

# Mernda Hills Christian College

VCE Student Handbook 2025



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This handbook is provided to all VCE students of Mernda Hills Christian College to ensure they and their parents are aware of the policies, standards and procedures required for completing the VCE. The College VCE handbook is also provided for VCE teaching staff, to refer to in conjunction with the VCAA Administrative handbook as they teach VCE units. It will be updated throughout the year as VCAA amendments are published.

The Victorian Curriculum and Assessment Authority (VCAA) distributes information regarding the VCE and statistical moderation. This document supplements the VCAA VCE Administrative Handbook with information about the VCE policy and practice specifically at Mernda Hills.

References are made throughout the document to the VCAA Administrative handbook.

<https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx>

## Mernda Hills VCE Program 2025

Year 12	Subject options
Block A	Religion and Society Units 3&4
Block B	English Units 3&4
Block C	Mathematical Methods Units 3&4 Physical Education Units 3&4
Block D	Applied Computing Units 3&4 (VSV) Psychology Units 3&4
Block E	Physics Units 3&4 General Maths Units 3&4 Foundation Maths Units 3&4
Block F	Biology Units 3&4 Health and Human Development Units 3&4
Block G	Art Making and Exhibiting Units 3&4 Chemistry Units 3&4 Environmental Studies Units 3&4 (VSV)
Comments	Block A and B are compulsory subjects. Some students may be doing up to two VSV subjects, be on a modified program for various reasons, or have completed a VCE Unit 3&4 Extension subject in 2023.
Year 11	Subject options
Block A	Religion and Society Units 1&2
Block B	English Units 1&2
Block C	Mathematical Methods Units 1&2 General Mathematics Units 1&2
Block D	Psychology Units 1&2 Chemistry Units 1&2
Block E	Physical Education Units 1&2 Art Making and Exhibiting Units 1&2 Music Composition Units 1&2 (VSV) Music Performance Units 1&2 (VSV)
Block F	Business Management Units 1&2 Physics Units 1&2 History Units 1&2 (VSV) French Units 1&2 (VSV)
Block G	Health and Human Development Units 1&2 Biology Units 1&2 Computing Units 1&2 (VSV) Product Design Units 1&2 (VSV) Specialist Maths Units 1&2 (VSV) Chinese Advanced Language Units 1&2 (VSL) English Literature Units 1&2 (VSV) Legal Studies Units 1&2 (VSV)
Comments	Block A and B are compulsory subjects. Some students are doing a VSV subject. Some students may be on a modified program for various reasons.
Year 10 Extension VCE program	
* Students will be closely monitored to ensure successful completion. A student may be moved into a standard Year 10 option if the extension subject proves too difficult.	Psychology Units 1&2

# 1. VCE Overview

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education designed to be completed over a minimum of two years.

The VCE is conducted by the Victorian Curriculum Assessment Authority (VCAA) and all schools offering VCE are bound by the rules and regulations of VCAA. Schools are also authorised by the VCAA to establish rules pertaining to their own students. The purpose of this handbook is to provide a document to allow students and their parents to develop a working knowledge of the requirements of VCE.

Each VCE study is designed to provide a two-year program. Studies (= subjects) at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units (that is, they can be 'mixed and matched') and Units 3 and 4 in each study are designed to be taken as a sequence in the one academic year. This allows students some flexibility to make changes to their subjects during Year 11 without penalty and gives them a better opportunity to be settled in their Unit 3/4 choices. Each unit is typically completed in two terms (one semester). Eg. to complete Year 11 English, a student would need to complete Unit 1 English in the first half of the year and Unit 2 English in the second half of the year.

To obtain their VCE, students need to complete a minimum of 16 units and 8 of these, including English must be Unit 3/4 sequences, that is, they have completed a full year in those Year 12 subjects. Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, students undertake up to 50 hours of self-directed learning for each unit.

At Mernda Hills, Year 11 students study 6 subjects. This may include off campus options such as VSV or may include a Unit 3, 4 subject started in the previous year as part of the Year 10 VCE Extension Program. By completing 6 subjects in Year 11, a student will have completed 12 units towards their VCE. Year 12 students study 6 subjects, but one of these may be completed in Year 11.

Students are enrolled at VCAA through the Victorian Assessment Software System (VASS). When they are enrolled, students are given a student number which they will use until the end of VCE. Any subject variations must be approved by the School Learning Team. Reasons for a reduced load include health issues, learning difficulties or family circumstances that impact on study time.

Satisfactory completion of a VCE unit is based on the successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the class teacher, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Subject overviews, including how to achieve satisfactory completion are given out by VCE teachers at the beginning of each semester.

Levels of achievement for Units 1 and 2 are determined by schools and not reported to the VCAA. While there are still graded assessment components for each Unit 1 and 2 study, they are recorded as an S (satisfactory) or an N (not satisfactory) and add to the number of units a student has completed.

Levels of achievement for Unit 3 and 4 sequences are assessed using School-based Assessments and external assessments including examinations. For Unit 3 & 4, each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment. Each of the three graded assessment components contributes to a study score. Graded assessments are reported on an 11-point scale

ranging from grade A+ to E, or as UG (Ungraded). All of a student's Study Scores are then sent to the Victorian Tertiary Admissions Centre (VTAC) where an Australian Tertiary Admission Rank (ATAR) is produced for the student based on their study score, and examination performance. The highest possible ATAR score is 99.95.

There is one examination period each year. The performance and oral examinations occur in October and the written examinations are held in October and November. The General Achievement Test (GAT) is conducted in June.

There are three forms of School-based Assessment for Units 3 and 4:

- School-assessed Coursework (SAC) is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.
- School-assessed Tasks (SATs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

## Academic and Career Guidance at Mernda Hills

Students of Mernda Hills Christian College receive guidance for their academic and career decisions.

As much as practicable, parents should be included in academic and career decisions. Entering the VCE program at Mernda Hills Christian College is planned and intentional to maximise individual student success. The following supports are available to all Mernda Hills students:

1. A junior program exploring strengths and interests of students.
2. Career Pathway program for Year 10 students leading up to VCE subject selection which includes:
  - i. Morrisby testing for all students
  - ii. Careers & VCE Subject Selection information night for parents and students, incl debrief of the Morrisby report
  - iii. Introduction of students to VCAA subjects - students submit expressions of interest in subjects.
  - iv. Introduction of students to VTAC Course Search
  - v. Mini subject overview presentations by VCE Teachers
  - vi. Selection process undertaken by students with teacher and parent consultation
  - vii. Ongoing Career-ready incursions, including cover letter/CV/interview skills
  - viii. Career Expo excursions
  - ix. Individual parent/student/teacher interviews to discuss pathways
3. Senior student programs are regularly reviewed by the VCE Coordinator in consultation with teachers and the student. Parents are kept informed of any concerns or recommendations.
4. Adjustments for students with differing abilities and VCE needs include:
  - a. For students who need academic extension:
    - i. support with a University subject if the student is interested or able.
  - b. For students who need struggle with the mainstream VCE program:
    - i. additional support from teachers

- ii. support from the Wellbeing Officer as needed to cope with anxiety, work load, study skills
- iii. flexibility of deadlines
- iv. flexibility of tasks to match what is manageable for each student while maintaining minimum requirements to meet satisfactory completion
- v. reducing the number of subjects
- vi. focusing on satisfactory completion in one or more of the subjects and not on the final study score (unscored program)
- vii. adjusting subject choices to suit capabilities (at the end of each semester or as needed)
- viii. moving to a 3 year VCE if needed
- ix. support with moving to a suitable alternate pathway if VCE is not suitable.

