



MANSFIELD SECONDARY COLLEGE

2026 SENIOR SCHOOL

STUDENT HANDBOOK

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Introduction

This handbook is for the use of senior school students and their parents at Mansfield Secondary College. It provides information that will support the decisions made about the senior school program pursued in years 10 – 12. This handbook should be used in conjunction with the Mansfield Secondary College Senior School Curriculum Handbook which provides a full explanation of the subjects offered.

It is vital that prospective and current senior school students and parents are familiar with the information contained in this handbook.

At Mansfield Secondary College we offer the Victorian Certificate of Education (VCE) as one integrated senior secondary certificate. Within the VCE, students can elect to complete the VCE Vocational Major (VM) which is an applied and vocational learning based equivalent VCE. This provides all students the opportunity to complete a senior secondary certificate in line with their post-secondary needs and interests. For students who are not yet ready to undertake the VCE, the Victorian Pathways Certificate (VPC) can be undertaken in Year 11 to improve preparedness for the VCE in subsequent years, or work, apprenticeship or traineeship pathways.

Year 10 is a crucial element in the senior schooling of our students and affords the opportunity to begin working towards the VCE program by beginning a School Based Apprenticeship or Traineeship (SBAT), completing a VCE subject or completing a Vocational Education & Training (VET) subject. Our Year 10 subjects also provide a strong foundation for success in the VCE, by building the knowledge and skills of our Year 10 students to prepare for these programs.

The senior years of schooling can be a stressful time and requires attendance, dedication and commitment to succeed. At Mansfield Secondary College we provide a team of coordinators, a careers and pathways practitioner and wellbeing team to support our students through their senior educational journey. Please see the following page for the relevant contact person for each area.

Julie Anderson
2026 Senior School Coordinator



Senior School Staff

Senior School Coordinator VCE & VET Coordinator Year 12 Coordinator	Julie Anderson
Year 11 Coordinator	Alice Burton
Year 10 Coordinator	Nigel Kain
Careers & Pathways Practitioner	Shelly Comben
Senior School Coordinator Assistant	Justin Ramirez

All staff can be contacted via the front office on 03 5775 2022.



Key Dates

Term 1	
Wed January 28 2026	<ul style="list-style-type: none"> Year 12 Retreat Day – Pinnacle Valley Resort
Term 2	
Monday 9 June– Monday 15 June	<ul style="list-style-type: none"> Year 10 & Unit 1 Exams
Tuesday 16 June 2026	<ul style="list-style-type: none"> General Achievement Test (GAT) – All students completing a unit 3 & 4 subject in 2025 complete this exam
Monday 22 June to Friday 26 June 2026	<ul style="list-style-type: none"> Year 10 Work Experience week
Term 3	
Dates TBC	<ul style="list-style-type: none"> VCE Information Evening –This may be a virtual/remote event. For 2027 Senior Students. Year 10 Course Counselling – 2026 Year 10 students complete a one-on-one interview with their parents and a senior school staff member Year 11 Course Selection – 2026 Year 11 students complete final course selections for their Year 12 program VTAC Information Sessions – For 2026 Year 12 students regarding tertiary applications Planning regarding studies/subjects to be offered by Mansfield Secondary College
Term 3/Term 4	
	<ul style="list-style-type: none"> Further counselling on course selections, where necessary, based on review of this year's results. Individual interviews with students/parents where necessary
Term 4	
Week 2	<ul style="list-style-type: none"> Final day of Year 12 classes – all unit 3 & 4 classes cease
Wednesday 21 October 2026	<ul style="list-style-type: none"> Year 12 Celebration Assembly
Tuesday 27 October to Wednesday 18 November 2026	<ul style="list-style-type: none"> External Exams – All unit 3 & 4 external exams administered by VCAA
Monday 9 November to Friday 13 November 2026	<ul style="list-style-type: none"> Year 10 & Unit 2 Exams
Monday 16 November to Friday 4 December 2026	<ul style="list-style-type: none"> Headstart – All 2025 year 10 & 11 students begin their 2026 VCE program

Key Terms

Australian Tertiary Admissions Rank (ATAR)	a number between 0.00 and 99.95 that indicates a student's position relative to all other students completing their VCE that year
Authentication	The process of ensuring that work submitted by students for assessment is their own



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Australian School Based Apprenticeship (ASBA) School Based Apprenticeship or Traineeship (SBAT)	Structured training arrangements, usually involving on- and off-the-job training, for a student employed under an apprenticeships/traineeship training contract while undertaking secondary schooling.
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 (Exams)	Formal assessment undertaken internally and externally. Internal exam assess one semester of work and external exams assess one year of work.
General Achievement Test (GAT)	a formal exam that tests general knowledge. All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).
Graded Assessment	All VCE studies have three graded assessments as reported on the statement of results. These are letter grades associated with assessment completed through school based assessment and external examinations after the statistical moderation process.
Outcome	A set of key knowledge and skills set by VCAA that is formally assessed and required by a student to demonstrate to achieve the unit
Redemption	A formal school based assessment which allows students another opportunity to demonstrate the necessary knowledge and skills to achieve a satisfactory result
Registered Training Organisation (RTO)	A training provider registered to deliver VET subjects
School Assessed Coursework (SAC)	A formal school based assessment that contributes to unit completion and/or school scores
School Assessed Task (SAT)	A formal school based assessment that contributes to unit completion and/or school scores which assessed practical skills in subjects such as Studio Arts and Visual Communication and Design.
Semester	An academic period of time consisting of two terms or half a year
Special Examination Arrangements (SEA)	Also referred to as special provision. These are arrangements made for students who experience significant hardship that impacts the ability to perform under examination conditions.
Special Entry and Access Scheme (SEAS)	An application that is made through VTAC to have rank adjustments to an ATAR to account for the difficult circumstances that may have impacted educational opportunities and results
Statement of Results	The document issued by VCAA that outlines the letter grade associated with each graded assessment for a study and the corresponding study score for VCE.



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Statistical Moderation	The process used by VCAA 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
Study Design	A document produced by VCAA that outlines all key knowledge and skills to be taught and assessed for any VCE subject. Schools and other VCE providers must adhere to the requirements in the study designs
Study Score	a ranking (not actually a score) that shows how well you performed in a study (subject) at unit 3 and 4 level, compared to everyone else in Victoria who completed that unit of study
Technical and Further Education (TAFE)	An organisation that delivers vocational courses. In the school setting a TAFE provides the theory component of school based apprenticeships and traineeships
Unit	A semester of work which VCE subjects are separated into and includes specific outcomes. Each VCE subject contains 4 units.
Unit of Competency (UOC)	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. UOC's are associated with VET courses.
Ungraded (UG)	Work submitted is of a standard too low to be assigned a grade
Victorian Curriculum & Assessment Authority (VCAA)	the organisation responsible for creating curriculum, including the knowledge and skills associated with VCE subjects and competencies. VCAA is also responsible for administering external exams and generating study scores associated with unit 3 & 4 subjects.
Victorian Certificate of Education (VCE)	recognises the successful completion of secondary school in Victoria. It is generally a two year program across years 11 and 12
VCE Vocational Major (VCE VM)	A non-scored VCE program with a focus on vocational and applied learning.
VPC	an inclusive Year 11 and 12 standards-based certificate that provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.
Vocational Education and Training (VET)	Nationally recognised training that can contribute to a VCE program, usually at Certificate 2 or 3 level
Victorian Tertiary Admissions Centre (VTAC)	the organisation responsible for the scaling of study scores, the generation of an ATAR score and managing application and admission into tertiary courses of study



Course and Program Selection

In selecting courses and subjects, students must plan carefully. These decisions form the basis of future pathways – whether this may be employment, an apprenticeship or further study at a tertiary institution (TAFE or University). Students should consider:

- The careers they are interested in pursuing. University courses have prerequisites (subjects which must be taken as part of VCE studies in order to be eligible for selection into a course). Subjects must be chosen with prerequisites in mind.
- Their skills and abilities – they should ask themselves “what am I good at?” Consider past test and assessment results.
- What they enjoy studying?
- What will help provide more career options if they are undecided?

Distance Education

Mansfield Secondary College will endeavour to offer as many VCE & VET units as possible. All offers of units are initially provisional and final classes are dependent on staff availability, level of student interest and blocking constraints of the timetable.

