Mansfield Secondary College

V.C.E. Rules & Procedures

Student & Parent Handbook 2016
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INTRODUCTION

This booklet contains information relating to VCE and VET scored units 3 & 4 rules and procedures.

It is important that students and parents read and are familiar with this information.

The Senior Handbook explains, in detail, the guidelines for the successful completion of the VCE. Students should already have a copy of this Handbook.

Please note that it is school policy that full time students complete a program of five Unit 3 & 4 sequences in Year 12. This policy also applies to students who completed one Unit 3 & 4 sequence in Year 11. However, students who completed two Unit 3 & 4 sequences in Year 11 may enrol in four Unit 3 & 4 sequences in Year 12.

MSC provides a team of Year Level Coordinators, and the Careers teacher who are available for advice, assistance and support for all senior school students. Subject teachers are willing to provide assistance to students out of class time and it’s hoped that students will take advantage of this help.

The information in this handbook will be of assistance to
- VCE students at Years 11 and 12
- Year 10 students who are accessing VCE subjects

If you have any concerns relating to the VCE please don’t hesitate to call any of the staff members listed below.

Yours faithfully,

Tim Hall
Principal

Bruce McInnes Senior School Co-ordinator, Year 12 Coordinator
Dave Allan Year 10 Co-ordinator
Ken Cousins Year 11 Co-ordinator
Mark Sampson Careers and VTAC advisor
Chris Walpole Distance Education Coordinator
VCE

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years.

VCE Units:
VCE units are numbered 1, 2, 3 or 4. Units 1 and 2 are benchmarked to a Year 11 standard and Units 3 and 4 are benchmarked to a Year 12 standard. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 sequences in the first year.

VCE Units 1 and 2
Units 1 and 2 may be undertaken separately or as a pair. The school will table Units 1 and 2 in a sequence.

Units 3 and 4
Units 3 and 4 of all students must be undertaken as a sequence. Unit 3 is offered in Semester 1 and Unit 4 is offered in Semester 2.

VET
The VCE can include components of nationally recognised VET (Vocational Education and Training) qualifications from within the AQF. Training from a nationally recognised VET or Further Education (FE) qualification can contribute towards the VCE through the following recognition arrangements:
- Through enrolment in a VCAA approved VCE VET program, or a School-based Apprenticeship or Traineeship.
- Through enrolment in any other nationally recognised qualification at AQF level II or above. This arrangement is called Block Credit Recognition.

VCAL Units
The VCE can include Victorian Certificate of Applied Learning (VCAL) units. Intermediate VCAL units may contribute to the satisfactory completion of the VCE at Units 1 and 2 level. Senior VCAL units may contribute to the satisfactory completion of the VCE and Units 3 and 4 level. Foundation VCAL units do not contribute to the VCE. Combinations of VCAL units may contribute as a VCE Units 3 and 4 sequence but no study score is available.

Entry to VCE Studies
Students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experiences, or be willing to undertake some preparation. Units 3 and 4 of studies are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of that study. The minimum requirement is satisfactory completion of 16 units which must include:
- Three units from the English group, with at least one unit at Units 3 and 4 level.
- At least three sequences of Units 3 and 4 studies other than English.

Note: The Victorian Tertiary Centre (VTAC) advises that for the calculation of a student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.
STATISTICAL MODERATION

School-based assessment is an important part of the VCE. In many studies it contributes 50 per cent towards the calculation of a student’s study score. To ensure fairness when study scores are calculated it is important that School-based Assessments made by all schools are comparable. While students will be graded on school assessed coursework (SACs) by their subject teacher, these marks will be moved up or down by the statistical moderation process, to mimic the results obtained by the group on the exams. While the marks will change, the ranking of the students is not altered, so the student’s ranking within the group is of primary importance.

Students hoping to perform to potential should aim to do as well as possible on the external exam and to rank as highly as possible on the internal assessment during the year.

EARLY ACCESS TO VCE FOR YEAR 10 STUDENTS

At MSC students in Year 10 are able to access VCE studies in the following way:

- VCE access is available to selected students who meet the criteria listed below. All students in Year 10 are able to apply for entry to VCE studies and their application will be assessed with the criteria in mind. VCE offerings will be limited by the availability of places in particular subjects.