## VCE Registration

Students must complete and submit the relevant Student Personal Details form (on VASS) to their home school for each year in which they enrol. Students must use their legally registered names when enrolling in a senior secondary qualification.

## Student numbers and personal identification numbers (PINs)

The student number is a key identifier that allows the VCAA to securely maintain student result data and to identify the student for an examination. A Student Full Details report will be printed and distributed to individual students as the means of communicating the student number.

Student PINs (these are different to student numbers) are allocated to students for the purposes of obtaining their end-of-year results from the VCE Results and ATAR Service. These will be given out to Year 12 students when other VTAC information is shared. Students should keep their PIN in a secure place to avoid unauthorised access to their results via the results service at the end of the year.

## Data checking

From time to time, each student will be given VCAA forms to check details of name, address, subjects enrolled in etc. It is the student's responsibility to check that information is recorded accurately. If you fail to check these accurately, you will have to pay any late fee VCAA imposes for a late change of data, or may fail to receive correspondence from VCAA in regards to results, awards etc.

## VCE units

Although Units 1 and 2 are benchmarked to a Year 11 standard and Units 3 and 4 to a Year 12 standard, student programs may include some Units 1 & 2 in the second or final year and/or some Units 3 & 4 sequences in the first year.

Units 1 and 2 may be undertaken separately or as a pair.

Units 3 and 4 of all studies must be undertaken as a sequence in the same academic year. Unit 3 must be offered in Semester 1 and Unit 4 must be offered in Semester 2.

## Entry to VCE studies

Students may enter studies at the level of Unit 1, 2 or 3. In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This advice is published in the study design for each study.



Units 3 and 4 are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of a study. Unit 3 and 4 must be completed in the same calendar year.

## VASS

VASS is a database through which schools maintain student details, assessment information and school details. It is imperative that the accuracy, privacy and security of VASS data are maintained at all times.

The VCE Coordinator oversees the process of enrolling students on VASS and that students sign a Student Full Details Report at the beginning of each term to ensure any requested changes have been made.

Students should note that the address on their VASS Student Full Details Report is the one their Year 12 results will be mailed to at the end of the academic year. Students must be enrolled on VASS using their legally registered name. Students when signing their Personal Details form under the General Declaration attest that they are in fact enrolling using their legally registered name.

## Specific entry requirements for English as an Additional Language (EAL).

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

Students who complete Bridging EAL, which is available only as Units 1 and 2, are not automatically considered eligible for EAL status for Units 3 and 4 of EAL.

### Students from a non-English-speaking background

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

A student may be eligible for EAL status if they meet one of the three criteria.

Criteria no.	Criteria for EAL status
1	A student: <ul style="list-style-type: none"><li>will not have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 and 4 EAL* and</li><li>has been enrolled in schools where English has been the student's major language of instruction for a total period of seven years or less over the period of their education<sup>^</sup></li></ul>
2	A student is an Aboriginal or Torres Strait Islander person whose first language is not English
3	A student is deaf or hard of hearing and meets the eligibility requirements

\* The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. Time spent

out of Australia during school holidays should be included in the accumulation towards the seven years because there would have been no disruption to education during these periods.  
^ Schools must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

### Special circumstances for EAL status

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

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

Circumstances not considered for EAL status

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

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

Note: Acknowledgment of EAL status does not permit alteration of scores awarded. The scores must be awarded according to the way in which the work presented meets the criteria for the award of grades as specified in the study design. It is marked on the Statement of Results using a symbol and tertiary institutions can take it into account in regard to tertiary selection.

## Eligibility for award of the VCE

The VCE is awarded based on satisfactory completion of units.

For Units 3 and 4, the teacher collects evidence from a range of set work and assessment tasks (such as school-based assessments) that are designated for the study to demonstrate a student's achievement of outcomes. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

A student may be eligible for the award of the VCE if they have submitted a range of set work and assessment tasks that include school-based assessments for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed examinations.

In these cases, the teacher judges that the student has achieved the outcomes for a study based on the work provided by the student, without assessing for levels of achievement. A student must be assessed for levels of achievement in two of the graded assessments in order to receive a study score.

If a unit result is not provided, an eligible VCE student will not receive a study score. When making their enrolment selection, students must consider the satisfactory completion requirements, as not undertaking graded assessments may limit their pathway options.

The VCE is normally completed over two years, but students may accumulate units over any number of years. It is possible for adults returning to study and students who have received credit equivalent to a full Year 11 in another jurisdiction to complete their certificate in a single year.

## Minimum requirements for the award of the VCE

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

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

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Students undertaking atypical programs may have their previous studies or experience counted towards the awarding of the VCE. These students are adult students with no Year 12 results, adult students with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET qualifications or credit from a VCAL or Vocational VCE qualification.

Please note that in addition to English, students at Mernda Hills Christian College are required to take Religion and Society units 1–4. This subject aligns with our identity and ethos as a Christian school, and supports the development of research and writing skills required for successful completion of other VCE units.

## Recognition within the VCE for Higher Education Studies (University Extension)

The higher education studies are offered by Higher Education institutions and are designed for independent, high-achieving, interested and able VCE students. Two types of study, Extension and Advanced Standing are offered through this program. An Extension study is:

- equivalent in content and assessment in every respect to one or more current first-year university studies and constitutes at least 20 to 25 per cent of a full-time first-year university course
- of a level for a high-achieving student and comparable in workload with an additional VCE study
- of a level that will normally allow the student, on successful completion, to proceed to second-year study in that discipline at the Higher Education institution.

An Advanced Standing study:

- is a clear advance on an existing VCE Unit 3–4 sequence
- comprises curriculum not available in any current VCE Unit 3–4 sequence.

If students have completed the VCE prerequisite of the HES in a previous year, they are required to have an active enrolment, and satisfactorily complete at least one Unit 3–4 sequence towards the VCE, in the same year in which they enrol in the HES. Usually, for enrolment in HESs, students will have demonstrated high achievement across all studies and have a VCE study score of 40 or more in the preparatory study, if applicable.