If a subject is not available to be delivered face to face and included in the timetable or if a timetable clash between two subjects exists, students may apply to complete this subject via distance education, Victorian Virtual Learning Network (VVLN) or through partnership delivery options.

Distance Education Access

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 (or relevant year), 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 work sets 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.

Please contact the senior school coordinator to discuss subject options if this applies to you.



Year 10 Course Selection

All Year 10 students complete a course involving a combination of core subjects and electives, which can involve VET & VCE subjects. Additionally, students can apply to complete a School Based Apprenticeship and Traineeship (SBAT).

All students complete 4 core subjects which include English, Mathematics, Science and Humanities. Students can then select 6 electives which are delivered for one semester, three of which will be completed in semester 1 and three in semester 2.

School Based Apprenticeships and Traineeships (SBAT)

Students at Mansfield Secondary College have the unique opportunity to complete an apprenticeship or traineeship whilst also completing their secondary schooling. For students to complete a SBAT, the minimum age is 15 years old and students must be in Year 10, 11 or 12.

SBATs provide students the opportunity to develop practical employability skills and develop practical industry specific skills in their chosen field.

An SBAT can contribute to VCE programs and be completed alongside either VCE or VCE VM and are usually certificate II or III. Certificate level and competencies achieved will determine the level of contribution towards the VCE and the VCE VM.

For students completing an SBAT in Year 10, the allocated workday is Wednesday. Students are expected to remain up to date with missed classwork each Wednesday by speaking to their teacher. Further, when a student has been formally signed up to complete an SBAT, they are permitted to withdraw from one elective to allow completion of the corresponding assigned TAFE units of competency.

All students undertaking a VCE VM program are expected (and required in most cases) to complete an SBAT. During Year 11 work experience will be arranged for students who are unsure of the industry to complete an SBAT in, to ensure success in the chosen SBAT.

For students who are completing an SBAT as part of a VCE Vocational Major program in Year 11 and Year 12, the allocated workday is Thursday, when no VCE VM classes are delivered. It is an expectation that all students completing a VCE VM program also complete an SBAT.

For students who are completing an SBAT as part of a VCE program, the allocated workday is determined individually, based on the day which the least impact will occur to timetabled classes. Students who elect to complete an SBAT as part of the VCE, will usually complete five subjects in Year 11 and continue with these five subjects into Year 12.

At Mansfield Secondary College, students who are undertaking a VCE program need to begin their SBAT during Year 11 and will not be permitted to begin an SBAT in Year 12. This is because it is unlikely the SBAT will be completed and therefore not contribute to VCE completion.

Students who are interested in completing an SBAT need to speak to the Careers and Pathways Practitioner and will be expected to demonstrate initiative, high work ethic and represent school values.



Vocational Education & Training (VET) Studies

At Mansfield Secondary College we offer three VET studies as part of our timetabled face to face programs. VET studies can contribute to VCE completion and are offered to all students throughout their schooling from Year 9 onwards.

Students are eligible to undertake VCE VET Agribusiness (Certificate II Agriculture) (RTO 3097 Wodonga TAFE) in Year 9 & 10 which can, in turn, contribute to a VCE program in Year 11 & 12 upon successful completion.

See Appendix C for information about the benefits of undertaking VET.

Year 11 Students undertaking the VCE VM in 2025 will choose to commence VET Certificate III Sport & Recreation (RTO 45452 Savile) OR VET Certificate Community Services (RTO 45452 Savile) which contributes to eligibility to successfully complete the VCE VM. They will complete their chosen Certificate in Year 12. Note * VET subject offerings and Certificate levels are evaluated and adjusted each year.

Students who choose to pursue a VCE pathway in Year 11 & 12 can access VET studies through completing a school based apprenticeship or traineeship (SBAT).

VCE subject selection in Year 10

Each year, certain VCE subjects will be offered to Year 10 students to enrol in. The subjects eligible for Year 10 enrolment are determined by the timetable, Year 11 enrolment and the accessibility of the subject for younger year levels. The number of students able to enrol in VCE subjects will be limited by the availability of places in the respective subjects.

If a student elects to complete a unit 1 & 2 VCE subject in Year 10, they will need to apply and meet the eligibility criteria to be granted enrolment. The application will be assessed by the selection panel against the eligibility criteria.

Criteria

To be offered VCE subject enrolment in Year 10 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



Choosing between VCE, VCE Vocational Major and Victorian Pathways Certificate (VPC) programs

At Mansfield Secondary College students can choose to study the Victorian Certificate of Education (VCE) or the VCE Vocational Major (VCE VM). Both certificates are equivalent, and allow students to achieve their VCE, but have a different focus. These options are described in more detail later in the Handbook. The key differences are summarised below:

- VCE is a two-year certificate with scored assessments leading to the award of an ATAR. An ATAR is required for entry into most university courses. It is suitable for students who are wishing to progress into university study.
- VCE VM is a two-year unscored senior secondary certificate with a focus on vocational and applied learning skills. It is a standards based program and therefore, not a scored pathway, making it more suited to students who are not intending to go on to university study, as no ATAR will be attained.
- The VCE VM requires VET certificates to be undertaken as part of the program.

There is more information on the VCE VM in a later section of this Handbook. Interested students can also contact the senior school coordinator.

The Victorian Pathways Certificate (VPC) is a senior school certificate suitable for students who are not yet ready to undertake the VCE. The decision to undertake the VPC will be made with families and the student in consultation with the senior school coordinator. The VPC has been designed to be a flexible, individualised standard based program.

Support for Course Selection

All year 10 classes will incorporate several lessons devoted to subject selection. Students will receive resources to help them identify prerequisites and plan their VCE, VCE VM or VPC. In addition, there will be a course counselling day where each year 10 student will have an individual counselling appointment with a senior school staff member and their parents/guardians.

Selecting a VCE Program:

- Each VCE unit is numbered 1, 2, 3 or 4
- Units 1 & 2 are usually studied in Year 11, although some students may have already completed some Units 1 & 2 in Year 10
- Units 3 & 4 are normally completed in Year 12; however, some Units 3 & 4 may be studied by students in Year 11
- Most students at Mansfield Secondary College will do 22 units over two years:
 - Year 11: 6 Units in Semester 1 and 6 Units in Semester 2 = 12 Units
 - Year 12: 5 Units in Semester 1 and 5 Units in Semester 2 = 10 Units
- Units 1 & 2 of a study can be done separately or as a sequence (i.e. a pair). Units 3 & 4 of all studies must be done as a sequence and completed in the same year in order for the student to be awarded a Study Score out of 50 which contributes to the ATAR.

Selecting a VCE VM Program:

The requirements of the VCE VM are slightly different to the VCE and therefore, require specific subjects to be completed to ensure successful completion. There is flexibility within the program, however, to ensure all students have the best opportunity to complete the VCE VM, all students will be allocated a default program in the first instance. Individual program changes can be made on a case-by-case basis.



- In Year 11 VCE VM students complete the following subjects:
 - VCE VM Literacy Unit 1 & 2
 - VCE VM Numeracy Unit 1 & 2
 - VCE VM Personal Development Skills Unit 1 & 2
 - VET Certificate II or Certificate III
- In Year 12 VCE VM students complete the following subjects:
 - VCE VM Literacy Unit 3 & 4
 - VCE VM Numeracy Unit 3 & 4
 - VCE VM Personal Development Skills Unit 3 & 4
 - VCE VM Work Related Skills Unit 3 & 4
 - VET Certificate II or Certificate III

Changing a selected program or course

In some instances, it may be necessary for students to change their initial course selections after course counselling has occurred. This can be due to several reasons and these reasons will be considered when approving a subject change. Students need to speak to the senior school coordinator to discuss reasons for the change and complete a 'Change of unit request form' (see Appendix A) which is to be signed by parents, current teacher, and potential new teacher. The senior school coordinator will make the final decision if the request is approved. In some cases, a parent meeting may be necessary to finalise course change requests.

Some circumstances require a student to change their selected program. This is possible if changing from a VCE program into a VCE VM program. In most cases, changing from the VCE VM program into a VCE program is not possible due to eligibility requirements. A change of program necessitates a parent meeting to discuss the implications and timing of this change, as it is not always possible at some times throughout the year. If a change of program is being considered, please contact the senior school coordinator and arrange an appointment.

