. English units may be selected from Bridging English as an Additional Language Units 1 & 2, Foundation English Units 1 & 2, English Units 1 to 4, EAL Units 3–4, English Language Units 1 to 4, and Literature Units 1 to 4.
- At least three sequences of Units 3 & 4 studies, other than English, which may include any number of English sequences once the English requirement has been met

Students Seeking English as an Additional Language (EAL) Status

As the satisfactory completion of an English study is a compulsory requirement for achieving the VCE, students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired, may have access to EAL status. Students applying for EAL status should indicate this on their **Student Personal Details and declaration** form. Identifying a student as having EAL status does not automatically enrol the student in EAL.

Students who complete Bridging English as an Additional Language, which is only available as Units 1 & 2, are not automatically considered eligible for EAL status at Unit 3 & 4 of English EAL.

Students from a Non-English-speaking Background

To apply for EAL status, each student is required to submit an **Application for Enrolment in English as an Additional Language Units 3 & 4** form to the school. This is designed to assist schools in evaluating a student's EAL status. Schools should maintain a record of all completed applications. Schools should not enrol a student in EAL unless they have received all documentation verifying that the student meets the EAL eligibility criteria.

A student may be eligible for EAL status if they meet both of the following criteria.

For Criterion 1, the student must fit one of the following:

- On the first day of the academic year, the student must not have been a resident in Australia or New Zealand or other predominantly English-speaking country for more than seven years. The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. This calculation of time should not include time spent out of Australia during school vacations.
- The student is an Aboriginal or Torres Strait Islander student whose first language is not English

For Criterion 2, the student must fit the following:

- English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. Schools must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

Special Circumstance for EAL Status

There are special circumstances that may be considered by the VCAA in determining a student's eligibility for EAL status, including:

- Minimal or no primary school education
- Material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
- Material interruptions to schooling after arrival in Australia

Circumstances not Considered for EAL Status

The following are not grounds for a special application for EAL status:

- The language spoken in the student's home
- The standard of the student's spoken and written English
- The failure of the student's school to provide EAL assistance to the student

Determinations about EAL Status

If a student clearly meets the conditions, the Principal has the authority to grant this provision. Such applications should not be sent to the VCAA; they should be retained on the school file. If a decision is not clear, the Principal may apply to the VCAA for a determination using the **Application for Enrolment in English as an Additional Language Units 3 & 4** form. Only if a determination is sought from the VCAA should the completed application form, together with all supporting documentation, be forwarded to the Student Records and Results Unit, as soon as possible.

Students who have Resided and Studied in Singapore or India

VASS disables EAL approval for students whose country of origin is Singapore or India, even though the student may have resided in Australia for less than seven years. A message on VASS will appear, stating 'EAL eligibility for this country of origin can only be approved by the VCAA'. The school must forward the application to the VCAA for a thorough assessment. These applications need to include supporting school documentation and passport stamp and/or International Movement Records, to determine whether the student is eligible for EAL. If the application is reviewed by the VCAA, and the approval granted, it will be entered on VASS and the school will be able to enrol the student in EAL.

If the Principal has approved the student's application, their status can be entered on VASS. If the Principal is uncertain about a student's eligibility, they should apply to the VCAA using the **Application for Enrolment in English as an Additional Language Units 3 & 4** form. All evidence, as described in the eligibility criteria, must be supplied with the application.

To satisfy the requirements of English Unit 3, students with a hearing impairment may undertake an alternative assessment task to the one specified in the English study design. For those students who have a hearing impairment and have a limited capacity for oral communication, an alternative may be a data presentation (using Microsoft PowerPoint, for example) or a presentation using signing, which is translated into speech by an interpreter.

School-based Arrangements for EAL

Studies have been designed so teachers can develop courses appropriate to the needs of their students. The flexibility in the study design should be used to take account of a student's comparative unfamiliarity with the English language.

B.3 Students seeking enrolment in VCE VM studies (VCE Vocational Major)

Students may only enrol in VM studies if they are completing a program that meets the specific program requirements for the VCE VM.

To be eligible to receive the VCE, a student must satisfy the minimum VCE requirements – a minimum of 16 units which must include:

- 3 units from the English group (English, EAL, Literature, English Language) including a Unit 3–4 sequence
- at least 3 other sequences of Units 3 and 4 studies, which can include further sequences from the English group.

The program requirements for the VCE VM are in addition to the minimum requirements for satisfactory completion of the VCE – a minimum 16 units which must include:

- 3 VCE English units including a Unit 3–4 sequence
- 2 VCE Mathematics studies units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units

a minimum of 180 nominal hours of VET at Certificate II level or above.

The VCE Vocational Major is a non-scored VCE and students who choose this option will not receive an ATAR. The VCE VM will directly prepare students to enter either work or vocational education after their Year 12 studies.

B.4 Unit Selection

At Good News Lutheran College, students will generally undertake:

- 12 units in the first year i.e. 6 units each semester (Year 11)
- 10 units in their second year, i.e. 5 units each semester (Year 12)

Your subject teacher will:

- Set work in accordance with specifications set out in each study design
- Provide you with specific timelines related to work that needs to be submitted or undertaken in class
- Keep an attendance record for each lesson
- Authenticate that it is your own work

Feedback to Students

Schools may choose this as a basis for reporting to parents. In providing this feedback, teachers may give students their marks on individual School-assessed Coursework tasks. Schools are strongly recommended to include the following advice in student VCE handbooks:

- About the 'conditional' nature of any School-assessed Coursework marks given to students
- That their total scores for School-assessed Coursework may change as a result of statistical moderation

When providing the marks, teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation.