For more information, see the VCE Coordinator or refer to the VCE and VCAL Administrative Handbook.

## Repeating VCE units

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition. Students wishing to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3 and 4 sequence in the year of repetition.

## Withdrawal from study

Students may choose to withdraw from their studies at any time. The records of their enrolment can only be withdrawn from a unit if the enrolment date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment.

## Compassionate late withdrawal

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. The principal or principal's delegate (using the Application for Late VCE and VCAL Enrolment Amendments form on VASS) must apply to the Manager, Student Records and Results, on the student's behalf, for permission to withdraw from one or more VCE Units 3 and 4 studies. Documentation of the exceptional circumstances must be included. Compassionate Late Withdrawal is not available to students who are simply not coping with the demands of VCE studies.

For more details, refer to the VCE and VCAL Administrative Handbook..

## Change of academic load – Mernda Hills Christian College policy

Students wishing to transfer from one unit into another may only do so in the first 4 weeks of the school year. This is to minimise the amount of catch up in the new subject. For some subjects at Year 11 level (unit 1 and 2), it is possible to change in the middle of the year with minimal disadvantage. See the VCE Coordinator to discuss this.

Units 3 and 4 are designed to be taken as a sequence so no student can transfer into a subject in unit 4 without having completed unit 3 of that subject. Units 1 and 2 are not required to be taken in sequence, however it is strongly recommended that this occurs, as many of the key understanding for Unit 3 and 4 studies occurs in Units 1 and 2.

In special situations, a student may drop a subject after the end of February. After late April (see VCE Coordinator for specific date), VCAA does not allow schools to enter or withdraw a student from enrolment in a Unit 3 & 4 subject sequence; after mid July, VCAA does not allow schools to withdraw a student from enrolment in a unit 4 subject. A UG would be given for a unit 4 subject dropped after this date.

Students requesting to change academic load should be referred to consult with the teachers of the subjects he/she is wishing to transfer out of and into. The VCE Coordinator has the Change of Subject application form, which must be completed by the student, subject teachers affected, and parent/guardians of the student. A letter from the student explaining their reasons for requesting a subject change must accompany the application form. Approval for Change of Subject will be confirmed by the School Learning Team.

Mernda Hills Christian College school policy is that students should have a minimum 6 subject (unit 1 and 1) load in Year 11, and 5 subject (unit 3 and 4 sequences) load in their Year 12 VCE wherever possible. Applications to do less or more than the required subjects can be made (form obtainable from VCE Coordinator) and these will usually be determined by the School Learning Team.

## Personalised programs for individual students

The VCE Coordinator will ensure that each student is enrolled and taking part in a program that meets their abilities and that they are capable of successfully completing. Regular meetings with VCE teachers and monitoring student performance will ensure that adjustments can be made to allow every student to manage their workload and successfully finish their VCE program. Parents are involved in this process, as is the Wellbeing Officer. For students with significant learning or mental

health challenges, a team approach with the student, the school, the family and appropriate external professionals is needed.

## Off campus and online studies

Some students will want to enrol in a subject which is not offered at Mernda Hills Christian College. The VCE Coordinator will work with the student and their parents to facilitate the best possible option. Note that students may only complete a maximum of two subjects off campus/on line.

**VCE languages** are generally accessed via the Victorian School of Languages (VSL), with a mix of face-to-face and online options, depending on the language selected. Students and parents access the VSL portal for progress reports and assessment feedback. The VSL (online) teacher will schedule phone or video conferences with the student for additional support and oral course feedback.

**Other VCE subjects** are generally accessed via Virtual Schools Victoria (VSV) and completed online with the VSV teacher. Students and parents access the VSV portal for progress reports and assessment feedback. Where possible, Mernda Hills teachers offer additional support, however, the VSV teacher is the main point of contact for delivery, assessment and academic support for the student.

**Payments** for off campus enrolments need to be made by the student. Costs vary from \$560 - \$3000+ per subject depending on the course. Costs will be discussed with students and parents prior to the application for off campus enrolment. Mernda Hills will reimburse up to 50% per student per subject per year upon satisfactory completion of the units. This amount may change in the future, dependent on the number of enrolments and overall costs incurred by the school.

## Roles and Responsibilities for off campus / online studies

### Responsibilities of Mernda Hills Christian College

- Provide opportunity for careers and academic guidance in making choices
- Consult with parents regarding cost, transport if required, academic expectations, benefits and impact on other learning
- Enrol students in appropriate course upon receiving written request to proceed with the enrolment from the parents
- Manage the VASS system ensuring that results are updated
- Supervise SACs and exams appropriately
- The VCE Coordinator will monitor attendance and work completion via the supervisors portal
- Communicate with the course provider and the student and parents if the student is not keeping up with the course

### Responsibilities of the off campus provider

- Ensure instruction is fair and enables the students to satisfactorily complete of the course and adequately prepares the student for SACs and the exam, as per the VCAA study design
- Ensure the course meets all the requirement of the VCAA study design
- Provide a safe environment for learning, in line with the Mernda Hills and partnering school's child safe policies.
- Inform parents and the school (Mernda Hills Christian College VCE Coordinator) of any concerns regarding course participation, attendance, submission or work or any other relevant matters in a timely manner.

### Responsibility of the parents

- Be part of the consultation with the VCE Coordinator and student regarding any off campus options
- Complete the off campus study agreement form (written consent to enrol)
- Provide transport to and from the off campus provider where required
- Hold the student accountable for actions and commitments
- Make the payment to secure the enrolment, as per the off campus providers invoice, understanding that a reimbursement of up to 50% for each online subject will be given by Mernda Hills Christian College upon the student's successful completion of the subject.

#### Responsibilities of the student

- Manage studies in a self-directed manner
- Proactively seek assistance where required
- Communicate regularly with the off campus teacher
- Attend all classes, excursions or access all online classes and materials as relevant
- Submit all required work in a timely manner
- Keep up-to-date with any Mernda Hills Christian College lessons missed due to external enrolments

Where a student has not kept up with the academic requirements or organisation needed to successfully complete the subject, the College will work with the student and parents to support the student to meet the demands of the course. Where this is not successful, the College reserves the right to decline any further enrolments in off campus subjects in the future.

### Monitoring student attendances for off campus studies

Students are required to sign in at the library for their allocated off campus study time. This ensures attendance is recorded and that the student is monitored for engagement in their class work.

The VCE Coordinator will monitor attendance via various methods including:

- Online supervisor portals (VSV, VSL)
- SEQTA class rolls (study periods)
- Direct contact with external course provider/subject teacher

### Study periods

On occasion, a student may have a time in the timetable when they do not have a class scheduled. This may be because the student is completing a subject off campus, a reduced subject load or because a 3,4 sequence has been completed in Year 11.