Selection Criteria

VCE Access Programme Selection
VCE Access will only be offered to a student who, on balance, meets the following criteria to a level the selection panel believes is likely to ensure their success in a VCE subject. The panel will consider academic performance from a student’s reports over at least two semesters, as well as teacher comments on reports and any other relevant information available.

Criteria
To be offered VCE Access a student will have:

- consistently achieved high levels of performance across a broad range of subjects
- performed consistently well in English
- performed at a particularly high level in the subject(s) most closely related to the area of potential VCE subject choice
- a recommendation by relevant class teacher(s) and Year Level Co-ordinator
- demonstrated a strong work ethic i.e. as identified by completion of all, or at least the significant majority of work tasks
- demonstrated strong organisational skills, resilience and persistence.
- demonstrated a mature approach to home / private study and completing homework
### SCORED ASSESSMENT DETAILS IN 2016

The list below provides assessment information for VCE studies. All VCE studies have three graded assessments in each Unit 3 & 4 sequence. Each study includes at least one examination.

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**2016 Written Examinations and the GAT**

June 7th – GAT (10:00 a.m. – 1:15 p.m.)

October – November Performance/LOTE Oral:
  Monday 3rd October – Sunday 30th October

November Examinations:
  Wednesday 26th October – Friday 18th November

- The VCAA releases an individual Student Assessment Timetable – usually by the start of June. MSC will issue students with their timetable at this time. A copy is also available via the VCAA website.
ACCESS TO DISTANCE EDUCATION

Students in Year 11 and 12 at MSC are able to access VCE studies through the Distance Education Centre of Victoria. (DECV)
Students are able to apply for VCE studies for the following reasons:

- The study is not offered at MSC
- The student has a timetable clash

Distance Education access is available to students in Year 11 and 12 who meet the criteria listed below.

**Distance Education Access Selection**

As Mansfield Secondary College forfeits pro rata funding for each student enrolled in Distance Education, access is only offered to a student who, on balance, meets the following criteria to a level that the selection panel believes is likely to ensure their successful completion of the VCE subject through Distance Education. The panel will consider academic performance from a student’s reports in Year 10, as well as teacher comments on reports and any other relevant information available.

**Criteria**

To be offered Distance Education access a student will have:

- Performed consistently well in English. (All DE subjects require extensive reading and comprehension.)
- Demonstrated a strong work ethic as identified by completion of all, or at least the significant majority of work tasks. (DE teachers require all worksets to be completed to assess successful meeting of unit outcomes.)
- Demonstrated strong organisational skills, resilience and persistence. (DE students have to organise their own completion and submission of work on a regular basis.)
CHANGES TO STUDENT PERSONAL DETAILS.

Students should notify their Year Level Coordinator and the office of any changes to their name, address or phone number as soon as these occur. VASS records and Students Details in the office need to be correct at all times.

ENROLMENTS AND CHANGE OF UNITS

- All VCE students must complete the ‘VCE Student Personal Details’ form at the start of each year. Completed and signed forms are to be returned to the Year Level Coordinator.

- Students should make decisions about a change of units as early as possible in the semester. Students need to discuss changing units with their subject teacher and the appropriate Year Level Coordinator. A ‘VCE Studies - Withdrawal/Changes to Units’ form must be completed and signed by the student, a parent or guardian and the Year Level Coordinator. Changes will only be made to their VCE enrolment details after this form has been submitted.

- Students wishing to enrol or withdraw from specific units must do so by the dates specified in the calendar.

ATTENDANCE

- STUDENTS ARE EXPECTED TO ATTEND ALL SCHEDULED CLASSES.
- Students must attend 95% of classes to be awarded an S for the Unit.
- If there has been a substantial breach of the 95% attendance, the school can assign an “N” to the unit.
- Obviously students may be absent from school for various ‘legitimate’ reasons eg illness, visiting tertiary institutes, family crisis etc.
- A note from a parent or guardian must be supplied explaining the absence.
- The note should be given to the Level Coordinator the day the student returns to school.
- Students should inform the Level Coordinator and the subject teachers if they know they will be absent from class for ‘legitimate’ reasons.
- Staff will record student attendance each session.
- Parents/Guardians will be notified of unexplained student absences. Parents/Guardians will be required to indicate the reason for the absence. Parents need to be aware of and approve all student absences.
- Refer to the relevant section for absence from SAC assessment in either Unit 3 or 4.
UNIT REQUIREMENTS: *Satisfactorily Meeting Outcomes*

For the satisfactory completion of a unit, the student must demonstrate achievement of learning outcomes. Students will be required to complete work regularly during the semester, both in and out of class, that will enable them to achieve outcomes on school based assessment.