Attendance requirements

Attendance is required for at least 90% of all scheduled classes to achieve a satisfactory result. Throughout the year students will experience circumstances in which they may be absent from school such as illness and school activities, these absences are approved (explained) school absences. Unexplained school absences must not exceed 5% of scheduled class time or students risk not satisfactorily completing the unit or work, which could result in the inability to achieve the VCE.

Some students completing Year 10 will have study periods as part of their timetable if completing an SBAT or a subject via distance education. All Year 11 & 12 students will have scheduled study periods within their timetables. The time allocated to study periods is for students to complete independent study associated with their individual programs.

At all times, Year 10 & 11 students are required to complete study periods under supervision by school staff in the Language Centre or Library. Year 12 students are to complete their study periods in the Language Centre under supervision by school staff. Alternatively, Year 12 students can sign out of school premises to complete independent study during their study periods under parental supervision.



Victorian Certificate of Education (VCE)

The minimum requirement for the award of the VCE is satisfactory completion of 16 units over two years, which must include at least three units from the English group. These units may be selected from English, English as an Additional Language (EAL – only for eligible students) or Literature.

To satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units over 2 years. This must include:

- at least three units from the English Group, two of which must be a Unit 3–4 sequence
- an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

Students select the subjects they would like to complete through the course counselling process. The only compulsory subject for students complete VCE is one of English or Literature across Units 1 - 4.

Unscored VCE

The College expects that all students enrolled in VCE Year 12 will undertake the end of year examinations and be awarded a study score for each subject, which will contribute towards their ATAR. In exceptional circumstances a student may elect not to undertake the end of year exams in each of their subjects and complete an unscored VCE.

Unscored VCE means the student can be awarded their VCE but will not receive an ATAR. Students and their parent/guardian would be required to have an appointment with the senior school coordinator, to discuss an unscored VCE and the implications of this decision.

Assessment structure for VCE

Each VCE unit has a set of two to four learning outcomes set by the Victorian Curriculum and Assessment Authority (VCAA). For each outcome the student will be awarded either an 'S', indicating that he/ she has produced and submitted work that does meet the required standard, or an 'N', indicating that he/she has not produced work that meets the required standard. The award of satisfactory completion of a unit (reported to parents/guardians as an 'S') is based on the students demonstrating achievement of the outcome. The teacher will assess the student's performance against the key knowledge and skills outlined in the relevant study design.

In order to be awarded an 'S' a student must:

- Produce work that demonstrates achievement of the outcomes.
- Submit work on time
- Submit work that is clearly his/her own
- Observe Victorian Curriculum and Assessment Authority (VCAA) examination rules and school rules for school based assessment (see Appendix B), including meeting the 95% attendance requirement

Assessment of Units 1 & 2

In Units 1 and 2 school based assessment reported as level of achievement on a letter grade scale of ungraded (UG) to A+. These assessments will provide a useful record for each student and introduces the way in which assessment will work in Year 12. Grades on Unit 1 and 2 tasks indicate a student's preparedness for Year 12 studies and may be used in course counselling interviews. A student would need to achieve good grades in Year 11 to be well prepared for success in Year 12 studies. Year 11 students MUST sit Unit 1 & 2 exams to gain an 'S' (for 'Satisfactory') in each unit.



Assessment of Units 3 & 4

A student's level of performance is assessed using a combination of school-based assessment and external examinations. The weighting of examinations varies from subject to subject. These assessments will be reported as grades A+ to UG (ungraded). These grades are awarded to students by VCAA.

There are two forms of graded school assessment for Units 3 & 4; school assessed coursework (SAC) and school assessed tasks (SAT):

- SATs are used in studies where products are assessed, such as Studio Arts, Product Design and Technology, Media and Visual Communication and Design
- SACs are the more common form of assessment tasks and are used to assess learning outcomes
- SACs provide teachers with the opportunity to monitor the progress and work of students and to provide students with feedback on how well they are achieving the outcome.

School based assessment for Unit 3 & 4 subjects are reported as letter grades using a scale of ungraded (UG) to A+ for level of achievement. All school based assessment undergoes statistical moderation after the external examinations and is subject to change depending on performance on the external examinations and the General Achievement Test (GAT). Please note all school reported school based assessment results are raw scores only and subject to VCAA's statistical moderation process.

The GAT is required to be undertaken by all students completing the VCE, which includes students completing the VCE VM. Students completing a VCE program complete Section A and Section B of the GAT whereas, VCE VM students complete Section A only.

For more information on the GAT, see Appendix D - *GAT Brochure 2023*.

Statistical Moderation

Statistical moderation is a process applied by the Victorian Curriculum and Assessment Authority (VCAA) to the scores awarded by teachers for school-based assessments. This process aligns schools' assessments to the same standard, while maintaining the students' rank order given by the school. The VCAA uses statistical moderation to ensure that school-based assessments given by different schools are comparable throughout Victoria. This supports school-based assessment results to be part of the Australian Tertiary Admission Rank (ATAR) calculation. For further information on statistical moderation please see Appendix E – *VCAA Statistical Moderation Brochure* and/or visit the VCAA website: <https://www.vcaa.vic.edu.au/assessment/vce-assessment/how-vce-assess/how-pages/Pages/StatisticalModeration.aspx>

School Based Assessment

As part of all VCE studies, all students must undertake school-based assessment as outlined above. To this end, students need to comply with the Mansfield Secondary College school-based assessment rules and VCAA's external examination rules (see Appendix B).

Notification of school based assessment

All students will be notified of upcoming school based assessment via their classroom teacher using the 'School Based Authentication and Notification Record' (see Appendix F). Students are required to read the information outlined in the document and sign their name to acknowledge the contents. All school based assessment will have at least one week notification prior to the assessment taking place. The rules for school based assessment are also outlined through this process.



Absence from school based assessment

If a student is absent for a school based assessment, formal documented evidence needs to be provided to the senior school coordinator to justify the absence, unless it is a school approved absence. Students need to complete the 'Application for rescheduling a school based assessment' (see Appendix G) and attach the required documentation for the assessment to be rescheduled and graded. The reschedule request will be assessed by the senior school coordinator who will either approved or not approved the reschedule. If a student's request is not approved, the level of achievement will not be reported on, and the student will achieve an ungraded (UG) result. The student may still complete the assessment to gain a satisfactory result for the outcome. If the student's request is approved, the senior school coordinator will communicate this with the relevant subject teacher and student, who will arrange a suitable reschedule time to complete the assessment.

Redemption of school based assessment

If, in the judgment 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 teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. However, students may not submit further tasks for the reconsideration of School-based Assessment scores awarded by the school.

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

Decisions regarding redemption tasks or activities will be made by the senior school coordinator in consultation with the classroom teacher. In some cases, students may not be allowed to undertake multiple redemption tasks in one semester or Unit.

The teacher may do one or more of the following things: set a similar task, ask the student questions about the task or topic and/or check student notes and workbooks. This will normally take place when the teacher realises that the student is unlikely to gain a satisfactory result of the outcome.

The marks allocated for the original submission will not be altered. In cases where the student must undertake redemption to obtain an 'S' for that particular outcome, the class teacher will communicate this to parents. A sample letter is attached that must be used for this purpose.

Students will be notified via the Redemption Notification and in class (see Appendix H). Parents will be notified by the parent redemption letter (see Appendix I).

If the student does not complete the redemption task at the agreed time and does not supply a medical certificate, they forfeit the right to the redemption process.

Breaches of school based assessment policy

If there is a suspected breach in the school based assessment policy, the investigation process will begin (see Appendix J) to determine a course of action. Possible outcomes for breaches of VCAA and Mansfield Secondary College school based assessment policy are as follows:

- Verbal or written warning
- Refusal to accept student work towards school scores, allowing for resubmission towards a satisfactory result
- Refusal to accept any part of student work and therefore, awarding an 'N' result for the outcome



Special Provision Applications (Special Exam Arrangements – SEA)

Students who may be eligible for Special Provision due to an ongoing medical condition or learning difficulty must provide current medical documentation to the senior school coordinator at the beginning of the year of the academic year in which they are completing Year 12. This process is completed through VCAA who will decide on the outcome of the application.