**All VCE students** are required to be on campus during the whole school day, unless they have applied for and received an exemption from the principal or delegate.

Study periods must be spent in the room allocated on the timetable. This may be the library or in another classroom where more direct supervision will be given.

The roll will be marked for each study period. The student may then, with permission of the supervising librarian or teacher, go outside to work in a space that can still be supervised.

The student must be engaged doing productive work such as homework, research for SAC tasks, or working on subjects taken outside the College. The student must arrive promptly at their designated study site with allocated work materials at the beginning of each period.

If a student has arranged a meeting with a classroom or subject teacher during a study period, they must let the librarian know and their attendance must be noted.

Year 12 students are only able to work in the common room if they are working collaboratively on a common task. They must gain permission from the supervising staff member prior to entering this space.

If a student needs to see a teacher or Wellbeing Officer or Chaplain during a study period, the staff member must note their attendance on the roll.

It is important that staff know the whereabouts of students at all times while on campus.

## VCE examination timetables (Unit 3 & 4)

The VCE examination timetable is printed in the VCE Exams Navigator – Student Information and Timetable, which is issued to all students by their home school. The examination timetable is also available on the VCAA website (usually in May). In addition, the VASS administrator will print Student Assessment Timetables from VASS and distribute them to individual students after the release date for the October–November examination period.

## Mernda Hills VCE examination timetables (Unit 1 & 2)

The Mernda Hills Christian College examination timetable is available on the school calendar (available on the school website).

Semester 1: June - specific dates TBC

Semester 2: To be confirmed when VCAA exams are announced, intended for mid November

# 2. Attendance and Assessment Rules

At the beginning of each year, students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes school rules related to their attendance and assessment.

All students must participate in Thursday sports and attend weekly Chapel. This is part of the broader school program and is not optional.

## VCE class attendance

The VCAA advises that all VCE units require 50 hours of class time. A student needs to attend classes to complete work. The VCAA expects the school to set our own minimum class time and attendance rules, which they support.

It is expected that students are punctual and attend all timetabled classes and excursions with appropriate materials and set preparation completed so that teaching and learning can be effective. This is in the best interests of the student as it ensures there are no gaps in learning and that course material is covered. As most coursework is to be completed mainly in class time, full attendance is vital in fulfilling the outcomes and completing the coursework. It also enables teachers to easily authenticate work.

At Mernda Hills Christian College the minimum class attendance for each study is 90%. Once a student's attendance drops below 90%, all absences must be accompanied by a statutory declaration or a medical certificate. A class roll will be marked by all subject teachers during each lesson.



If a student is absent for School Assessed Coursework, or a School Assessed Task, the student must attach a medical certificate and/or a statutory declaration.

The school has the discretion to determine what constitutes an approved absence for purposes of calculating the attendance and absence rate. A note from a parent will not automatically mean that the absence does not count toward the 10% absence tally. **This may occur if the school deems the absence to be a minor or avoidable concern (i.e. an appointment that should be made for a time that doesn't conflict with classes). A student's substantial breach of attendance rules may result in an inability to authenticate their work across the outcome. Where work cannot be authenticated, the school may choose to assign an N result for the unit. Note that the regular rules and investigation process regarding work authentication will be followed in this instance.**

Any absence requires written correspondence from a parent/guardian stating the reason for absence. If the absence is related to a medical condition, it is in the student's best interests to obtain a doctor's certificate.

The intention of the Mernda Hills attendance policy is to ensure that all students have adequate class time to learn and to demonstrate satisfactory completion of the study. It is to ensure fairness and equity and to allow the teacher to deliver content in a timely and efficient manner without the need for repetition of material for students who are absent for frivolous reasons, which would be onerous and time-consuming and an unreasonable expectation.

## VCE SAC/ assessment class attendance

Schools are authorised to apply for Special Provision in circumstances where students have legitimate grounds through illness or other special circumstances for not submitting work required for assessment. The most common form of Special Provisions is extension of time. Further details of Special Provisions circumstances can be read in the VCE Administrative Handbook.

### Absences during a SAC

School assessed coursework has priority over any other commitment such as excursions. Students must attend all SAC classes. If a student is absent, the SAC time and task must be made up to gain an S for the unit. However, the marks will not automatically be awarded towards the Coursework grade for that semester. Students must apply for the grades to be awarded. Applications will only be considered due to being too ill to attend and complete the task or having personal circumstances that make it impossible to attend or complete the SAC. If the SAC is missed, the student must make a formal application for awarding marks from the makeup session and this will be considered by the School Learning Team.

Application forms are available on the SEQTA, from the class teacher or the VCE coordinator. The School Learning Team will consider the application and the student will be notified in writing. Note that absence on the grounds of illness requires a medical certificate as part of the application form. If the application is not successful, NA (Not Assessed) will be recorded and the student will receive no credit for this particular assessment task. The work must still be submitted by the agreed deadline to receive an S for the task, but the work will receive no grade. If the second deadline is not met, or the work is not of a satisfactory standard, an N will be awarded.

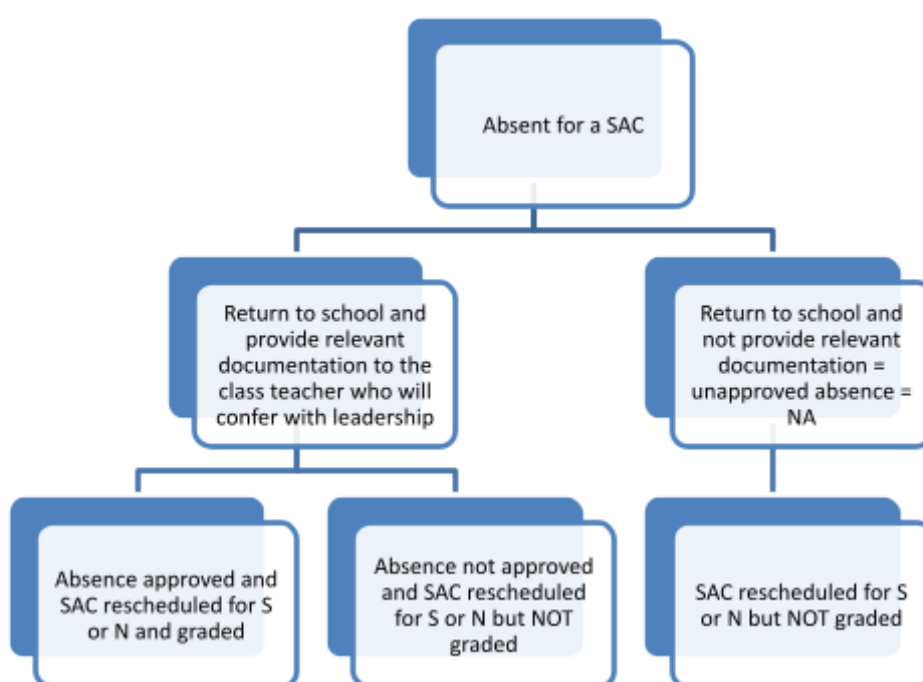
SAC make-up sessions will be held as soon as practicable after the originally scheduled session. They will be as identical as possible to the circumstances of the original session. The teacher may decide to set a different task for the makeup session than that set for the other students in the original SAC sessions. This will be to fulfil authentication responsibilities. The tasks, while different, will have a similar level of difficulty and will be assessing the same outcomes.