Teachers of each unit will provide students with a description of the outcomes relevant to their particular study. Whether a student has achieved an outcome or not is based on the teacher’s judgement of the student's performance on either school assessed coursework or school assessed tasks as outlined for each unit.

ACHIEVING OUTCOMES - WHAT THE STUDENT MUST DO

To achieve an outcome a student must:
- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly his or her own
- Observe all VCAA and School Rules.

**Satisfactory Result - S**
- The student receives S for a unit, when the subject teacher certifies that all outcomes are achieved satisfactorily

**Not Satisfactory Result - N**
- The student receives N 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 failed to meet a school deadline for the assessment, 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.

* Refer to: *REDEMPTION – Converting an N to an S by meeting Outcomes.*
VICTORIAN CURRICULUM & ASSESSMENT AUTHORITY RULES

Students must comply with the VCAA rules. VCAA sets down seven rules which a student must observe when preparing work for assessment. These rules apply to School Assessed Coursework and School Assessed Tasks. They are:

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

2. A student must acknowledge all resources used, including:
   • text, websites and source material
   • the name(s) and status of any person(s) who provided assistance and the type of assistance provided.

3. A student must not receive undue assistance from any other person in the preparation and submission of work.
   **Acceptable** levels of assistance include:
   • the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context
   • prompting and general advice from another person or source which leads to refinements and/or self-correction.
   **Unacceptable** forms of assistance include:
   • use of, or copying of, another person’s work or other resources without acknowledgment
   • corrections or improvements made or dictated by another person.

4. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.

5. A student who knowingly assists other students in a breach of rules may be penalised.

6. A student **must sign** the declaration of authenticity for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student’s own.

7. A student must sign a general declaration that he or she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.
TIMELINES AND DEADLINES

- Teachers will provide students with details of the nature of the assessment and the time allocated to complete the task.

- Teachers will provide students with dates as to when School Assessed Coursework and School Assessed Tasks are to be completed.

- Students must submit work by the specified date and time.

Only under extreme circumstances will work be accepted after the due date.

SCHOOL ASSESSED COURSEWORK (SAC)

- The nature of the tasks will vary from study to study.

- Generally, School Assessed Coursework will be completed primarily in class time over a fixed period of time.

- Teachers will provide students with written details of the nature of the task before the task is started. Generally, details will be handed out one week before the assessment begins.

- The time allowed for the tasks and the conditions under which the task will be completed will also be specified.

- Teachers will also specify what work may be completed out of class (where appropriate) and what resources may be used.

- Word ranges act only as a guide to students, however if the lower end of the word range is not met, the student may not be providing enough material to show that the outcomes have been achieved.

- Teachers will not correct drafts of work that is to be submitted as School Assessed Coursework. Also, teachers will not provide feedback or make comments on work that is being submitted for assessment while the work is being produced.

- Students must ensure that work being submitted for assessment is in fact their own work. Authentication rules apply. Please refer to the section on Authentication.

- Students must sign a Declaration of Authenticity form for School Assessed Coursework where some work is completed outside the classroom. The subject teacher will provide this form.
SCHOOL ASSESSED TASKS (SAT)

These are pieces of work produced in Art, Design and Technology and Visual Communication and Studio Arts.
- These tasks are generally completed over an extended period of time.
- Teachers will monitor and record each student’s development of work.
- For details – refer to the section on Authentication.
- Teachers can give ‘appropriate’ assistance during the development of this work.

VISUAL COMMUNICATION DESIGN TASK

- This is the only task in which a work limit is specified.
- The teacher will provide details of this limit.
- Teacher’s formal written comments will only be made on one draft of the task.