Although schools may permit students to submit further work for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

Rules for School-based Assessment: Breaches and Investigations

Schools are responsible for ensuring that students abide by the VCAA rules for School-based Assessment and can investigate any alleged breach of these rules, applying appropriate penalties if necessary. For advice on School-based Assessment, refer to 'Work completed outside class' and Strategies for avoiding problems' in Assessment: School-based Assessment.

At the beginning of each school year, each student signs a declaration that they agree to abide by and observe the rules and instructions relating to the VCE assessment program (this declaration is contained in the **Student Personal Details** form). A student must also sign an authentication record for work done outside class when they submit the completed task.

Rules for Assessments under Test Conditions and Authentication of Student Work

A student undertaking assessment under test conditions as part of School-based Assessment, must comply with VCAA examination rules, where relevant. Schools should have a policy and procedures for managing allegations of breaches of these rules, dealing with matters including:

- The delegation of responsibility for investigations
- Communicating with students and parents or guardians
- Reporting investigation outcomes to the school administration. Further guidance on school investigation of alleged breaches of rules for School-based Assessment is provided below.

In addition, students must observe and schools must apply the following rules for authentication of School-based Assessment:

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:
 - Text, websites and source material
 - The name and status of any person who provided assistance and the type of assistance provided
3. A student must not receive undue assistance from another person in the preparation and submission of work.
4. 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 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, another person's work or other resources without acknowledgment.
 - Corrections or improvements made or dictated by another person
5. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
6. A student must not knowingly assist another student in a breach of rules.

B.5 Investigation of Breaches of School-based Assessment

Teachers who believe that a breach of rules (including authentication rules) has occurred in a School-based Assessment should report the incident in accordance with the school's policy and procedures. The school Principal, or an authorised member of the Principal class, must be notified of the allegations immediately.

Investigation of Breaches of Assessment Rules

Where a teacher believes a breach of VCAA assessment rules has occurred in a School-based Assessment under test conditions, the Principal or delegate should appoint a person to undertake a preliminary investigation into the allegations. A typical allegation might be that a student had access to unauthorised notes related to the assessment. This investigation may include discussions with the study teacher supervising the assessment, examination supervisors if the school uses them, or other witnesses, including other students. If this investigation supports the allegations, the investigating person should interview the student and allow them to respond to the allegations. Where this interview suggests there is substance to the allegations, the matter should be referred to a hearing.

The student's parents or guardians may be advised of the nature of the allegations, depending on the school's policy in relation to reporting discipline matters. Detailed records of the investigation should be kept and may be used at any later hearing.

Schools may contact the Senior Investigator, Legal Services, VCAA to discuss their investigation or the conduct of any subsequent hearing.

Investigation of Breaches of Authentication Rules

If the alleged breach raises questions about whether the student's work is genuinely their own, the student's work should not be accepted for assessment pending investigation. 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.

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

- 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

Students should be asked to provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. Students 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 other work
- Complete, under supervision, a supplementary assessment task related to the original task
- Attend a hearing or complete a test to demonstrate understanding of the work