Sitting a missed SAC may be scheduled for lunchtime, after school or in study periods. The time will be determined by the class teacher or VCE Coordinator, where possible and practicable, with negotiation with the student.

### Absences before a SAC

To maintain fairness and equity, student absences in the lead up to SACs will be carefully noted. Students with absences in the 3 school days before SACs will need to apply to the School Learning Team to have their SAC marks awarded towards the Coursework grade for that semester. Students with unapproved absences will receive an S if the SAC was completed satisfactorily but will be awarded an NA in place of the numerical mark. This means the student will not receive a study score for that subject. No study score for English means the student will not receive an ATAR.



### Application for approved absences or change of SAC date for an individual student

Application forms are available on SEQTA, from the subject teacher or the VCE coordinator. Applications will only be considered due to illness (supported by a medical certificate) or having personal circumstances that make it impossible to attend or complete the SAC. The School Learning Team will consider the application.

### Potential fees for a SAC makeup session

There may be occasions when a SAC must be completed but there are limits on the availability of supervision provided by the College. If the student's limited flexibility necessitates the College to engage an independent supervisor for assessments done outside normal class time, the student will need to pay for these. The supervisor will be appointed by the school, with the supervisor estimated to cost \$40.00 per hour of supervision.

Please note - Mernda Hills Christian College has not had to apply this fee to date. It is not intended to be punitive, but competent, independent (independent of the student) supervision is needed to fulfil our responsibilities to VCAA and fellow students.

### Special circumstances - Special Provision for SACs

When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application

from the student, grant Special Provision for School-based Assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete an Application for Special Provision for School-based Assessment and Unit Completion form (on VASS) and retain this at the school, with the supporting evidence.

### 3. Satisfactory completion of units (to get your VCE)

#### Satisfactory completion of VCE units

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes.

Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit. The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. VCE unit results (S or N) contribute to the satisfactory completion of the certificate and not to study score calculation. Final School-based Assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. For example, a teacher may consider work previously submitted, provided it meets the requirements. Students may not resubmit work to improve a School-based Assessment score.

Each year, each student will receive a Statement of Results from VCAA. This will list all unit results of S or N.

#### Satisfactory VCE unit result (S)

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own - abiding by VCAA and College authentication rules

Decisions about the satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA rules and the school's rules and procedures.

#### Not Satisfactory VCE unit result (N)

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 assessment task, including if an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated, for example, through lack of attendance

- there has been a substantial breach of rules - including VCAA rules and school rules or procedures

## Redeeming outcomes: submitting further evidence

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 (Not Yet Satisfactory - NYS), the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit.

This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an S for the outcome. **The original score given for the SAC stands and is the score entered in the teacher's records as the component for the unit coursework grade.** Students may not resubmit to improve a School-based Assessment score.

**Units 3&4 students may resubmit work to achieve an S but the initial SAC marks are entered on VASS.** Therefore, it is particularly important that students take all SACs seriously at the first instance.

**If satisfactory completion is not granted for ALL outcomes, the student receives an 'N' for the unit.** An 'N' result is made by the subject teacher. Failure to complete units may threaten the eligibility of the student to successfully attain their VCE.

When an assessment is late or not completed, parents/guardians **WILL** be contacted. A notification of academic concern will be communicated as soon as possible. Further conversation will happen with the student and their parents/guardians regarding the process for redeeming outcomes.

## VCE unit result of J

If a student is no longer attending but they have not officially withdrawn by signing a Student Exit form on VASS, the symbol J is included on VASS.

The J result should be used if the student:

- is no longer attending class
- has not submitted work for assessment.

The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to Victorian Tertiary Admissions Centre (VTAC) and are treated as equivalent to those with an N result.

If an N or J is recorded for one or both units of a Unit 3 and 4 sequence, the student will not receive a Study Score for that subject. The study will not contribute to the student's ATAR. This means that an 'N' or 'J' will effectively mean the rest of the year's achievements in that assessed subject is NOT acknowledged as far as tertiary entrance is concerned.

## Lost, stolen or damaged SACs and SATs

Process for School-Assessed Coursework (SACs)

- If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances.

- The statement is signed, dated and filed at the school. Mernda Hills will keep a record of the loss or damage, but are not required to report it to the VCAA.
- The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

#### Process for School-Assessed Tasks (SATs)

- If a teacher or student has lost a school-assessed task, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed, dated and filed at the school.
- VCE Coordinator, in consultation with the teacher will complete the 'Report on lost, stolen or damaged school-assessed tasks and externally-assessed tasks' form and enter an estimated score on VASS
- The form is then emailed to the VCAA School-based Assessment Audit team.
- The Principal, acting on advice from the teacher and on the basis of records kept on the Authentication record forms, will determine an initial assessment.

### Care in the use of computers

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

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- Google Drive is used to save the work in progress and back-up versions are available.

## 4. Getting marks for Units (to get study scores and an ATAR)

### SACs (School-assessed Coursework)

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

The VCAA does not take responsibility for teacher absence or a change of teachers within schools. These issues should be dealt with by the school principal as an internal personnel matter.

#### Work completed outside class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to them gaining the key knowledge and skills outside of class time. This will require additional work and study outside class as part of the students' regular learning program. The setting and marking of work with a formative focus provide students with the opportunity to develop their knowledge and skills and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and

purpose of the task. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-assessed Coursework form (on VASS).

### **SATs (school-assessed Tasks)**

Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore to assist in the authentication process.

Teachers must monitor and record in the Authentication Records for School-assessed Tasks and the Authentication Record for Externally-assessed Task forms (on VASS) each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. If the school is being reviewed, this sheet should be included with the work.