Mansfield Secondary College, in collaboration with parents and students, is responsible for the completing special provision applications. VCAA is the sole authority responsible for application outcomes for special provision.

Students who experience a medical condition or difficulty that affects performance during an assessment task in Units 1 & 2 studies should apply for Special Provision to the senior school coordinator in preparation for Unit 3 & 4 studies. If this applies to you, please make an appointment with the senior school coordinator.

Special Entry Access Scheme (SEAS)

If there have been circumstances that have made it hard for students to do their best at study, a special consideration application via VTAC's Special Entry Access Scheme (SEAS) needs to be completed. For students at Mansfield Secondary College, all students need to apply for Category 1 (Personal Information and Location) due to our rural location. SEAS is designed to make sure institutions get a sense of full potential of students and it enables institutions to consider the circumstances experienced and the impact upon studies when making selection decisions.

The Special Entry Access Scheme (SEAS) allows selection officers to grant special consideration for course entry. This is considered on a course-by-course basis by the individual course selection authorities.

Special consideration may result in upward adjustments to the selection rank for one or more courses. Notification of whether special consideration has been granted is not provided. Questions about how SEAS is used in selection for specific courses should be directed to the institution.

A SEAS application does not exempt students from meeting any of the institutional and course entry requirements. Students must still complete the requirements listed under 'essential requirements and admission criteria' for each course applied to, including prerequisites. However, consideration of a SEAS application may be given if performance is slightly below the stated minimum study score for a prerequisite. Such consideration is determined by each institution in accordance with their selection policy.

SEAS does not change your educational results or qualifications. If you are granted special consideration it does not guarantee you an offer.

VCE External Results

Study scores

A VCE study score provides an indication of your relative performance in a particular study. Study scores for VCE units are based on scores for the Graded Assessments and indicate how well the student performed in relation to all others who undertook the study. Fifty is the maximum study score. The mean (average) study score for each study in the VCE is 30. For studies with large enrolments (1000 or greater), the following table shows the approximate proportion of students who achieve a study score on or above the stated values. For studies with fewer enrolments, the proportions may vary slightly.



Study Score	45	40	35	30	25	20
Proportion of students on or above this position (approx.)	2%	9%	26%	53%	78%	93%

Study scores lower than 20 are reported as <20.

If a study score is unavailable it is reported as UN. A study score is unavailable where more than one Graded Assessment result is NA or the results for both Units 3 and 4 for a study are not S.

ATAR Score

Each Unit 3 & 4 study will be scored out of 50 (known as a 'study score'). The study scores are reported by VCAA for each subject. The ATAR score is reported by VTAC and determines entry into university and TAFE courses. The ATAR is calculated using:

- a student's best score in any one of the English studies, plus
- the scores of their next best three permissible studies (which together with the English study make the 'Primary Four'), plus
- 10 per cent of the scores for any fifth and sixth study which they may have completed (these are called increments).

These are added together to arrive at an aggregate score. The aggregate score is the determining score to create the ATAR. The higher the aggregate score, the higher the ATAR. The ATAR is a percentile ranking which ranks every student in Victoria completing VCE in that year. For example, if a student achieves an ATAR of 60, this indicates that they have performed better than 60% of students who completed their VCE in the same year.

Scaling

In order to calculate the ATAR, VTAC undertakes a process known as scaling. Scaling adjusts for differences in abilities of students undertaking different studies, so that the scaled study scores are comparable across different studies. It ensures that students are neither advantaged or disadvantaged by the studies they choose. All VCE study scores are scaled by VTAC.

Scaling adjusts for the fact that it is more difficult to obtain a high VCE study score in some studies than others. This is not because some studies are inherently harder or easier, it is because some studies attract a more competitive cohort of students.

For more information on the ATAR and scaling, see Appendix K for VTAC ATAR and Scaling Guide 2024 brochure.



Victorian Certificate of Education (VCE) Vocational Major

The VCE Vocational Major (VCE VM) is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an “Applied Learning approach”. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education, with the words ‘Vocational Major’ specified to recognise their achievements.

Structure of the VCE VM

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units, and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. This is in line with current VCE subjects and seeks to improve the assessment rigor of the VCE VM.

Students will apply knowledge and skills in practical settings and undertake community-based activities and projects that involve working in a team to satisfy the key knowledge and skills associated with each outcome within the 4 VCE VM subject offerings.

MSC Requirements of the VCE VM

Students must successfully finish at least 16 units:

- 4 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 4 VCE VM Numeracy or VCE Mathematics units
- 4 VCE VM Work Related Skills units
- 4 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

Completion requirements

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.



VCE subjects within the VCE VM

Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM. However, selection of VCE units within the VM will be limited to the subjects available outside of the specified VM core subjects on the timetable.

VCE VM Subject Overviews

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied



to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.



VET Certificate II & III Community Services (RTO 45452 Savile)

This VET course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the community services sector. Students will learn to work with a diverse range of clients, building trust through effective communication.

OR

VET Certificate II & III Sport & Recreation (RTO 45452 Savile)

VET Certificate in Sport & Recreation will give students the skills needed to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres, providing customer service and administrative assistance. It will enable acquisition of the skills and knowledge required to be successful in the sport and recreation industry.

This program is designed to further enhance student knowledge of the sport, fitness and outdoor recreation sector. Students will develop coaching and leadership skills through the combination of theory, practice and field trip participation. Additionally, provide the opportunity to learn through practical experience and to develop personal skills for lifelong participation in sport, fitness, or recreation activities.

The VCE VM program at Mansfield Secondary College

	Year 11	Year 12
Timetabled classes (4 periods)	VM Literacy unit 1 & 2 VM Numeracy unit 1 & 2 VM Work Related Skills unit 1 & 2 VM Personal Development Skills unit 1 & 2 VET Certificate II or III	VM Literacy unit 3 & 4 VM Numeracy unit 3 & 4 VM Work Related Skills unit 3 & 4 VM Personal Development Skills VET Certificate II or III
Other	SBAT Certificate II or Certificate III One day of no scheduled classes for SBAT participation	SBAT Certificate II or Certificate III One day of no scheduled classes for SBAT participation

Attendance Requirements

Due to the nature of the VCE VM, students are expected to complete an SBAT throughout the course of their program. To this end, students enrolled in the Year 11 & Year 12 VCE VM program are expected on site for face-to-face classes on Monday – Wednesday and Friday only. Each Thursday students are expected to be participating in their chosen SBAT or undertaking work experience to gain a SBAT.



Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

When enrolling a student into the VPC, the individual needs of the student must be considered. Discussions about the VPC's suitability for a student will be conducted between the Mansfield Secondary College (senior school coordinator), the student and their family.

The VPC has different study designs that must be adhered to throughout delivery and students will attend these classes alongside the respective VCE VM class in their year level.

Structure of the VPC

The VPC has specific subjects designed to prepare students for a vocational pathway. The subjects are VPC Literacy, VPC Numeracy, VPC Work Related Skills, and VPC Personal Development Skills.

Each subject has a set of learning goals which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

Requirements of the VPC

The VPC is a two-year certificate, and students must complete a minimum of 12 units, which must include:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units and
- 2 Personal Development Skills units.

Students can also do other VCE subjects, and structured workplace learning. The certificate may be completed over a longer period of time if needed.

VPC Completion requirements

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Other inclusions

Structured workplace learning (SWL) or an SBAT can be included in the VPC. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

Students can also complete VCE VM units as part of the VPC, which will contribute to satisfactory completion.

When a student is enrolled in the VPC an individualised program will be created to meet the needs and interests of the student.

VPC Subject Overviews

Literacy

The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from local and global cultures, forms and genres students learn how information can be shown through print, visual, oral, digital and multimodal representations.



Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing skills are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context relevant to the learner. Numeracy gives meaning to mathematics, and mathematics is the tool (the knowledge and skills) to be used efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through numeracy, students understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward

At the end of the two units, students should be able to attempt structured and supported activities and tasks that require simple processes such as counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

Personal Development Skills

Personal Development Skills (PDS) is all about helping to build social and emotional intelligence and 21st century skills like teamwork, organisation, time management, communication, problem solving and leadership. This is done through participation in individual and group projects, presentations, and collaborations. Student will also understand and explore the concept of community and learn how to become actively involved with their school and wider community. PDS also helps young people identify and build on their personal strengths and abilities and helps them to understand and nourish their physical and emotional health and wellbeing.