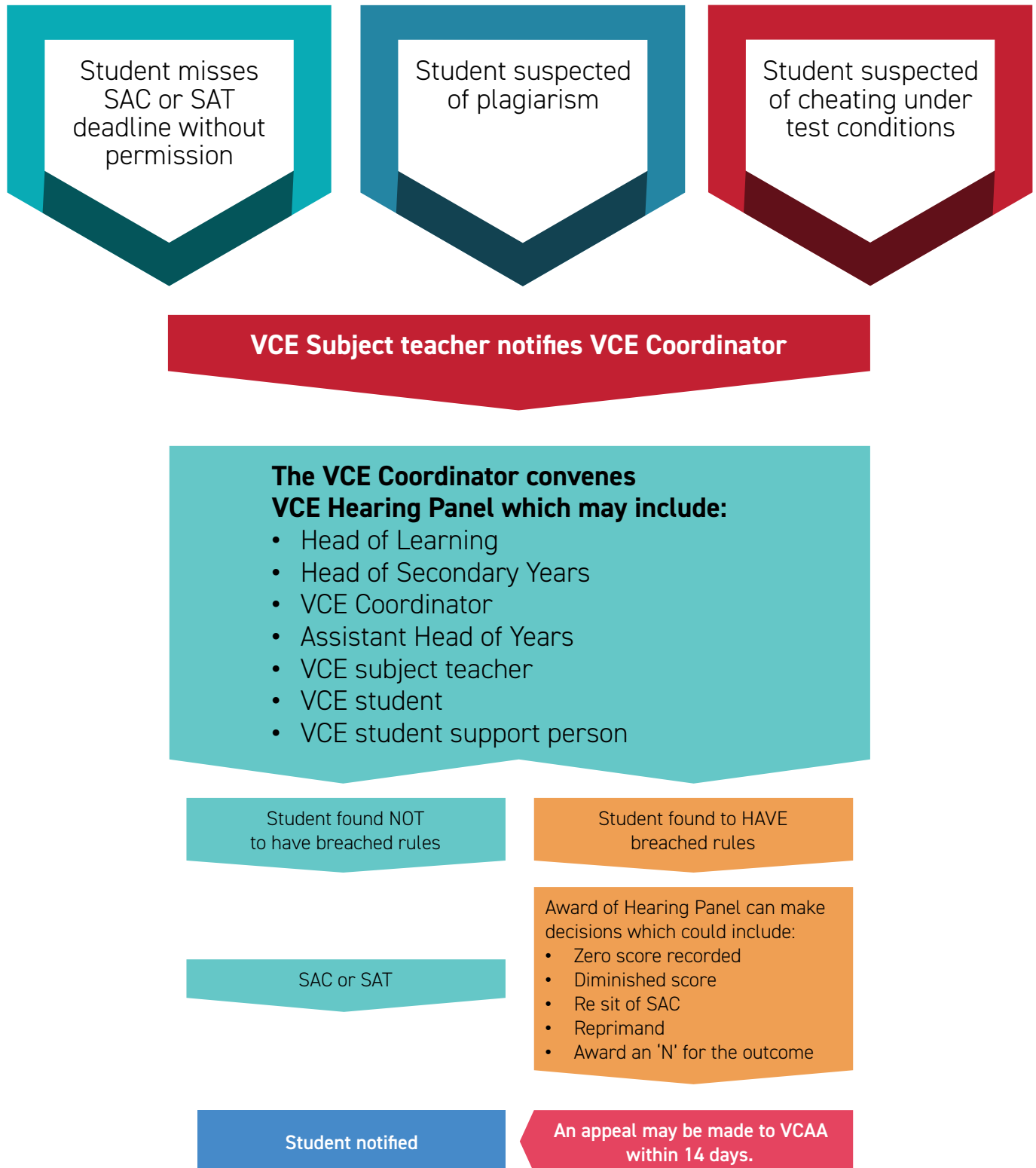
If this stage of the investigation shows there is continuing doubt about the authentication of the student's work, the matter should proceed to a hearing.

Hearings

If, following its preliminary investigation, the school believes that there is evidence that the allegations against the student have substance, the student should be asked to attend a hearing in which they will have the opportunity to respond to the allegations against them.

This hearing must be conducted using the following guidelines.

Flow Chart response for SAC and SAT anomalies or breach of VCCA rules



Establishing a Hearing Panel

The Hearing Panel must consist of at least two, but no more than three, teachers (the study teacher and up to two representatives of the Principal). All members of the panel must understand the purpose of the hearing and, if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions.

Informing Students of the Need for a Hearing

The Principal, VCE Coordinator or other relevant coordinator should give the student at least 24 hours' written notice of the hearing. This notice should state:

- The allegations against the student
- The purpose of the hearing
- The date, time, place and expected length of the hearing
- The composition of the panel
- Advice that a parent or friend may accompany the student to the hearing in a support role (though not as an advocate)
- The name of the person with whom the student may clarify procedures
- If applicable, advise that the student look at the copy of their work prior to the hearing and an instruction to take their copy of the work to the hearing. (The school should still be in possession of the original work.)

Preparing for the Hearing

The panel should prepare for the hearing by familiarising themselves with the allegations against the student and the available evidence. They may also prepare questions for the student and any witnesses involved.

Setting and Length of the Hearing

The hearing should be conducted in an environment in which the student feels comfortable. The length of the hearing will depend on the individual case. In general, it is expected that most hearings will extend for as long as is necessary for the student to respond to the allegations and the panel to be satisfied it has heard all the evidence.

Conducting the Hearing

The panel must:

- Explain clearly to the student the purpose of the hearing, the rules allegedly breached and the possible outcomes
- Present any necessary evidence collected earlier to support the case
- Give the student an opportunity to respond to the allegations against them
- Pose questions and conduct the hearing in a way that allows the student to feel as comfortable as possible in the circumstances

Report the Outcome of the Hearing

The panel should report to the Principal on its findings and may recommend to the Principal what penalty, if any, should be imposed on the student. If the school is satisfied, on the basis of evidence, that there has been a breach of rules, the Principal has the power to determine what action should be taken (see Penalties and appeals).

Evidence that must be kept by the School

The evidence required to substantiate a breach of rules may include the following:

- Name of the student/s involved
- Study and task involved
- Documentation that was provided to students by the teacher that clearly indicates the conditions under which the task was to be completed (and therefore why a breach of rules is under investigation)
- Time and date of incident
- Nature of the contravention
- If the allegations involve unauthorised use of notes, copies of those notes
- Any work submitted by the student, including work that was not their own
- Evidence of the contravention, including any confiscated material
- Names of any other students affected or involved
- Statements related to the allegations that have been made by witnesses, including other students
- Work that is by other students and is similar or identical to that of the student under investigation
- A record of the outcome of any hearing or discussion, supplementary assessment task or test
- A record of student attendance
- The teacher's record of authentication, for example the Authentication Record for School-assessed Tasks
- A record of the teacher's or teachers' judgement about the authenticity of particular work
- The original, final version of the piece of work identified as breaching the rules
- Samples of other work produced by the student to provide a comparison of the work the school has been able to authenticate with the work it is unable to authenticate
- A copy of relevant source material from which unacknowledged work was obtained