## **Authentication**

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at or about the time of submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

### **Strategies to ensure authentication compliance**

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve, the following should occur:

- tasks should not be sent by mail or electronically without due care.
- a significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student
- for each assessment, students should complete an Authentication Record for School-assessed Coursework or Authentication Record for School-assessed Tasks and the Externally-assessed Tasks
- students should not take copies of completed or blank assessments home (unless the task requires some out-of-class work).
- where tasks are taken home - assessment tasks should not be recycled without modification, ensuring students are unable to use other students' work from a previous academic year

## **Acknowledgement of Sources**

Students must acknowledge statements, significant ideas and statistics by a specific footnote. Listing a source in a bibliography at the end of the assignment is not sufficient acknowledgement if the student has quoted from a reference or taken a significant idea, statistic or illustration from it. Each of these items must be individually referenced using an appropriate system, as stated by the subject teacher (Oxford, APA etc)

If a statement taken from a reference is not substantially changed (reworded) or acknowledged (such as by using quote marks and footnoting), then the statement cannot be marked as contributing to the work as it cannot be authenticated

There are many different styles of footnoting. If a subject requires a particular style of referencing, the teacher will instruct students in this style. If the subject does not specify a style, students may choose a recognised style and ensure it is employed accurately.

## Scheduling assessment tasks

### SAC dates and notifications:

SAC and SATs dates are set and notifications are produced by the teacher and given in writing to students during classes and no less than 5 school days before the SAC. **If a student is absent, it is the student's responsibility to catch up on missed work and collect any handouts, including SAC notifications that were given to the class in their absence.** Students are advised to communicate with their teacher via email for clarification.

### Change of SAC dates:

It is anticipated that changes to SAC dates will be minimal.

**For the whole class:** An extension of time for all students in a class should only be given on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged by the change. Circumstances where a date change might be occurring are likely to be more school-related than student-related (such as because of timetable change or teacher illness). SAC/SAT dates should not be changed merely because of student failure to prepare adequately.

**For an individual student:** Extension of time for an individual student to complete a task should only be granted in special circumstances. Applications must be made in writing and will only be considered due to the student being too ill to attend and complete the task (supported by a medical certificate) or having personal circumstances that make it impossible to attend or complete the SAC. Note that prolonged absences from school or study is not in itself grounds for extension. The School Learning Team will consider the application and the student will be notified in writing. If approved, the new deadline will be set by the teacher and the VCE coordinator. Satisfactory completion of the work by the new deadline will result in an 'S' and a grade for the task. If the application is not approved, 'NA' (Not Assessed) will be recorded and the student will receive no credit for this particular assessment task. The work still needs to be completed by a new deadline in order to receive an 'S' for the task, but the work will receive no grade. If the second deadline is not met, or the work is not completed to a satisfactory standard, the student receives an 'N' for the task, and so for the Unit.

Application forms are available on SEQTA, from the class teacher or the VCE coordinator.

### SACs completed outside of class:

Most tasks are to be completed mainly in class time. This does not preclude some of the work being completed out of class. If students complete part of their work out of class, teachers must be able to authenticate that work (establish that it is the student's).

## Marks

- Units 1 and 2 marks are given as an 'S' or an 'N'. If a student receives an 'N' for a task, they will also receive an 'N' for the unit which is entered in VASS. All other reporting is internal to school.
- Unit 3 and 4 tasks are graded, according to the VCAA study design and assessment requirements
- All Units 3&4 marks given by subject teachers are subject to statistical moderation.

- NA is awarded if a student submits an assessment after the due date, or if the student was absent in the 3 days leading up to the SAC.
- Zero is awarded if the work submitted on the due date does not score against any of the assessment criteria.

## Lost work/computer issues

Computer failure or difficulty is NOT regarded as an acceptable excuse for late/ incomplete work. A student who uses a computer to produce work for assessment is responsible for ensuring that:

- there is an alternative system in case of computer or printer malfunction
- hard copies of the work in progress are produced regularly
- files are backed up regularly and should not be stored with the computer (Google Drive for backup).

## Drafting and Teacher Assistance

Teachers are not required to formally sight drafts or record students' completion of drafts unless it is a requirement of the VCE study design and/or for authentication purposes. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for School-assessed Coursework; however, students and teachers must ensure they follow the VCAA authentication rules regarding acceptable levels of assistance in relation to providing feedback on the draft, in order to maintain the integrity of the School-assessed Coursework and ensure the authenticity of the student work.

The following forms of teacher assistance are appropriate:

- providing oral comments which identify the need for students to further explore their response to the topic and/or the link between what they have written and the assessment criteria
- highlighting areas requiring student attention. These areas might include expression, structure, sequencing of ideas, punctuation, spelling, use and citation of resource and reference material, use of terminology or vocabulary, use of study-specific conventions, accuracy of mathematics, need for checking results
- asking students whether their choice of words is the best for conveying the intended meaning
- asking questions about aspects of written text, seeking to clarify meaning or elaborate on detail.

The following forms of teacher assistance are not appropriate:

- marking with written comments on a draft
- providing detailed advice on, corrections to, or actual reworking of, students' drafts
- providing structured outlines with detailed suggestions or instructions for completing work
- providing or interpreting data, providing content or concepts not already mentioned by the student in draft work.

## Open Book Assessments

Open-book assessments are not used to assess students in all subject areas. These may apply to VCE SACs, SATs or examinations, based on the requirements of the study design. Where this assessment format is used to assess students, the following guidelines apply:

- When an open-book assessment is conducted, students are permitted to bring a 'bound reference' and/or a 'notes page', or other material, as specified in advance to students, to the assessment.



- A bound reference must be a collection of papers that have been permanently bound with no loose pages present. Staples or paper clips do not constitute binding. A textbook is considered to be a bound reference.
- A notes page must be a specified number of double-sided pages in a specified format and produced by the student. The specified number of pages may be a single or multiple pages, to be determined by the teacher. The specified format may be handwritten or typed in a particular font size.
- Where 'other material' is permitted to be brought into an assessment, the assessment must be designed in such a way that there is no advantage for a student who sought assistance with the preparation of the additional material.
- The teacher clarifies and checks the VCAA criteria for a particular assessment or exam before it begins. Students whose material does not comply with the criteria may have it disallowed for the assessment.
- When an assessment occurs over multiple days, any material brought in by the student is collected by the teacher at the end of the first session, and no new material is to be brought in for subsequent sessions.

A breach of these guidelines may constitute a breach of school-based assessment or VCAA or school rules, with accompanying consequences.

## Authentication Policy for SACs

### 1. Introduction

This policy outlines the guidelines and expectations for authentic assessment in VCE SACs across all subjects and types. Authenticity is paramount in ensuring the integrity of the assessment process.

### 2. Plagiarism and Academic Honesty

- a. Plagiarism involves presenting someone else's work, ideas, or words as one's own without proper attribution. It is strictly prohibited in VCE SACs.
- b. Students must adhere to academic honesty principles, giving credit to the sources they use and acknowledging collaboration when applicable.