Work Related Skills

Work Related Skills aims to help students understand options for and plan for meaningful engagement beyond secondary education in employment, training, or community participation. Students will understand and build the skills, capabilities and personal attributes required for their chosen pathway, they will investigate employment opportunities that exist within workplaces and look at how qualifications and further study can increase those opportunities. Students will learn how to seek and apply for a variety of post secondary school employment and education opportunities. And will use a variety of skills, planning and communication techniques to carrying out a small-scale work-related activity. Students will learn about the role of physical and mental health in the workplace, how employees and colleagues can contribute to physical and mental health and how they can address unlawful workplace practices.



General Achievement Test (GAT)

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

The reformed GAT follows a comprehensive review conducted by the VCAA. It will see Victoria join other jurisdictions who already incorporate literacy and numeracy standards as part of their senior secondary reporting. The GAT will provide specific information on each student's key skills for life beyond school.

The GAT is an essential part of the VCE assessment process.

While the GAT is important, it does not directly count towards a student's final VCE results. GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. GAT results may also play a part in determining the final score for a VCE external assessment if a student has a derived examination score (refer Key Terms) approved for that assessment.

No special study is required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy, and reasoning.



Careers & Pathways Information

Students are encouraged to check that their Senior School program fulfils the entrance requirements for any tertiary course that they are contemplating. More information on these requirements, including prerequisites is available from:

- The VTAC list of prerequisites relevant to the year the student will commence tertiary study
- The VTAC CourseSearch <https://delta.vtac.edu.au/CourseSearch/searchguide.htm>
- The Careers Office (located in the Language Centre)

Students are advised that tertiary entrance requirements can differ from year to year. Looking on university websites or at the current VTAC Guide can be misleading. The most accurate information can be found on the VTAC CourseSearch website as above.

Prerequisites

If a student does not complete the prerequisites required for entry into a course it does not matter how high his/her ATAR is, it will not be possible to get into the course. The course counselling process in Year 10 is vital in identifying prerequisite subjects.

Some students may not have a clear idea of what they wish to study after school. In this situation it is best that they choose subjects that most interest them and that they believe that are best at. The greatest restriction to entry to university courses is because of results in Unit 3 & 4 in the student's English subject, or because a student has not met the Mathematics prerequisite.

Students need to carefully consider which English subject is best for them. Most courses require a minimum 25 or 30 study score in the chosen English subject and this is not always achievable if the English subject chosen is unsuitable. The default selection should always be to complete English as opposed to Literature. If a student is unsure about which is best for them, they should consult their Year 10 English teacher and the senior school coordinator. Further, this needs to be discussed during the Year 10 course counselling process.

All students should attempt a Mathematics subject, at least in Year 11. However, students must choose carefully as pursuing completion of a Mathematics subject that is too difficult can have a negative impact on senior studies. Year 10 students are advised to listen to the advice of their current Mathematics teacher in selecting a Mathematics subject which best suits them. Further, Year 11 students are encouraged to evaluate their current performance and seek the advice of their Mathematics teacher when deciding on the Mathematics subject/s to continue in Year 12.

University and TAFE entrance requirements

There is no one set of entrance requirements that covers all tertiary institutions. Entry requirements for courses are very competitive. The basic entry requirement is the satisfactory completion of VCE or, in some cases, VCE VM. However, some courses have extra requirements which must be met for a student to be considered for selection, in addition to the prerequisite subjects. This may include folio presentations, interviews, pre-selection kits or tests. For VCE students an ATAR is also used to determine selection



VCE VM and tertiary entrance

VCE VM students will generally be eligible to apply for TAFE Certificates up to Certificate Level IV. Once they have successfully completed a Certificate IV students may apply for Diplomas or Advanced Diplomas.

There are some university courses that will offer graduates from VCE VM a degree course. However, these options are more limited. There are alternative pathways options for students to attain university education after the completion of the VCE VM. This may include completing TAFE certificates, bridging courses or working within the industry to gain entry. Each tertiary institution will have different entrance requirements and therefore, students will need to contact tertiary institutions directly regarding their entrance requirements.

Individual Pathways Counselling

The Careers and Pathways Practitioner (Shelly Comben) is available throughout the week to provide individual pathways counselling for students in Year 10, 11 & 12. Make an appointment by speaking to Shelly in her office in the Language Centre or email her.

Alternatively, if a student or parent is concerned about the current senior school program being undertaken, please contact the senior school coordinator, Julie Anderson.



Resources

University Websites

Australian Catholic University	www.acu.edu.au
Charles Sturt University	www.csu.edu.au
Deakin University	www.deakin.edu.au
Federation University	www.federation.edu.au
La Trobe University	www.latrobe.edu.au
Monash University	www.monash.edu.au
RMIT University	www.rmit.edu.au
Swinburne University of Technology	www.swin.edu.au
University of Melbourne	www.unimelb.edu.au
Victoria University	www.vu.edu.au

Victorian Government TAFE and training

Find a course or provider	https://www.education.vic.gov.au/training/Pages/default.aspx
VET information	https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx

VTAC

VTAC Guide	www.vtac.edu.au
VTAC CourseSearch	https://delta.vtac.edu.au/CourseSearch/searchguide.htm
VTAC YouTube Channel	https://www.youtube.com/channel/UCyhlaHSLX8yZv33cuotKqHQ

VCE Study Designs

All information about subject key knowledge and skills and assessment

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

VCAA Study Scores Explanation

Useful videos and explanation of how study scores are calculated.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-faqs/Pages/currentstudents.aspx>

VCE VM & VPC

<https://www.vcaa.vic.edu.au/victorianseniorsecondarycertificatereform/Pages/Index.aspx>



APPENDIX A – VCE Change of Unit Request Form



VCE Change of Unit Request

Student name:	
Unit:	1 2 3 4
Requested change into:	
Reasons for requesting change:	
Have you considered the possible effect on your future career pathway? Yes No	
Parent approval: Yes / No	
Parent signature:	
Current teacher approval and comments:	
Teacher of new class approval and signature: Yes / No	
Coordinator approval and signature: Yes / No	
First class:	VASS:

Any added conditions or notes:

Student Signature: _____



APPENDIX B –School Based Assessment Rules & VCAA Examination Rules

Mansfield Secondary College - School Based Assessment Rules

SCHOOL BASED ASSESSMENT

During VCE at Mansfield Secondary College you will sit school based assessments called SACs (School Assessed Coursework) for most subjects and SATs (School Assessed Tasks - for Visual Communication and Art only). All students must comply with the rules set out for VCAA regarding attendance, quality of completion, school based assessment rules and external examination rules.

Any breach in these rules could include, but not limited to; receiving a “not satisfactory (N)” result, not receiving a grade for the task and/or receiving an “N” for the unit depending on the circumstances.

5.11.1 VCAA rules for School-based Assessment

A student undertaking tests as part of School-based Assessment must comply with VCAA examination rules. In addition, the VCAA sets out rules related to authentication, which a student must observe when preparing work for assessment by the school:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- 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.
- A student must not receive undue assistance from another person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which 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.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not knowingly assist another student in a breach of rules.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.

VCAA examination rules

Students must not cheat or assist other students to cheat including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.

Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.

Students must not present for a VCE external assessment in another student's place.



Students must not present for a VCE external assessment under the influence of alcohol or drugs.

Students must obey and observe all proper instructions or directions given by their supervisor.

Students must provide reasonable assistance to any investigation by VCAA in relation to a suspected breach of the VCAA rules.

Students attending a VCE external assessment may bring only materials and equipment approved for that external assessment into the examination room.

Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.

Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to VCAA or its agents to enable the interrogation of the device.

Students must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.

Students must not communicate with any other student while the VCE external assessment is being conducted.

Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.

Students must not remove or tear out any part of a bound reference, question/task book, question and answer book or answer book, except where permitted, for example formula sheets.

Students must not remove any response material, used or unused, from the examination room.

Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.

Students must raise their hand if they wish to communicate with a supervisor.

Students must not leave their place until permitted by a supervisor.

Students will not be permitted to leave the VCE external assessment before 30 minutes have elapsed from the start of writing time.