Penalties and Appeals

If the Principal is satisfied on the balance of probabilities that the allegations against the student are proven, there are a number of possible outcomes, according to the gravity of the student's conduct. The Principal may do one of the following:

- Reprimand the student
- If there is sufficient time before the due submission dates set by the VCAA, give the student the opportunity to resubmit work for satisfactory completion
- Refuse to accept the part of the work that infringes the rules and decide whether to award the outcome an N or an S based upon the remainder of the work, and submit a score for the School-based Assessment based on an assessment of the remainder of the work
- Refuse to accept any part of the work if the infringement is judged by the Principal to merit such a decision: an N will be awarded for the outcome, and an NA will be submitted for the School-based Assessment

If work was accepted for assessment and a breach of assessment 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 assessment rules may result in a score change. This score change should be communicated to the VCAA through the completion of the **Score Amendment Sheet (SAS)** extracted from VASS.

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

Notification of Penalty to the Student

If a decision is made to impose a penalty, the Principal must notify the student in writing within 14 days of the decision being made. This notification must include:

- The nature of the breach of rules by the student
- The reasons for making the decision and the supporting evidence
- The penalty that will be imposed
- Advice about the student's right to appeal to the VCAA
- Advice that the appeal must be lodged within 14 days of receipt of notification from the Principal

B.6 Student Appeals against School Decisions about Breaches of Rules

Section 2.5.21 of the Education and Training Reform Act 2006 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 assessment rules (including the authentication rules) of the VCAA 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 Chief Executive Officer of the VCAA not 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 Chief Executive Officer of the VCAA will nominate an officer of the VCAA to interview the parties to the appeal and attempt to resolve the matter.

Notice

Not later than seven days after the interview conducted by the VCAA, the school must, by notice in writing, advise the student and the VCAA that in relation to the student:

- It has rescinded its decision and any penalty imposed
- It has rescinded the penalty imposed
- It has reduced the penalty imposed
- It confirms both the decision and the penalty imposed

School Decision

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. On receipt of a notice from the school that contains one of the following decisions, the VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed:

- The school has rescinded the penalty imposed
- The school has reduced the penalty imposed
- The school confirms both the decision and the penalty imposed

Appeal

If a student elects to proceed with an appeal, the Chief Executive Officer of the VCAA must refer the appeal to a Review Committee for hearing and determination. An appeal of this nature is conducted as a re-hearing.

If the Review Committee is satisfied on the balance of probabilities that the student has contravened the assessment rules of the VCAA relating to School-based Assessments, it may:

- Reprimand the student
- If practicable, permit the student to resubmit the school work required for:
 - assessment in the study or the course
 - satisfactory completion of the study or the course; or
- Refuse to accept part of the work and ask the school to assess the student on the remainder of the work submitted
- Amend the student's School-based Assessment



B.7 Student Breach of VCAA Rules for Conduct of VCE External Assessments

The VCAA rules are published on the VCAA website. The rules for the conduct of the GAT and VCE examinations are distributed to all VCE providers and students in both the GAT brochure (Term 2) and *VCE Exams Navigator* (Term 3) each year.

Principals and chief supervisors are responsible to the VCAA for the conduct of examinations. Any alleged breach of these examination rules and any alleged cheating, dishonesty or obtaining assessments by fraudulent, illegal or unfair means in relation to the GAT and VCE examinations should be reported to the VCAA, and serious cases will be referred to a VCAA Review Committee. The Review Committee will conduct a hearing at which it will consider the circumstances of the alleged breach and determine any appropriate penalty.

All supervisors of examinations are issued with directions for the administration of the examinations and are required to report all alleged breaches of rules to the VCAA.

Identification of an Alleged Breach of Examination Rules

If an alleged breach of rules relating to the conduct of the GAT and VCE examinations is detected, the student must be permitted to complete the examination and any discussion considered necessary must be conducted when the examination has finished. The student must be informed that an incident report is being forwarded to the VCAA.

When completing the incident report, it is important to include the student's details. The exact nature of the breach, any relevant circumstances leading up to it, and details of what occurred afterwards, should be stated. It is important that all matters associated with the incident, no matter how insignificant they may have appeared at the time, are included. A student who refuses to obey a supervisor's instructions, must be informed at the end of the examination that an incident report is being forwarded to the VCAA.

Initial Investigation

Upon receipt of the incident report, the VCAA may conduct an investigation into:

- A suspected breach of its examination rules
- An allegation that a student's assessment by the VCAA was obtained by fraudulent, illegal or unfair means

In conducting an investigation, the VCAA may nominate a person on its behalf to interview any student enrolled in an accredited course. A person nominated to interview a student must give no less than 24 hours' notice of the interview to the student and this notice:

- Need not be in writing
- May nominate a time and place for the interview
- Must give particulars of the matter under investigation

In addition to any other matter discussed at the interview, the student must be informed of possible further action by the VCAA and possible consequences to the student.

The person who conducts the interview must submit a written report of the interview to the Chief Executive Officer of the VCAA as soon as practicable after the interview.

Decision to Proceed to Hearing

The Chief Executive Officer of the VCAA may, after considering a report submitted, request that a Review Committee conduct a hearing in relation to the matter under investigation.

Review Committee

A Review Committee consists of three people who are either members of the VCAA Board or staff of the VCAA. The Chair of the Review Committee must be a member of the VCAA Board.