### 3. Unauthorised Assistance

- a. SACs are designed to assess individual knowledge and skills. Unauthorised assistance from others, including peers, family, or external sources, is not permitted.
- b. Use of Materials: Students may only use materials explicitly permitted by the teacher or SAC guidelines. Any unauthorised materials brought into the assessment will be confiscated.

### 4. Authentication Forms

- a. Authentication forms may be required for certain SACs. They serve to confirm that students and teachers are aware of the SAC guidelines.
- b. Authentication forms will include student and teacher information, SAC details, and sections for teacher observations and student acknowledgments.
- c. These forms are to be signed by both teachers and students before, during, and after the SAC, as applicable.

### 5. SAC Types Requiring Authentication

- a. Research SACs: Students may be allowed to bring in notes and materials under specific guidelines. These guidelines will be outlined in the SAC instructions and on authentication forms.
- b. Oral SACs: Students must present their own work and ideas orally. Authenticity will be assessed through questioning and discussion.
- c. Practical SACs: Practical SACs should reflect the student's own skills and efforts. Students must not plagiarise or use others' work as their own.



6. Consequences for Breaches
  - a. Following the Investigation of VCAA Breaches Procedure, plagiarism will likely result in a mark of zero for the SAC. Repeated offences may lead to further consequences as determined by the school's academic integrity policy.
  - b. Other penalties for authentication breaches include:
    - i. a verbal or written warning
    - ii. detention or suspension
    - iii. refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
    - iv. refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
    - v. refusal to accept any part of the work, awarding an N for the outcome.
7. Reporting and Appeals
  - a. Teachers are responsible for reporting suspected violations to relevant school authorities.
  - b. Students have the right to appeal SAC decisions in accordance with the school's appeal policy, and directly to VCAA.

## Authentication Policy for SATs

1. The study design requires students to document how any assistance will be sought and/or use of appropriated images or other material will be acknowledged or copyright observed.
2. In this context, teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the VCE and VCAL Administrative Handbook 2023. This is important to ensure that 'undue assistance [is] not ... provided to students while undertaking assessment tasks'
3. Teachers are reminded that it is not appropriate to provide 'detailed advice on, corrections to, or actual reworking of students' drafts or productions or folios' (section 5.2 p. 84).
4. During the development of each folio teachers plan and use observations of student work in order to monitor and record each student's progress as part of the authentication process. All use of external support must be planned and documented in the student's folio and teachers must certify that such support does not constitute undue assistance.
5. All use of external support must be planned and documented in the student's folio and teachers must certify that such support does not constitute undue assistance.
6. Teachers ensure that where students appropriate the visual or intellectual property of others, the source is clearly acknowledged and that the use of such material does not constitute plagiarism or contravene copyright and licensing agreements.
7. Students are encouraged to complete their artwork (as required) in school. Where students use external service providers, their documentation should demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student's artwork or apply the SAT assessment criteria fairly. Observations and additional documentation should ensure that all source and reference material not developed by the student, appropriated imagery, use of non-school (home, outsourced) resources and any external assistance (for example tutors are acknowledged and that details are recorded as an attachment to the Authentication form).
8. It is particularly important to ensure that any use of external support and/or equipment is documented. This ensures the work can be authenticated and that the student is not receiving undue assistance which in turn ensures that all students are assessed equitably.

9. The authentication procedures are required to be followed for all student work in relation to this SAT. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year.

## Rules for assessments under test conditions and authentication of student work

A student undertaking assessment under test conditions as part of School-based Assessment must comply with VCAA and Mernda Hills Christian College examination rules, where relevant. Where appropriate, College teachers will apply examination conditions during SACs for consistency.

Particular attention is drawn to the following:

- Correction liquid is not allowed.
- No mobile phone, computerised dictionaries, organisers, watches etc capable of storing, receiving or transmitting information or electronic signals permitted in the exam room under any conditions
- Students will not be permitted to wear watches of any type during an examination. All watches must be removed and placed at the top of the student's table or desk, where supervisors can see them clearly and easily.
- Where there is any doubt about the functions of any watch displayed, supervisors are authorised to remove the watch for the duration of the examination.
- Students who take mobile phones and other electronic devices into an examination room will be subject to disciplinary action.
- Calculators used must be from the list of those allowed. They must also NOT be able to program words/text and are NOT to have any other labelling, notations, writing in/on calculator case.
- Where dictionaries are allowed, there is to be no highlighting or notation written or inserted in/on the dictionary.
- Water bottles in exams are only permitted if they are clear, have no labels and are not larger than 1500ml. They cannot be shared.

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

- 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 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 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 acknowledgement
  - corrections or improvements made or dictated by another person or program (eg. AI).
- 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 year of enrolment.
- A student must not knowingly assist another student in a breach of rules.

All breaches of the rules must be reported to the VCE Coordinator, who will communicate with the Principal and follow the appropriate procedure for investigations of breaches of assessment rules, or authentication rules.

## Retention of assessment materials

Teachers retain all SAC material for 12 months in case VCAA audits the College for authentication, course information or other audit purposes.

## Rule breaches and investigations - School-based Assessment

The college is responsible for ensuring that students abide by the VCAA rules for School-based Assessment and can investigate any alleged breach of these rules, applying appropriate penalties as deemed necessary.

At the beginning of each school year, each student signs a declaration that they agree to abide by and observe the rules and instructions relating to the VCE Program (this declaration is contained in the Student Personal Details form).

As outlined above, students must also sign an authentication record for work done outside class when they submit the completed task.

## Investigation of breaches of assessment rules

Where a teacher believes a breach of VCAA assessment rules has occurred in a School-based Assessment under test conditions, the teacher will:

- Remove the cheating materials or electronic device and inform the student that they will speak at the end of the lesson.
- Note clearly on the student's work the point at which the breach was observed.
- Allow the student to complete the SAC using the timeframe allowed for other students.
- Following the lesson, inform the student of a breach of assessment rules and the need for a preliminary investigation.
- Report the alleged breach to the VCE Coordinator and complete the relevant Authentication Breach documentation.
- Provide a copy of the SAC to the student and keep the original version of the work to support the investigation process.
- Not mark the SAC until the completion of the investigation.

The College will then complete a preliminary investigation to determine whether the breach may be substantiated, and if so, a formal investigation will occur. This investigation process is outlined in the 'Investigation of a VCAA Breach Procedure' and aligns directly with the expectations of the VCE Administrative Handbook.

This investigation may include discussions with the study teacher supervising the assessment, examination supervisors if the school uses them, or other witnesses, including other students. If this investigation supports the allegations, the investigator will interview the student, with a support person present, and allow them to respond to the allegations. Where this interview suggests there is substance to the allegations, the matter should be referred to a formal investigation.