Students will not be permitted to leave in the last five minutes of the VCE external assessment.

Students must cease writing when instructed to do so by a supervisor.

Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.

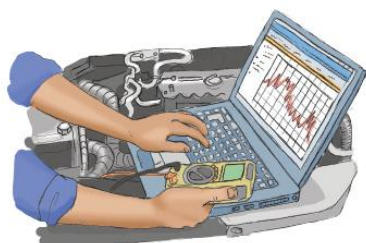
Students must not communicate with an assessor, before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment



APPENDIX C – VET Brochure

This is how VET is different

Here are the top five differences between a VCE VET program and a VCE study, VCE VM study or a VPC unit.



1. An extra qualification

You can gain a nationally recognised VET qualification while undertaking your VCE, VCE VM or VPC. You receive the VET qualification from a Registered Training Organisation, such as a TAFE.

2. Connected to the workplace

VET qualifications give you industry exposure and experience in the workplace that reinforces your skills development. This connection also makes for a smooth transition between training and work.

3. Practical

VET can strengthen your education by giving you the opportunity to gain practical skills and knowledge that complement your other studies. For example, if you want to be an engineer and you are studying VCE Physics and VCE Mathematical Methods, you can develop practical skills, technical knowledge and industry insight by doing VCE VET Engineering.

4. Units of competency

Units of competency are the building blocks that make up a VET qualification. Each unit of competency includes specific skills and knowledge.

5. Competency based assessment

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace.

To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.



Top to bottom: Sport and Recreation, Animal Studies, Cisco®



www.vcaa.vic.edu.au/getvet



APPENDIX D – 2024 – 2027 GAT Brochure

Note * 2026 Date is Tuesday June 16, 2026

GENERAL ACHIEVEMENT TEST 2024

INFORMATION FOR STUDENTS

The General Achievement Test (GAT) assesses a range of skills, measures literacy and numeracy standards and supports quality assurance processes.

- The GAT assesses your skills against literacy and numeracy standards – these are essential skills that show you're ready to move on to further study, training or employment. It will give you confidence that your skills are at the right level to support you, whatever you choose to do after school.
- The GAT also assesses your skills in mathematics, science, technology, the arts and humanities.
- GAT results are important for checking that VCE external assessments and school-based assessments have been accurately and fairly assessed, and can be used to calculate Derived Examination Scores.

The 2024 GAT will take place on **Tuesday 18 June** in 2 parts:

- **Section A** assesses skills in literacy (reading and writing) and numeracy.
- **Section B** assesses general knowledge and skills in mathematics, science, technology, the arts and humanities.

TUESDAY 18 JUNE

Section A: Literacy (Reading and Writing) and Numeracy

9:00–9:15 am	Reading time
9:15–11:15 am	Writing time to complete Section A, which has: <ul style="list-style-type: none">• one writing task with 2 parts• 50 numeracy multiple-choice questions• 50 reading multiple-choice questions

Break: 11:15 am–1:15 pm

Section B: General knowledge and skills

1:15–1:30 pm	Reading time
1:30–3:00 pm	Writing time to complete Section B, which has: <ul style="list-style-type: none">• one extended writing task• 25 mathematics, science and technology multiple-choice questions• 25 arts and humanities multiple-choice questions



Who is required to sit the GAT?

- If you're enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, you are expected to complete Sections A and B of the GAT.
- If you are only enrolled in one or more VCE VM Unit 3–4 sequence, you're expected to complete Section A only, unless you have previously met the standards.
- If you're an International Baccalaureate student in your final year of studies and you want a notional Australian Tertiary Admission Rank (ATAR) calculated, you will need to complete Sections A and B.

What to bring

You may use an English and/or bilingual printed dictionary for both sections of the GAT. Electronic dictionaries, a thesaurus or a combined thesaurus-dictionary are not permitted.

A scientific calculator is permitted for both sections of the GAT.

You will need pens, pencils and an eraser to complete the GAT.

Do I need to study for the GAT?

You don't need to do any special study for the GAT. Questions are based on things you will have already learnt throughout school and through life experience.

You can view sample questions and past GAT papers on the VCAA website.

Support and special examination arrangements

If you have an illness, injury or disability, your school may have already applied to the VCAA for Special Examination Arrangements to help you do the GAT. If you have a recently diagnosed condition and believe you might be eligible for Special Examination Arrangements, discuss this with your VCE Coordinator, who may submit a Special Examination Arrangements application on your behalf.

If reasonable or appropriate arrangements can't be made or you miss the GAT because of an unexpected injury, illness, personal trauma or other serious event, the VCAA may give you an exemption. Your school can apply for an exemption on your behalf.

Getting your results

In December you'll receive a GAT Statement of Results as part of your overall results package, which will indicate whether you have met the literacy and numeracy standards.

If you don't meet the literacy and numeracy standards in 2024, you can resit the GAT in 2025.

For more information

To learn more about the GAT and the literacy and numeracy standards, visit vcaa.vic.edu.au/gat or scan the QR code.



Tips for completing the GAT

Read all information carefully.

Follow the rules for sitting the GAT. You can read the rules in this document or online at www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx.

Complete the tasks in the order they appear in the question book.

It is important you attempt all sections of the GAT. Even if you do not complete a section in the time allocated, you should move onto the next section when indicated during the test.

Try to pick out the key ideas and information in each question.

For multiple-choice questions, try to quickly reject choices that appear to be wrong, then read the question again, and select the answer most likely to be right. You won't lose marks for incorrect answers.



Rules for students

You are required to observe the following VCAA examination rules for the conduct of the GAT, in addition to the day-to-day rules of your school and the venue.

VCAA rules shall apply with appropriate and reasonable modifications to students with illness, injury or disability.

Supervisors are issued with directions for the administration of the GAT and are required to report all alleged breaches of these rules to the VCAA. Supervisors have the right to check any materials that are taken into an examination room.

- 1 You must not cheat or assist other students to cheat, including taking any action that gives or attempts to give you or another student an unfair advantage.
- 2 You must not allow, induce or assist any other person to present for the GAT in your place.
- 3 You must not present for the GAT in another student's place.
- 4 You must not present for the GAT under the influence of alcohol or drugs.

- 5 You must obey and observe all instructions or directions given by the supervisor.
- 6 You must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of the VCAA rules.
- 7 You may bring only materials and equipment approved for the GAT into the examination room.
- 8 You must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during the GAT.
- 9 Students caught with any device defined in rule 8, upon the direction of a supervisor, must surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the VCAA or its agents to examine the device.

Rules for students continued on next page...





Rules for students – continued

10	You must not bring into or possess in the examination room any drinks or food, except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.	16	You must raise your hand if you wish to communicate with a supervisor.
11	You must not communicate with any other student while the GAT is being conducted.	17	You must not leave your place until permitted by a supervisor.
12	You must not cause any nuisance, annoyance or interference to any other student during the GAT.	18	You will not be permitted to leave the examination room until 30 minutes after the start of writing time.
13	You must not remove or tear out any part of a question or answer book.	19	You will not be permitted to leave in the last five minutes of each GAT session.
14	You must not remove any response material, used or unused, from the examination room.	20	You must cease writing when instructed to do so by a supervisor.
15	You must not begin to write or mark your paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.	21	You must remain silent and seated in your place at the end of the GAT session until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.

APPENDIX E – Understanding Statistical Moderation

Students now have moderated School-based Assessments, which are comparable across the entire VCE system. For example, if we compare moderated School-based Assessments in Geography, we can be sure that a student in Horsham with a mark of 75 has a higher achievement than a student in Richmond with a mark of 60. Before moderation we would not have been able to tell which student had the higher achievement because they are on different scales (refer to the examples with dollars and temperatures where the numbers are not directly comparable).

The outcomes of statistical moderation can be summarised as follows. For each moderation group:

- ▶ the level and spread of the moderated School-based Assessments match the level and spread of the same students' external scores
- ▶ the rank order of students' assessments in a school is not altered by statistical moderation
- ▶ the top student in a moderation group has a moderated School-based Assessment equal to the highest external score in this group
- ▶ the intervals between students on the moderated assessment scale reflect the intervals between them on the raw School-based Assessment scale
- ▶ students' absences from examinations, including the GAT, do not adversely affect the moderation of School-based Assessment
- ▶ the results of students who have applied for a Derived Examination Score do not adversely affect the moderation of School-based Assessment.