Assessment may be Withheld Pending a Decision

The VCAA may withhold the assessment of a student who is required to attend a hearing before a Review Committee until whichever of the following is later:

- The decision of the Review Committee and the expiry of the period of 14 days after the day on which the Review Committee gave its decision verbally at the hearing
- If the student applies to an Appeals Committee for review of the decision, notification to the VCAA by the Appeals Committee of its determination of the application

Notice of Hearing

The Chief Executive Officer of the VCAA must give a student who is required to attend a hearing before a Review Committee:

- Written notice of the hearing not less than seven working days before the hearing is due to commence
- Copies of the information and documents on which the VCAA intends to rely at the hearing not less than five working days before the hearing is due to commence

Procedure of the Review Committee

At a hearing:

- Subject to the Education and Training Reform Act, the procedure of a Review Committee is at its discretion
- The proceedings must be conducted with as little formality and technicality as the requirements of the Education and Training Reform Act and the proper consideration of the matter permit
- A Review Committee is not bound by rules of evidence but may inform itself in any way it thinks fit
- A Review Committee is bound by the rules of natural justice

Cross-examination of Witnesses

The cross-examination of witnesses in a hearing before a Review Committee is at the discretion of the Review Committee. An exercise of this discretion must be consistent with the rules of natural justice.

Legal Representation for the Student

A student may be represented by a legal practitioner at a hearing before a Review Committee.

Person assisting the Review Committee

A Review Committee may be assisted by a person nominated by the VCAA.

A person assisting a Review Committee under this section:

- Is entitled to be present during the whole of the proceedings
- Must ensure that all relevant information is put before the Review Committee but must not act as prosecutor
- Must advise the Review Committee on any matter on which it seeks to be advised but must not adjudicate on the matter

Decision of Review Committee

If a Review Committee is satisfied on the balance of probabilities that a student has contravened VCAA examination rules or obtained a VCAA assessment by fraudulent, illegal or unfair means, the Review Committee may do one of the following:

- Reprimand the student
- Amend or cancel the student's grade for the examination in which the contravention occurred
- Amend or cancel the student's grade for the examination in which the contravention occurred, and also amend or cancel any or all of the student's assessments in the same study, including cancellation of satisfactory completion of the study
- Amend or cancel the student's grades for examinations or other assessments in one or more other studies, including cancellation of satisfactory completion of a study
- Cancel all the student's grades for examinations and other assessments conducted by the VCAA during the year in which the contravention occurred or the assessment was obtained, including cancellation of satisfactory completion of the course

Notification of Decision

A Review Committee must give its decision:

- Verbally at the hearing
- In writing to the student concerned not later than seven days after the hearing
- Review Committee must set out in its written decision:
 - The reasons for its decision
 - The findings on material questions of fact that led to the decision

A Review Committee must notify the VCAA without delay of its decision.

Review by Appeals Committee

A student affected by a decision of a Review Committee may apply for review of the decision by an Appeals Committee on one or both of the following grounds:

- The decision was unreasonable
- The penalty imposed was too harsh

An application must be made by notice in writing to the Chief Executive Officer of the VCAA not later than 14 days after the day on which the Review Committee gave its decision verbally at the hearing. The Chief Executive Officer of the VCAA must refer an application to an

Appeals Committee for determination.

A student may make a written submission to the Appeals Committee but is not entitled to be heard in support of the written submission or to appear before the Appeals Committee.

An Appeals Committee must review a decision made by a Review Committee having regard to all the documents before it, the written decision of the Review Committee and any written submission made by the student.

In determining an application for review of a decision made by a Review Committee, an Appeals Committee may:

- Affirm the decision under review
- Vary the decision under review
- Set aside the decision under review

An Appeals Committee must notify the VCAA without delay of its determination of an application for review under this section.

Appointment of Appeals Committee

An Appeals Committee consists of three members appointed by the Minister to determine applications for review. The Minister may appoint more than one Appeals Committee at any time.

A member of an Appeals Committee must not be a member of the VCAA, a member of a committee of the VCAA or an employee of the VCAA and the members must have between them knowledge of the assessment programs of the VCAA, knowledge of the Act and knowledge of the field of secondary education.

Notification of Alteration of Record of Student Assessment

If a student's assessment is amended or cancelled, the VCAA:

- Must give written notice to the student concerned
- May give written notice to any other person to whom a copy of the student's record has previously been provided, that the record of assessment has been so amended or cancelled, as the case requires

B.8 Assessment: Satisfactory Completion of VCE Units

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.

Satisfactory VCE Unit Result

The student receives an 'S' for a unit if the teacher determines that all the following outcomes are achieved satisfactorily.

A student must:

- Produce work that demonstrates achievement of the outcomes
- Submit work on time
- Submit work that is clearly their own
- Observe Victorian Curriculum and Assessment Authority (VCAA) and school rules

Not Satisfactory VCE Unit Result

The student receives 'N' for the unit when one or more of the outcomes are not achieved because:

- The work does not demonstrate achievement of the outcomes
- The student has failed to meet a school deadline for the assessment task, including if 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 N result should be used for students who only partly complete work or whose attendance records breach school rules

Redeeming Outcomes: Submitting Further Work

If, in the judgement of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements.

A student may only submit further work, or resubmit a School-assessed Coursework assessment, for reconsideration to redeem an 'S' for the outcome. The teacher may not allow a student to resubmit work to improve a score of an assessment for School-assessed course work.