RETENTION OF SCHOOL ASSESSED COURSE WORK AND SCHOOL ASSESSED TASKS

- Students must retain all pieces of School Assessed Coursework and School Assessed Tasks. Some examples of student work may be required by VCAA as an audit of work being completed in the school. **Students may be required to submit work at short notice, so assessment pieces should be stored carefully.**

- All students, whose work is to be submitted, will be notified by the date given in the calendar.
FEEDBACK TO STUDENTS

- After School Assessed Coursework and School Assessed Tasks have been submitted and marked, teachers will provide feedback to students. Appropriate feedback includes: advice on problem areas, advice on where and how improvements can be made.

- Teachers will give students either a numerical or a letter grade on School Assessed Coursework.

- The work will be awarded an S or N on students’ performance against outcomes.

- It is important to note that due to statistical moderation the grade obtained by the student on a piece of School Assessed Coursework in Units 3 & 4, is very likely to change.

- Students should be aware that it is their ranking within the group that is important.

- For each subject internal marks on School Assessed Coursework are moderated against the external exam result(s) of the group and the GAT. Very briefly, if the internal marks are lower than the exam results the internal marks will be moved up. Likewise, if the internal marks are higher than the exam results the internal marks will be moved down.

- Further information on Statistical Moderation is available from the VCE Coordinator.

RESUBMITTING ASSESSMENT

- Students may not resubmit work to improve the grade given by the teacher.

- Students may resubmit work to demonstrate achievement of outcomes and thus convert an N to an S.

APPEALING A GRADING

- In the event of a student appealing their score for a School Assessed Coursework task, it will be re-marked by the class teacher.

- If the student is still dissatisfied, a formal letter of appeal must be written within 14 days of the original mark being given, addressed to the VCE coordinator.

- A panel consisting of the student, a support person, the class teacher and the VCE coordinator will be convened to hear the appeal.

- If deemed necessary the School Assessed Coursework will be cross marked by another suitably qualified teacher. If no internal teacher is available the school will seek the assistance of a suitably qualified teacher from another school.

- If required, the Principal will be informed of all proceedings and will make any final decision.
REDEMPTION – Converting an N to an S by meeting Outcomes

- Students will be informed by the subject teachers if an assessment piece does not demonstrate achievement of an outcome(s).

- The teacher will provide written documentation to the student detailing the nature of the task if they are to attempt a redemption and the date when this task is to be completed.

- The resubmitted task will be corrected by the subject teacher who will then give feedback to the student as to whether the outcome(s) have been achieved or not. **Students will be given a maximum of 2 opportunities to convert an N to an S after the initial piece of work has been assessed.**

- If a student is awarded an N on the first redemption task, the student and parents will be notified and the student will be required to discuss his/her progress with a panel consisting of the subject teacher and the level coordinator.

- The student may then attempt a second redemption task. Again the teacher will provide written documentation to the student detailing the nature of the task and the date when the task is to be completed.

- No redemption tasks will be completed during the week directly preceding the exam periods.

- Dates by which redemption tasks must be completed for each semester are listed on the calendar handed out to students at the start of the year.

STUDENT ATTENDANCE FOR SCHOOL ASSESSED COURSE WORK

- **Students must attend scheduled classes for all School Assessed Coursework.**

- If a student misses an assessment task that is completed on a given day, a medical certificate or other documentation to verify extreme hardship must be supplied by the student. If this documentation is not given to the year level co-ordinator when the student returns to school, the student is awarded an NA for that piece of School Assessed Coursework.

- **If a student misses one or more sessions of an assessment task, being completed over more than one day, and no documentation is provided, an extension of time is not granted and the student is assessed only on the work that has been completed.**

- Acceptable documentation is a letter from: a medical practitioner, a counsellor, social worker or other professional. **A parent / guardian letter is not adequate for absences from scheduled School Assessed Coursework.**
EXTENSION OF TIME FOR SCHOOL ASSESSED COURSE WORK AND
SCHOOL-ASSESSED TASKS