Further information, frequently asked questions and a copy of this brochure can be found on the VCAA website: www.vcaa.vic.edu.au/pages/vce/exams/statisticalmoderation/statmod.aspx

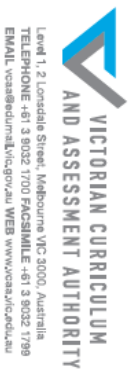
KEY POINTS

- ▶ The VCAA acknowledges that teachers are in the best position to measure students' academic achievement in School-based Assessment.
- ▶ The VCE assessment system gives teachers the freedom to decide what assessment tasks they will use to assess the learning outcomes for each VCE study or VET program.
- ▶ Measurements can only be compared when they are on the same scale. Results from different schools are based on different tasks and therefore cannot be directly compared.
- ▶ School-based Assessment can only be included in study scores, and subsequently in the Australian Tertiary Admission Rank (ATAR); formerly known as the ENTER in Victoria. If it is moderated, if School-based Assessment results were not moderated the ATAR would have to be based on examinations only.
- ▶ Like many other authorities in other states, the VCAA uses a statistical process to carry out moderation of School-based Assessment scores. This allows students to be compared fairly throughout Victoria.
- ▶ Moderation allows School-based Assessment results to be compared even though schools may use tasks that range in difficulty and may apply different marking standards.
- ▶ Moderation does not change the achievement of students; it converts School-based Assessment results to a common scale.
- ▶ Low achievers have no systematic impact on the moderation of other students' marks.

VCAA contact:

Manager, Statistical Moderation
Telephone: (03) 9032 1743

Written and authorised by:



UNDERSTANDING STATISTICAL MODERATION IN THE VCE

Statistical moderation is a process applied by the Victorian Curriculum and Assessment Authority (VCAA) to the marks awarded by teachers for School-based Assessment. It makes results for a given Victorian Certificate of Education (VCE) study comparable across the entire VCE system and enables School-based Assessment results to be used for admission to university and TAFE.





Why is a common scale needed?

Consider an international traveller who intends to buy a camera at one of the airports on their itinerary (see Figure 1). Which of these identical cameras is cheapest?

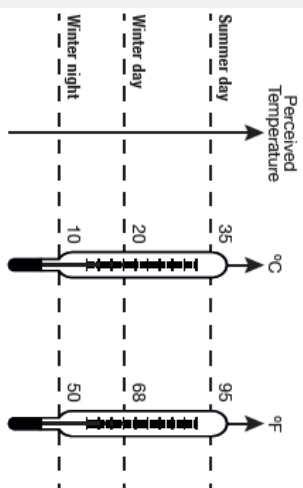
Figure 1: Comparing dollar amounts

New Zealand	Hong Kong	USA

Most people know that you cannot simply compare the numerical values of these prices, even though they are all in dollars. To decide which camera is cheapest you need to convert the currencies to a common scale. For example, if you converted all the prices to Australian dollars, they would be comparable. Then you could compare them numerically.

Temperature scales (see Figure 2) provide another example of the need to convert to a common scale when making comparisons. For example, if the temperature is 35°C in Melbourne and 75°F in New York, which city is hotter? To answer this question you need to convert the temperatures to a common scale. For example, if you converted the temperature in New York to °C, it would be 24°C, which is cooler than Melbourne (35°C).

Figure 2: Temperature scales



Using different temperature scales does not make conditions hotter or colder.

The same principle applies if you want to compare the School-based Assessment marks from different schools. In a particular VCE study, a mark of 75 in one school does not necessarily represent higher achievement than a mark of 70 in another school – not, at any rate, until they have been converted to the same measurement scale.

The common scale for School-based Assessment

All students in a study sit the same VCE examination. Examination marks therefore provide a common scale for measuring student achievement. In a small number of studies a better match with schools' assessments is obtained if the General Achievement Test (GAT) is also included. This composite scale of examination scores¹ and the GAT is known as the 'external score' and its construction is the first stage in the process. Statistical moderation puts all School-based Assessment marks for the study onto this common scale so that they can be compared throughout the VCE system.

Aligning the scales

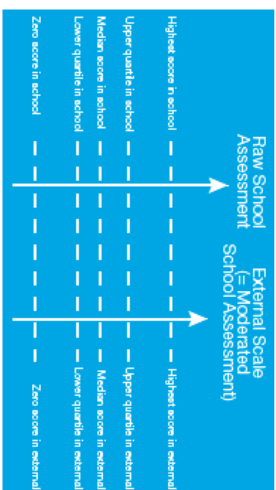
In the next stage, the scale of the external scores is aligned with the scale of School-based Assessment marks from each school. The alignment is done separately for each moderation group. A moderation group is defined as all students enrolled in the selected study at a given school and its partner schools.²

Firstly, the moderation group is reduced by removing students who may have performed below their best level in the examination. These are students who were absent, applied for a Derived Examination Score, changed school during the year, or had results that were statistically identified as unexpectedly low.

Next, for students remaining in the moderation group, the following marks are determined for both the School-based Assessment scale and the external score scale: the highest achievement, the upper quartile, the median and the lower quartile.³ These scores are used as fixed points for aligning the two scales (see Figure 3).

¹ If the study has two examinations, both are used to form the external score.
² Schools are expected to form partnerships if they have fewer than the students in a VCE study.
³ The upper quartile, the median and the lower quartile are scores that are better than 75%, 50% and 25% of other scores respectively.

Figure 3: Aligning the scales

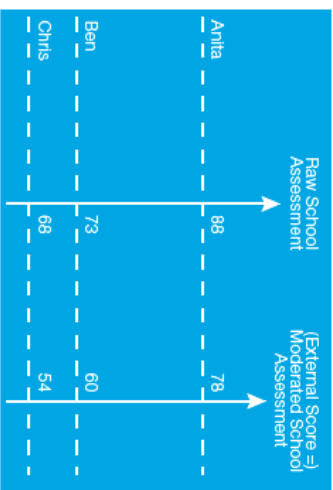


Obtaining the moderated scores

Having aligned the scale of the external scores with the scale for raw School-based Assessments, each student's school-assessed achievement may be read off the external score scale (see Figure 4) to give a moderated School-based Assessment. This is carried out for all students in the moderation group, including those who were previously omitted when the scales were aligned.

Statistical moderation changes the scale of School-based Assessment marks. This process is analogous to the changes of scale shown in the examples where dollars or temperatures were discussed (see Figure 1 and Figure 2). Even though statistical moderation changes the numerical values, the level of achievement of each student is unaltered.

Figure 4: Rescaling the moderated scores



Now that the scales are aligned, moderated School-based Assessments for individual students can be obtained by reading across from one scale to the other.



APPENDIX F – School Based Assessment Authentication & Notification Record



School Based Assessment Notification & Authentication Record

This form is to be completed by the class teacher and signed by each student when completing school based assessment as notification of school based assessment and acknowledgment of the rules for school based assessment.

The VCE Administrative Handbook states:

Rules for authentication of School-based Assessment

Students must observe and apply rules for the authentication of School-based Assessment. Students must sign an authentication record for work done within and outside class when they submit the completed task. The VCAA authentication rules state that:

- *a student must ensure that all unacknowledged work submitted for assessment is their own*
- *a student must acknowledge all resources used, including:*
 - *texts, websites and other source material*
 - *the name and status of any person who provided assistance and the type of assistance provided*
 - *a student must not receive undue assistance from another person in the preparation and submission of work*
- *acceptable levels of assistance include:*
 - *the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context*
 - *prompting and general advice from another person or source, which leads to refinements and/or self-correction*
- *unacceptable forms of assistance include:*
 - *use of, or copying, another person's work or other resources without acknowledgement*
 - *corrections or improvements made or dictated by another person*
- *a student must not submit the same piece of work for assessment in more than one study, or more than once within a study*
- *a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment*
- *a student must not knowingly assist another student in a breach of rules*
- *in considering if a student's work is their own, teachers should consider if the work:*
 - *is atypical of other work produced by the student*
 - *is inconsistent with the teacher's knowledge of the student's ability*
 - *contains unacknowledged material*
 - *has not been sighted and monitored by the teacher during its development.*

Students must also comply with all of the VCAA examination rules, which can be accessed here:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx>

Students who are alleged to have breached any of the above school based assessment authentication rules, will face an investigation process as determined by the senior school coordinator. Details of this process can be found in the 'Investigation process for breaches of rules of authentication for school based assessment policy'. Consequences for breaches of authentication of school based assessment will be proportionate to the breach incurred.