Students complete work for a unit during the semester in which the unit is undertaken. However, the school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Lost, Stolen or Damaged Work

If a teacher or student has lost work, or had work stolen or damaged, they must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage but should not report it to the VCAA (unless it is a School-assessed Task). The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Note: This does not apply to work lost or damaged due to computer misuse or malfunction.

Care in the Use of Computers

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made, the work is saved as a backup file, which should not be stored on the computer



B.9 Special Provision

Special Provision provides students in defined circumstances with the opportunity to participate in and complete their senior secondary studies.

The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances. Special Provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

Although there is no limit on the time period allowed for a student to achieve the VCE, the provisions available seek to help a student complete the requirements in a timeframe comparable to that of their peers.

Individual students may need special provisions in their learning program to achieve learning outcomes, and in assessment to demonstrate their learning and achievement.

At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for the study. They are still required to demonstrate achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

Specific eligibility criteria apply to the granting of Special Provision for the VCE.

Types of Special Provision

Special Provision is available to students completing the VCE for classroom learning School-based Assessment and VCE external examinations.

Specific eligibility requirements apply for each type of Special Provision.

For classroom learning School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Schools are encouraged to consult the VCAA if they are unsure about appropriate arrangements. The school's policies and procedures should be clearly documented and communicated to students. It is strongly recommended that schools keep records of all decisions made for each student.

For VCE external assessments, which include all VCE examinations, the Extended Investigation Critical Thinking Test and oral presentation and the General Achievement Test (GAT), the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- An acute or chronic illness (physical or psychological)
- Any factors relating to personal environment
- An impairment or disability, including learning disorders

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events.

Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence.

Students granted Special Provision must still complete all work related to satisfactory VCE completion of the outcomes of a VCE. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision.

English as an Additional Language (EAL)

Students who have been granted EAL status on the basis of unfamiliarity with the English language are not eligible for Special Provision on this basis alone, unless they qualify for EAL status because of a hearing impairment.

Intellectual Disability

The Principal has the discretion to approve the enrolment of students with an intellectual disability in the VCE. The VCAA does not place restrictions on this discretion. The Principal is responsible for advising students of the likelihood of successfully achieving the published unit outcomes and for deciding appropriate arrangements at the school level.

If a student will be unable to achieve success within the specified framework of the VCE, the appropriate course of action may be that the student is not enrolled in VCE studies but undertakes a parallel, individualised teaching and learning program. This strategy allows the student to participate in class with their peers and continue social engagement and is more likely to eventuate in a positive outcome. In this case, the school would issue its own report on the student's individual achievement.

An integration support group within the school may advise the Principal that formal enrolment in either a full or restricted VCE program is the most appropriate action. In either case, the school decides the most appropriate program for the student.

The VCAA does not approve Special Examination Arrangements on the grounds of an intellectual disability.



B.10 Special Provision: Classroom Learning and School-based Assessment

Schools may approve special provisions and arrangements for Classroom Learning and School-based Assessments. The VCAA recognises that personnel, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances.

Schools should consult the VCAA if they are unsure about appropriate arrangements. The VCAA recommends that schools approve arrangements for classroom learning and School-based Assessments that are consistent with the Special Examination Arrangements likely to be approved by the VCAA.

Students who are suffering long-term conditions and have not been granted arrangements by the school for classroom learning and School-based Assessments, may not be eligible for similar Special Examination Arrangements for these long-term conditions.

The VCAA recommends that schools maintain records of their decisions.

Eligibility for Special Provision for School-based Assessment

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

- An acute or chronic illness
- A long-term impairment
- Personal circumstances

Strategies

Course Completion

There are a number of ways in which schools can make alternative arrangements to enable students to be assessed against the unit outcomes of the study design, including:

- Rescheduling an assessment task
- Allowing the student extra time to complete the task
- Setting a substitute task of the same type
- Replacing a task with a task of a different kind
- Using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- Using technology, aides or other special arrangements to undertake assessment tasks
- Deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable). The decision made by the school needs to reflect the best interest of the student and should be based on the available medical or other professional advice.

Students who are granted an extension of time are required to undertake the task in the same way as all other students.

Rescheduling an Assessment Task

Learning or tasks that have been missed through illness or other serious cause may be rescheduled. If a student has been absent for prolonged periods through illness or other serious cause, they should not be overloaded on their return to school with the classroom learning they have missed and/or both scheduled and rescheduled tasks. Careful consideration needs to be given to the management of the student's workload.

Allowing the Student Extra Time to Complete the Task

In some cases, the school may decide to allow the student extra time to complete work. As assessment tasks are usually conducted during class time, additional time may be given immediately after the specific class, at the end of the school day, or during free time during the day, or the student may take the work home to complete. If the work is undertaken outside the usual class time, the student must sign the appropriate **VASS Authentication Record for school-based assessment** form.

The conditions for which an extension of time may be approved should be consistent for all VCE units within the school and given in writing to students. An extension of time may extend from Semester 1 to Semester 2, but not into the next school year. Extensions of time must not exceed the deadlines for the reporting of results to the VCAA.

When granting extra time to students for specific activities associated with classroom activities or an assessment task held under test conditions, it is important to keep in mind whether an application for Special Examination Arrangements has been approved for a student requesting additional time for one or more of their VCE external assessments.