- Students may, in extreme circumstances, apply for an extension of time to complete School Assessed Coursework and School Assessed Tasks.
- Grounds for appeal are either illness or cases of extreme hardship.
- If the student was absent for a task that was completed on a given day, the student must approach the subject teacher as soon as he or she returns to school.
- If the student has missed some class time of a task that is to be completed over an extended period of time, the student should approach the subject teacher before the due date for the submission of the task.
- The subject teacher will inform the VCE Coordinator that a student is applying for an extension of time.
- The student must complete an ‘Application to Reschedule an Assessment Task’ form detailing the reason why an extension is being sought.
- The VCE Coordinator, in consultation with the teacher and the student, will decide whether an extension will be granted.
- The maximum period for an extension is equivalent to the time that was missed. The length of the extension granted will depend on the time required for the original task, the amount of time missed by the student and the nature of the grounds for appeal.
- The student will be informed in writing of the decision. If an extension has been granted, specific details for completing the task will be outlined in writing.
- **Students who have transport problems, sleep in or have other similar reasons for missing a School Assessed Coursework will not be granted an extension of time.**

LOST, STOLEN OR DAMAGED WORK

The teacher or student who has lost work or has had work stolen or damaged, must make a written statement of the circumstances (the statement must be signed and dated). The VCE co-ordinator, acting on advice from the teacher and on the basis of the records will determine the unit result for the student.

COMPUTER WORK

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 onto a back-up file. The back-up file should not be stored with the computer.
TEACHER ASSISTANCE

School Assessed Coursework.
- “Undue assistance” should not be provided to students while undertaking assessment work.
- Teachers do not correct or mark drafts.

School-Assessed Tasks (in Art, Design & Technology, Visual Communication Design and Media)
- All changes made in the various development of a School Assessed Task must represent the student's own work.
- During the development of the task the teacher may ask questions and offer general advice, for example, about alternative strategies that might be tried.
- The teacher must not dictate or make changes in such a way as to put into question the student's ownership of the work.
- Drafting in Visual Communication Design. Formal written comments should be made on only one draft of the written component of the School Assessed Task. Where written comments are made the draft containing the teacher’s comments must be initialled and dated by the teacher and attached to the piece of work that is finally submitted.
- There is no drafting requirement for any other School Assessed Tasks.

The following forms of teacher assistance are not appropriate:
- Providing detailed advice on, corrections to, or actual reworking of students’ drafts or productions or folios.
- Providing structured outlines with detailed suggestions or instructions for completing work
- Proving or interpreting data, providing content or concepts not already mentioned by the student in draft work or in their design briefs
**AUTHENTICATION**

All work submitted by students for assessment must be the student’s own work. Students must adhere to the VCAA rules stated on page 11. Authentication rules apply to both School Assessed Coursework (where most of the work is completed during class time) and School Assessed Tasks.

The outlined procedures will be followed if a suspected Breach of Rules has occurred.

**School Assessed Tasks:**
Teachers will observe the following procedures for authenticating students’ work for School Assessed Tasks:

- Teachers must monitor and record each student’s development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.
- Teachers are required to use the Authentication Record proforma to record the monitoring of each student’s work. Three recorded observations of individual work done in class are required. Both the teacher and student sign this sheet.
- The teacher will complete and sign the Declaration of Authenticity form when students submit the School Assessed Task.

**School Assessed Coursework:**
Work that is submitted as School Assessed Coursework, will only be assessed if the teacher can attest that, to the best of his or her knowledge, all unreferenced work is the student’s own.

If any part or all of the work cannot be authenticated then the matter will be dealt with as a Breach of Rules.

- Again, students must sign a Declaration of Authenticity form for all work completed out of class for School Assessed Coursework.
EXAMINATIONS

- It is the students’ responsibility to read the Examination timetable and make sure they are on time for their exams.
- Students who arrive late for an examination will be admitted into the room providing they arrive within half an hour of the commencement of writing time.
- VCAA provides all students enrolled in a Unit 3 & 4 sequence with a booklet on external exams before the exams. This booklet contains the October / November exam timetables, list of approved equipment and examination rules.

- All written examinations will be held at the school.

- All students enrolled in a Unit 3 & 4 sequence are expected to sit practice exam(s) at times designated by the class teacher, which may include the September holidays.
- Each student enrolled in a Unit 3 & 4 sequence will be given an individual exam timetable.