School based assessment details

Unit & Subject	
Outcome	
Date & Time	
Time allocated	
Teacher	
Materials permitted	
Instructions	

Student Declaration

In signing this document I acknowledge and declare that:

- This school based assessment is to be used as the evidence required to ascertain my school based assessment score for this outcome. It will also be used to determine the initial outcome result.
- I will be provided with feedback on my performance, however, no score will be communicated to me as my result is subject to moderation against external assessment
- I am submitting this assessment as my own work, completed independently and did not collude with any other party in the development of my responses.
- I acknowledge that 'students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage'.
- I did not consult any other resources than those outlined in the above materials permitted in this assessment.
- All resource materials and assistance used have been acknowledged and that all unacknowledged work is my own
- I will comply with the 'Rules for authentication of School-based Assessment'.
- I have been made aware of the consequences of a breach of the authentication of school based assessment rules.
- I understand the meaning of this document and my teacher has discussed it with me
- I understand the VCAA examination rules which i must comply with during school based assessment
- If I am absent for this school based assessment I will need to provide written documentation to support my absence (medical certificate or statutory declaration) in order to reschedule the assessment.
- If my response does not meet the requirements of the assessment I am able to redeem this outcome in consultation with my teacher.

Student Declaration	
Date	



APPENDIX G – Application for Rescheduling of a School Based Assessment

Mansfield Secondary College

APPLICATION FOR RESCHEDULING OF A SCHOOL BASED ASSESSMENT

STUDENT NAME			
YEAR LEVEL			
DATE(S) OF ABSENCE			
SUBJECT		TEACHER	
ASSESSMENT MISSED			

Reason for Absence: Please tick the relevant box.

- Illness
- Bereavement
- Significant hardship
- School Approved- details

Documentation: Please circle the relevant box and attach documentation.

- Doctor's certificate
- Professional document ***Students must provide a supporting statement**
- Bereavement supporting document ***Parents must provide a supporting statement**

Student's Signature:

Parent Signature:

Date:.....

Outcome

- Approved
- Not approved

Senior School Coordinator's Signature:Date:

***If approved, your classroom teacher will arrange an appropriate reschedule date and task**



APPENDIX H– Redemption Notification (to Student)

REDEMPTION NOTIFICATION

Subject	
Outcome	
Redemption date	
Assessment required	
Teacher	

Due to inability to meet one or more of the below requirements, you have been granted an opportunity to redeem the outcome, as outlined above.

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a special provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score."

VCE Administrative Handbook

If the redemption task submitted does not satisfy the outcome requirements, an "N" result will be allocated for the outcome and therefore, the unit.

By signing this form, I acknowledge I have read and understood the requirements needed to satisfy the outcome of this subject. I acknowledge I have been notified of the date and time of the redemption task.

Student Name	
Student Signature	



APPENDIX I – Redemption Notification (to Parents)

1 May 2026

Dear Parent/Guardian,

Re: [Student name]

Your child has not yet been able to satisfactorily demonstrate outcomes required in the [Unit 4 Study Design of Psychology](#). In such cases the student must be awarded an “N” (not satisfactory) result for the outcome and therefore, the unit.

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a special provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

VCE Administrative Handbook

In this instance your child has not satisfied the following requirement:

- *“the work does not demonstrate achievement of the outcome”.*

Your child will be granted another opportunity to redeem the outcome in order to receive a satisfactory result only, the original level of achievement on this outcome will remain. The redemption task will be arranged at the most suitable time between your child and the subject teacher, with notification provided to your child in writing.

Please discuss the situation with your child and contact the subject teacher, [Mrs Courtney O'Loughlan](#), if you have any concerns.

Yours faithfully,

Julie Anderson
Senior School Coordinator

[Courtney O'Loughlan](#)
Unit 3/4 Psychology Teacher



APPENDIX J –Process for breaches of rules of authentication for school based assessment policy



Investigation process for breaches of rules of authentication for school based assessment policy

1. Reporting alleged breaches of rules of authentication of school based assessment

All alleged breaches of rules of authentication of school based assessment are to be made in writing to the senior school coordinator, detailing the reasons why a belief has been formed that the rules of authentication of school based assessment have been breached and the school based assessment which the breach has occurred. The original school based assessment must be included in the written allegation of a breach occurring.

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor. Allegations should be handled sensitively and may need to be kept confidential. On receipt of an allegation, the student's work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

2. Preliminary Investigation

On receipt of an allegation, the senior school coordinator will assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation will be kept and may be used in any later decision-making. The senior school coordinator may interview relevant parties in order to determine the need for further investigation and assess preliminary documentation provided. The school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the decision-making panel (the senior school coordinator and members of school leadership).

3. Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA School-based Assessment rules. If so, the evidence will be put to a decision-making panel for determination as to whether the allegations are proven, or not proven. The investigator (senior school coordinator) must approach the investigation with an open mind and act fairly and without bias. They will consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded; this evidence should not be discounted.

The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students. Relevant evidence includes:

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



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

If this investigation suggests there is any substance to any allegation, the student will be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation with the senior school coordinator and a representative/s of the leadership team. Adequate notice of the interview will be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf. If a student elects not to attend an interview, they will be given an opportunity to respond in writing to any allegation against them. The student's parents or guardians will be advised of the nature of the allegations. If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator will ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements. The student may be asked to:

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

The subject teacher may also be asked to attend the interview to ascertain the validity of evidence presented by the student of a subject specific nature

4. Decision Making

The materials gathered by the senior school coordinator (investigator) will be provided to the decision making panel (senior school coordinator and members of leadership team) to make a decision regarding the alleged breach of VCAA examination rules and authentication rules. This will include evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.

The material gathered during the investigation will be provided to the decision-making panel. If the decision-making panel forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-making panel will confirm in writing to the student that no further action will be taken. If the decision-making panel considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting will be convened. The decision-making panel will reserve their judgment until they have heard from the student at the meeting or hearing.

The following principles apply to the decision making panel, who is given the authority to make the decision regarding alleged breaches of rules:

- The decision-maker must act fairly and without bias.
- The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker. The notice should include [VCE Administrative Handbook](#), Scored assessment, School-based Assessment 88:
 - the date, time, place and likely duration of the meeting or hearing
 - the allegation/s against the student
 - the names of all decision-makers
 - advice that the student may bring a support person to the meeting or hearing (see below)
 - the name of a contact person if the student has queries about the meeting or hearing



- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- the possible outcomes, including penalties.
- It is generally appropriate, depending on the age and circumstances of the student, to allow a parent, guardian or other support person to be present at any interview, meeting or hearing. The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s.
- At the meeting or hearing, the decision-making panel must explain the purpose of the meeting or hearing to the student, and confirm the allegation/s against the student and the possible outcomes.
- The decision-making panel may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing.
- The decision-making panel must consider all evidence and submissions carefully, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible.
- The decision-making panel must take into account all relevant factors and no irrelevant factors.
- The decision-making panel must decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt.
- The decision-making panel must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Possible penalties include:
 - A verbal or written warning
 - detention or suspension
 - refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule.
 - refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
 - refusal to accept any part of the work, awarding an N for the outcome.
- The decision-making panel will inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision to the VCAA.
- The decision-making panel will keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.
- After the meeting or hearing, the school must write to the student to confirm:
 - the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
 - the reasons for the decision on each allegation, and the supporting evidence
 - any penalty that will be imposed
 - information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

5. Record keeping & score amendment

The school [VCE Administrative Handbook](#) will retain all material related to the allegation/s, in case the student wishes to appeal a decision. [VCE Administrative Handbook](#). Scored assessment: School-based Assessment 89 If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned. Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet (SAS). Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a School-based Assessment task conducted under test conditions.



APPENDIX K- VTAC ATAR & Scaling Guide

<https://vtac.edu.au/atar-scaling-guide-2024.html>