If a school plans to submit an application for Special Examination Arrangements requesting additional time for a student with a long-term condition, it is important for the school to initially trial this arrangement during classroom activities. At the same time the VCAA strongly recommends schools contact the VCAA Special Provision to discuss the student's history and appropriateness of this type of provision before an application is submitted, preferably well before they commence their studies at Senior Secondary level.

Setting a Substitute Task of the Same Type

Another task of the same type can be set, for example a test on the same topic but with different questions, or an essay on the same issue but with a different contention.

Replacing a Task with a Task of a Different Kind

Another task can be chosen from the options specified in the study designs. If options are available, the assessment tasks must be of comparable scope and demand. If options are not available, schools may devise a task that is of comparable scope and demand, for example a 1000-word essay may not be replaced with five multiple-choice questions.

Using a Planned Task to Assess More Outcomes, or Aspects of Outcomes, than Originally Intended

Schools may use a single task to allow a student to demonstrate the achievement of more than one of the learning outcomes for a study.

Using Technology, Aides or other Special Arrangements to Undertake Assessment Tasks

Every effort should be made to ensure that facilities and technology are available to enable students to access all assessment tasks in their study program.

Computers, specialist software, recording devices and other technology can be made available to help students' complete work. If word-processing software is used, a spell-check may be activated as part of its operation. Other specialist equipment, such as Microsoft PowerPoint displays and microscopes that are used in conjunction with computers, are encouraged for students who are vision impaired. Audio equipment may also be used to supply assessment tasks to students who cannot access text (for example, students with vision impairment). If new technology has become available, and the school intends to apply for Special Examination Arrangements, the VCAA should be contacted to ensure that such technology will be approved for use in examinations.

Students with a physical disability or other impairment may receive assistance from an aide in completing a task in order to demonstrate achievement of a learning outcome.

Such assistance may include an aide's recording or participating on behalf of the student in laboratory or field activity or physical activities. Students may also use a scribe, clarifier or other arrangements to complete tasks. If it is known that a student requires Special Examination Arrangements, the same arrangements should be trialed in the School-based Assessments. Schools may consult the VCAA if they are unsure about appropriate arrangements.

For classroom learning, a scribe who is familiar with the student can be used. However, for School-based Assessments, scribes may not be closely associated with the students, and students requiring scribes will need to be supervised separately. If such arrangements are made, the Principal should ensure that the VCAA procedures for authentication have been implemented, and that the teacher is able to attest, to the best of their knowledge, that all unacknowledged work is the student's own.

Practical tasks for performing or for visual arts may not be undertaken by an aide.

Deriving Satisfactory Completion of Outcomes from other Assessments or Work Completed by the Student

If an extension or substitute task is not feasible or reasonable, or if the task is difficult to duplicate, an outcome may be determined as satisfactory based on other work completed by the student. The outcome result may be determined at the time, or later in the period over which the unit is conducted, depending on the availability of work on which determination is to be based.

It is important for schools to record how such results are determined. A student needs to have completed sufficient work to enable teachers to make a reliable and fair assessment. The final result given to the student takes into account the student's circumstances and their overall level of achievement relative to other students in the school.

Deriving Scores from other Assessments or Work Completed by the Student

If an extension or substitute task is not feasible or reasonable, or if the task is difficult to duplicate, a score may be derived from other assessments undertaken, or work completed, by the student. The score may be determined at the time, or later in the period over which the graded assessment is conducted, depending on the availability or range of assessments on which determination is to be based.

It is important for schools to record how scores are derived. A student needs to have completed sufficient work to enable teachers to make a reliable and fair assessment. The final score given to the student takes into account the student's circumstances and their overall level of achievement relative to other students in the school.

School-assessed Tasks, Music Style and Composition and Externally-assessed Task and Extended Investigation Externally-assessed Task

In some VCE studies, the completion of a folio or production item, or research report is a requirement. Students who may be injured, ill or experiencing adverse personal circumstances during the period of time designated by the school for the completion of the School-assessed Task should be encouraged to complete the task.

The school could consider a range of options for the student:

- Allowing an extension of time for the student to complete the task, but within the timeframe for the school to lodge the score by the submission date for the SIAR. If the student is given an extension, but the work is still not complete by the due date, it should be assessed by the teacher as it is and that score sent to the VCAA

- Contacting the VCAA (via a letter from the Principal) for permission to allow the student an extension of time to complete the task that will enable a score to be submitted after the SIAR date (this may result in the work of the student or school being reviewed). In such cases a **Score Amendment Sheet (SAS)** will need to be lodged when the score becomes available
- Allowing the student to complete the task in an agreed extended timeline for satisfactory completion purposes only, that is, if the student receives an S result for the VCE unit but is awarded a score of NA (not assessed) for the task
- Deriving a score for the task based on work completed and/or other assessments

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination.

Special Examination Arrangements application forms will be sent to schools in Term 4 of the previous school year. Special Examination Arrangement applications are made to the VCAA through the student's school Principal. Such applications will be considered by the VCAA in accordance with its policies.

The VCAA recognises that some students with an illness or disability, as defined in the Acts Interpretation Act 1901 (Cwlth), may require Special Examination Arrangements to enable them to access the examination questions and communicate their responses in a timed examination.