GENERAL ACHIEVEMENT TEST (GAT)

All students enrolled in one or more Unit 3 & 4 sequence or VCE VET scored Units 3 and 4 must sit the GAT.

The use of calculators is not permitted in the GAT.

Copies of past GATs are available from the VCAA website.

It is important that students do as well as they can on the GAT, as the GAT result is used in the Statistical Moderation and Derived Exam Score processes.

SPECIAL PROVISION

- Students may apply for Special Provision if they have a long term illness, disability or personal difficulties. Appropriate arrangements will be made to assist students to complete school assessment without being disadvantaged.
- Students with a long term illness, disability or personal difficulties should speak with the Level Coordinator as soon as possible so that arrangements can be put in place before an assessment begins.
- When a student is absent from school for prolonged period of time or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may grant Special Provision.
- The student will not be penalised for lack of attendance.
- Students may be granted additional time, special arrangements to complete assessment tasks or tasks may be rescheduled or reduced.
- In exceptional circumstances the Principal may grant S for the unit.
- Students are required to complete an ‘Application for Special Provision’ form available from the VCE Coordinator.
DERIVED EXAM SCORE

Students who are ill or are experiencing personal difficulties around the examination period, may apply for a Derived Exam Score.

- The Derived Exam Score is calculated using all data available about the student. For example, GAT results, previous exam result(s) and school assessment.
- Students are strongly encouraged to sit an exam even if they are ill. They should speak to the chief examiner either before or after the exam.
- If a student’s actual exam result is higher than the Derived Exam Result, the actual exam result is recorded and vice versa. The student will not be told which was the better result.

Students need to see the VCE Coordinator as soon as possible if they are considering applying for a Derived Exam Score as the time period in which an application can be lodged is very short.

The date by when the application must be submitted to VCAA is printed at the bottom of each student’s individual exam timetable.

Students cannot apply for a Derived Exam Score for a long term illness or disability. In these circumstances, the student should apply for SPECIAL PROVISION.

SPECIAL EXAMINATION ARRANGEMENTS (Including GAT)

Special arrangements may be made to meet the needs of students who are ill or have disabilities that would affect their performance in an examination.

Possible special arrangements:
- Extra reading time.
  and/or
- Normal time but with appropriate rest periods.
  and/or
- Extra time designated to complete the examination.
- Use of technology

Students with visual impairment or other severe disabilities may apply for a range of assistance.

Students requiring Special Examination Arrangement need to discuss their application with the VCE Coordinator.

Students requiring Special Examination Arrangements must have Special Provision arrangements in place for school assessment.

Application forms must be submitted to VCAA by the specified date(s).
VCE VET

Students should refer to the Senior Handbook for information on VET. Students should check the status of any VET study with the VET coordinator before selecting a VET study. Students should also read the handout VCE VET Study Scores and ATAR.

Currently, the VET subjects with scored assessment offered at Mansfield Secondary College include: VET Business and VET Hospitality. Some scored VET subjects are also available through Distance Education.

Any student successfully completing an Australian School Based Apprenticeship will gain credit within their VCE. In most cases this will provide an increment to the student’s aggregate score and will have a positive effect on their ATAR score. Students should discuss the implications of undertaking an ASBA with the VCE or VET coordinator.

ADDITIONAL INFORMATION FROM THE VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Statement of Marks
Students may obtain a Statement of Marks for all their written work, examinations and GAT. Students can obtain the appropriate form from the VCE coordinator.

Examination Results
Where a student has concerns about the grade he or she achieved on their November examination, they may request a Statement of Marks or an Inspection of the Script. Students should see their subject teacher or the VCE Coordinator as soon as possible after the grades or study scores are known.
PROCEDURES FOR BREACH OF RULES

A. PROCEDURES FOR THE BREACH OF AUTHENTICATION RULES

Identification
Teachers must satisfy themselves about the authenticity of any student 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

Teachers will not accept such work for assessment until sufficient evidence is available to show that the work is the student’s own.
Teachers will complete a Breach of Rules form outlining details.

Onus of Proof
The student must provide evidence that the work submitted is their own and 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
- Complete under supervision, a supplementary task related to the original task
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- Attend an interview
- Complete a test to demonstrate an understanding of the work

Informing students of the need of an interview
If a student is required to attend an interview the VCE Coordinator will give the student written notification of the interview.
The following information will be contained in the letter:
- Purpose of the interview
- The date, time and place of the interview

The interview panel will consist of: the Principal or nominee, VCE Coordinator and the subject teacher.
The student may bring a parent or friend to the interview to act in a support role but not as an advocate.
The VCE Coordinator is available to clarify any points of procedure to students.

B. PROCEDURES FOR ‘BREACH OF RULE’ IN COURSEWORK ASSESSMENT

Students who are observed breaching the rules will be informed by the subject teacher of such observations before the end of the allocated time period for the assessment.
The teacher will complete a Breach of Rules proforma and inform the VCE Coordinator.
The student will be notified of an interview time, in the same manner as for Breach of Authentication Rules.
APPROPRIATE PENALTIES FOLLOWING A BREACH OF RULES

Depending on the severity of the Breach of Rules that has taken place one of the following penalties will be imposed:

i. The student is reprimanded or
ii. The student is given the opportunity to resubmit work for satisfactory completion or
iii. Part of the work that infringes the rules is not accepted. A decision will be made whether to award S or N for the outcome upon the remainder of the work. The score for the assessment piece will be based only on the remainder of the work or
iv. The submitted work is not accepted. An N will be awarded for the outcome. An NA will be given as the score for the assessment piece.

NOTIFICATION OF PENALTY TO THE STUDENT

If the decision to impose a penalty is made the student will be notified in writing within 14 days of the decision being made.

The notification will include the:

- nature of the Breach of Rules by the student
- reasons for making the Breach of Rules decision and the supporting evidence
- penalty to be imposed

Students have the right to appeal to VCAA about decisions made regarding Breach of Rules. Appeals must be lodged within 14 days of receiving notification from the Principal.
STUDENTS' RIGHT OF APPEAL

Students have the right to appeal to the school on decisions about:
- Non-Satisfactory Completion of a Unit
- Special Provisions
- Breach of Rules

Students have the right of appeal to the Victorian Curriculum and Assessment Authority on:
- Breach of Rules

Appeals to the School
Students must lodge an appeal to the Principal within 14 days of receiving the decision. A committee of appeal, consisting of the Principal, a teacher representative and one other person will consider all records relating to the case and may interview the student. The student will be given at least 24 hours notification of the interview and may have a parent or friend present during the interview for support but not as an advocate.

Appeals to the Victorian Curriculum and Assessment Authority.
Students have the right to appeal to VCAA against penalties imposed by the school for Breach of Rules. They may appeal on one or both of the following grounds:
- That a Breach of Rules had not occurred
- That the penalty was too severe

As stated earlier, the appeal in writing, must be received at the Victorian Curriculum and Assessment Authority within 14 days of the Principal's written notification.

For School Assessed Tasks, the student's appeal will only be considered if drafts of the work have been sighted by the subject teacher during the period the work was being undertaken.

Teachers are not required to sight drafts of School Assessed Coursework which was completed primarily in class time.

There is no appeal to the Victorian Curriculum and Assessment Authority if the school does not accept assessment work that was submitted late.
Acronyms
Common acronyms used in this handbook in relation to the VCE and VCAL.

ACE Adult and Community Education
AQF Australian Qualifications Framework
AQTF Australian Quality Training Framework
ASBA Australian School Based Apprenticeship
ATAR Australian Tertiary Admission Rank
DEECD Department of Education and Early Childhood Development
DES Derived Examination Score
DEEWR Department of Education, Employment and Workplace Relations
FE Further Education
GAT General Achievement Test
LLEN Local Learning and Employment Network
N Not satisfactory
NA Not Assessed
QA Quality Assurance
RPL Recognition of Prior Learning
RTO Registered training organisation
S Satisfactory
SAC School Assessed Coursework
SAT School Assessed Task
SBAT School Based Apprenticeship or Traineeship – same as ASBA
TAFE Technical and Further Education
UG Ungraded
UN Unavailable
UoC Unit of Competency
VASS Victorian Assessment Software System
VCAA Victorian Curriculum and Assessment Authority
VCAL Victorian Certificate of Applied Learning
VCE Victorian Certificate of Education
VCE VET VCAA-managed VET programs comprising VCE VET units
VET Vocational Education and Training
VSL Victorian School of Languages
VSN Victorian Student Number
VTAC Victorian Tertiary Admissions Centre
**GLOSSARY**

**Assessment task** A task set by the teacher to assess students’ achievements of unit outcomes for School-based Assessment (see also Outcomes).