In designing and approving Special Examination Arrangements, the VCAA is mindful of the need to balance the competing demands of providing students with the opportunity to perform at their optimum with the need to preserve the academic integrity of the assessment process.

The VCAA considers a large number of applications for Special Examination Arrangements every year. As it is the school that makes the application on behalf of students, and will ultimately administer their examinations, the VCAA's consultation with a student and/or their associate will usually take place through their school.

Schools must not permit any student to receive Special Examination Arrangements without prior approval from the VCAA. Failure to comply with these instructions may constitute a breach of the rules governing the conduct of VCE examinations.

The VCAA considers each application for Special Examination Arrangements on the basis of the independent medical and/or educational assessments and recommendations provided with the application and on the VCAA's own assessment.

The fact that a student has a disability/illness does not automatically entitle them to Special Examination Arrangements.

The prime consideration is the impact of that disability/illness on the student's capacity to undertake their examination/s and, if necessary, what reasonable adjustments can be made to enable the student to complete their examination/s on the same basis as students who do not have a disability/illness.

The medical and educational assessments provide evidence as to the nature and extent of the disability/illness but are regarded by the VCAA as neither conclusive nor binding, and the VCAA will consider the weight to be given to them from case to case. The VCAA then makes a decision based on the material provided.

The VCAA does not automatically adopt a medical/psychological provider's advice, or replicate the special arrangements that the school may have put in place for School-based Assessment. The VCAA considers each student's disability/illness and its effects on their ability to undertake an examination under the same conditions as students without that disability/illness.



The VCAA will consider the history of school-based Special Provision and arrangements for each student.

The VCAA examines all the evidence presented by each school in respect of each student.

In some cases, this will mean that the student is provided with different Special Examination Arrangements from the arrangements the school was providing for School-based Assessment.

Eligibility for Special Examination Arrangements

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

- Severe health impairment
- Significant physical disability
- Hearing impairment
- Vision impairment
- Learning disability
- Severe language disorder

Applications for Special Examination Arrangements for each student must be made through the school Principal and must be supported by recent medical or other specialist reports. Details of the evidential requirements for each of the categories are listed in the current application form. The VCAA will only accept an application from a school on the current **Special Examination Arrangements** form.

If the student has a learning disability, severe language disorder, hearing impairment, vision impairment or significant physical disability, schools should apply for Special Examination Arrangements early in the year that the student enrolls in their first VCE Units 3 & 4 sequence; however, the VCAA strongly encourages schools to engage with the VCAA as soon as possible, where necessary, to discuss any issues relating to appropriate provisions and evidence requirements associated with these categories.

Students who are approved for Special Examination Arrangements for any of these categories can generally expect that these arrangements will be replicated for any additional VCE Units 3 & 4 sequences undertaken in subsequent years.

The VCAA reserves the right to request additional and/or updated evidence when it is deemed necessary. Students with a severe health impairment may be required to resubmit current medical evidence pertinent to each assessment period.

To enable an informed professional judgment, the VCAA will not process an application until all the relevant evidence has been supplied. If necessary, the VCAA will contact schools requesting additional information and may return applications that are incomplete.

In processing Special Examination Arrangement applications, the VCAA will establish an expert Special Examination Arrangements Advisory Panel comprised of educational psychologists, senior examination assessors and medical practitioners to assist VCAA staff with decisions. The VCAA reserves the right to seek additional information from any of the professionals named in an application.

In the case of declined applications relating to a learning disability or severe language disorder, schools cannot submit new intelligence quotient (IQ), literacy or other educational assessments for the same student for the same impairment/disability within 24 months of a previous application.

If an application relating to a medical condition has been denied, a new application can only be submitted if there is a new diagnosis or evidence of deterioration in an existing condition.

The VCAA recommends that special arrangements at the school level are consistent with those provided by the VCAA. Special arrangements approved by the school may not necessarily meet the eligibility criteria established by the VCAA for Special Examination Arrangements. The fact that a school has approved special arrangements for a student's School-based Assessments is not sufficient grounds for seeking such arrangements for VCE external assessments without the appropriate supporting evidence.

Schools should consult the VCAA if they are unsure about appropriate arrangements.

Appendix

Handbook Acronyms

ASP:	Accelerated Studies Program
ATAR:	Australian Tertiary Admission Rank
CAPS:	Career Action Plans (formerly MIPS)
DEECD:	Department of Education and Early Childhood Development
EAL:	English as an Additional Language (formerly ESL)
GA:	Graded Assessment
GAT:	General Achievement Test
LOTE:	Language/s Other Than English
PSD:	Programs for Students with Disabilities
SAC:	School-assessed Coursework
SAT:	School-assessed Task
SEAS:	Special Entry Access Scheme
SEW:	Student Engagement and Well-being
TAFE:	Technical and Further Education
TER:	Tertiary Entrance Requirements
VCAA:	Victorian Curriculum and Assessment Authority
VCAL:	Victorian Certificate of Applied Learning
VCE:	Victorian Certificate of Education
VET:	Vocational Education and Training
VCE VET:	VCAA – managed VET programs comprised of VCE VET units
VSL:	Victorian School of Languages
VTAC:	Victorian Tertiary Admissions Centre
VM:	Voc Major

This VCE/VET Parent/Student Handbook, is to be reviewed annually to reflect the most recent copy of the VCE Administrative Handbook.



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