**Australian School-based Apprenticeships and Traineeships** Structured training arrangements, usually involving on- and off-the-job training, for a student employed under an apprenticeship/traineeship training contract while undertaking the VCE or VCAL. These may include part-time apprenticeships or traineeships.

**Australian Tertiary Admission Rank (ATAR)** The overall ranking, on a scale of zero to 99.95, that students receive, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

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

**Derived Examination Score (DES)** Provision available for students who are ill or affected by other personal circumstances at the time of an examination and whose result is unlikely to be a fair or accurate indication of their learning or achievement.

**Examinations** External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written VCE examinations are held in October and November each year. Performance examinations and oral components of VCE Languages examinations are held in October. The GAT is held in June.

**General Achievement Test (GAT)** A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. The GAT is held in June.

**Graded Assessment** All VCE studies have three graded assessments for each Units 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks. Music Style and Composition has an Externally-assessed Task.

**On Track** A Victorian Government initiative designed to ensure that Years 10 to 12 government and non-government school students are on a pathway to further education, training or employment after leaving school.

**Outcomes** What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

**Review Committee** The VCAA committee responsible for hearing cases of examination rule breaches and student appeals against penalties that have been imposed by schools for breaches of rules relating to School-based Assessment.

**Satisfactory completion of VCE** The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an ‘S’ for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an ‘N’. Students qualify for the VCE when they satisfactorily complete units that meet the program requirements.

**School** Refers to both home and assessing schools, providers and any other institutions that provide education and/or training at a senior secondary level.
School-assessed Coursework A School-based Assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student’s level of achievement of VCE Units 3 and 4 outcomes.

School-assessed Task A School-based Assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria.

School-based Assessment Encompasses the non-examination graded assessments managed by schools. The three current forms of School-based Assessment are School-assessed Coursework, School-assessed Tasks and the Externally-assessed Task (Music Style and Composition only).

Semester One half of the academic year. VCE and VCAL units are designed to be completed in one semester.

Senior secondary qualification The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.

Sequence VCE Units 3 and 4 are designed to be taken as a sequence.

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

Special Provision Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.

Statement of Attainment A record of recognised learning that may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course that may contribute towards a qualification through recognition processes.

Statement of Marks For each examination, including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.

Statement of Study Score A statement showing the scores for each of the graded assessments and describing the calculation of the study score. A fee is charged for each statement.

Statement of Results The document/s issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether they have graduated. See also VCE/VCAL Certificate.

Statistical moderation The process used to ensure that schools’ assessments are comparable throughout the state. It involves realigning the scale of each school’s School-based Assessment scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

Student Number The unique number assigned to each student enrolled in the VCE, VCAL and VCE VET.

Studies The subjects available in the VCE.
Study design Published by the VCAA, each study design specifies the content for that study and how students’ work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study score A score from zero to 50 that shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student’s results in School-based Assessments and examinations.

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

Units (VCE) The components of a VCE study that are a semester in duration. There are usually four units in a VCE study: Units 1, 2, 3 and 4.

VASS Administrators School-based personnel who enter all school information into VASS.

VCE Languages At VCE level, 46 languages other than English are offered.

VCE provider A school or other organisation authorised to offer the VCE.

VCE/VCAL Certificate The certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE. See also Statement of Results.

VCE VET Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

Victorian Assessment Software System (VASS) The Internet-based system used by schools to register students and enter VCE and VCAL enrolments and results directly into the VCAA central database.

Victorian Certificate of Applied Learning (VCAL) An accredited senior secondary school qualification undertaken by students in Years 11 and 12.


Vocational Education and Training (VET) Nationally recognised vocational certificates, which may be integrated within a VCE or VCAL program.

Victorian Student Number (VSN) The unique number assigned to an individual who is aged between four and 24 years and who is enrolled in an educational program.

Victorian Tertiary Admissions Centre (VTAC) Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.