The student's parents or guardians will be advised of the nature of the allegations. Detailed records of the investigation will be kept confidentially, but may be used at any later hearing or in appeal.

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

## Investigation of breaches of authentication rules

If there is an alleged breach of the VCAA and College's authentication rules for School-based Assessment, the student's work will not be accepted for assessment, pending investigation. The original of the final version of the work is retained by the school, and the student is given a copy of the work.

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

- is not typical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development.

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student's own. In such cases the onus is on the student to provide evidence that the work submitted is the student's own and was completed in accordance with the VCAA and College requirements.

Students will be notified about any allegations of a breach of authentication rules and a preliminary investigation will occur. As part of the investigation process, students may be asked to:

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

If, after the preliminary investigation by the VCE Coordinator, there remains concerns about the authentication of the work, a formal investigation will take place. Please see the Investigation of VCAA Breach Procedure for more details.

Following a preliminary investigation and formal investigation, students proven to be in breach of the authentication rules will receive a penalty which may include:

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

Note that following an investigation, students from Mernda Hills Christian College proven to be in breach of the authentication rules will usually have the following penalties imposed:

- Student in question will have an internal suspension of 2 days

- A zero will be given as the score for the task, however the student will be permitted the opportunity to re-sit the assessment in order to achieve an 'S'

If a decision is made to impose a penalty, the student will be notified within 14 days. This notification will include full reasons for the decision and advice about appeal rights.

Student and parent confidentiality will be maintained throughout any investigation process. Details of the investigation and any ensuing penalty will be shared only with the investigation team and relevant VCE teachers.

*NOTE: Students have the right of appeal to VCAA against penalties imposed for breaches of rules. Students may appeal the decision of the principal on one or both of two grounds: that the breach of rules by the student had not occurred, or that the penalty imposed was too severe. VCAA has its own Discipline Committee which deals with breaches, particularly breaches of exam rules.*

## 5. VCE Examinations and the General Achievement Test (GAT)

Students are required to observe the following rules for the conduct of VCE written examinations and the GAT conducted by or on behalf of the VCAA, as well as the day-to-day rules of their school and of the venue. The rules for the conduct of the GAT and VCE examinations are distributed to all VCE providers and students in both the [GAT brochure](#) (Term 2) and VCE Exams Navigator (Term 3) each year.

Further information relation to VCE Examinations procedures and processes can be found access via the following link:

<https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/VCE-exam-timetable.aspx>

VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments.

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

Supervisors have the right to check any authorised materials that are taken into a VCE written examination and the GAT.

1. No allowance will be made for a student who is late for an examination or who is absent from an examination as a result of misreading the timetable.
2. 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.
3. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
4. Students must not present for a VCE external assessment in another student's place.
5. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
6. Students must obey and observe all instructions or directions given by their supervisor.
7. Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
8. Students attending a VCE external assessment may bring only the materials and equipment approved for that external assessment into the examination room.

9. 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.
10. 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 the VCAA or its agents to enable the interrogation of the device.
11. 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.
12. Students must not communicate with any other student while the VCE external assessment is being conducted.
13. Students must not, by act or omission, cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
14. Students must not remove or tear out any part of a bound reference, answer book, question/task book or question and answer book except where permitted, for example, formula sheets.
15. Students must not remove any response material, used or unused, from the examination room.
16. 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.
17. Students must raise their hand if they wish to communicate with a supervisor.
18. Students must not leave their place until permitted by a supervisor.
19. Students will not be permitted to leave the VCE external assessment before 30 minutes have elapsed from the start of writing time.
20. Students will not be permitted to leave in the last five minutes of the VCE external assessment.
21. Students must cease writing when instructed to do so by a supervisor.
22. 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.

If a student does not comply with the examination rules or the instruction given by the supervisor to cease any nuisance, annoyance or interference to any other student, that student shall not be entitled to complete the examination and will leave the room immediately.

## Investigation of Breaches of VCAA Examination Rules

Where a supervisor believes a breach of VCAA rules has occurred in a VCE Examination, the following will occur:

- The student is allowed to complete the examination
- Any necessary discussion will occur after the examination is complete
- The student is informed by the exam supervisor or VCE Coordinator that there has been an alleged breach and an incident report will be sent to VCAA (unless there are exceptional circumstances)
- Immediately following the examination, the supervisor completes an incident report - with as much detail as possible. All matters relating to the alleged breach must be included.
- If the breach involves an electronic device, the VCE Coordinator will confiscate the device and retain it at the school. Devices will not be returned to students without the approval of VCAA.

These allegations may be referred by VCAA to a review committee to consider the circumstances and the appropriate penalty, if applicable. VCAA may contact the supervisor for additional details about the alleged breach.

The process that VCAA follows to investigate an alleged breach of rules can be found in more detail in the VCE and VCAL Handbook, pg. 125-129.

## The GAT

The General Achievement Test (GAT) will be conducted on Tuesday 18th, June.

The GAT is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies.

All students enrolled in one or more VCE Units 3-4 sequences are required to sit the GAT.

### Purpose of the GAT

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level.

### Statement of Results

A GAT Statement of Results is mailed to each student.

Student literacy and numeracy skills are assessed against new standards in reading, writing and numeracy introduced into Part A of the GAT.

The GAT Statement of Results indicates if the student has met the standard, not met the standard, or met the standard and demonstrated a level of excellence.

In addition, where a student has completed both Sections A and B their results will include a score for each GAT component. The components are:

- Writing (Section A) and written communication (Section B)
- Numeracy (Section A) and mathematics, science and technology (Section B)
- Reading (Section A) and humanities, the arts and social sciences (Section B)

The VCE Statement of Results indicates if a student obtained results in the GAT or had an authorised or unauthorised absence from one or both sections.

Students cannot apply for a Derived Examination Score (DES) for the GAT.

### School-based Assessment and the GAT

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external examinations, and adjusts the school scores if necessary.

In some studies, statistical moderation will also use GAT scores. This will only be done if it provides a better match with schools' School-based Assessments throughout the state. The examination scores will always have the major influence on the statistical moderation calculations.



## **Examinations and the GAT**

The GAT is used as part of a final check on external assessment scores. If the final score for an external assessment is significantly different from the score predicted by the GAT, school indicative grades and any other external assessment final scores for the study, the external assessment will be assessed again by the Chief Assessor. Scores may go up or stay the same, but will not go down as a result of this final check.

## **Derived Examination Score (DES) and the GAT**

The calculation for the DES uses GAT component scores, all other available scores for the student in the affected study and the indicative grade for any external assessments provided by the school. For each approved application for a specific external assessment, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:

- moderated School-based Assessments
- GAT component scores
- other external assessment scores if applicable
- indicative grades provided by the school.

The contribution made by the GAT component scores, the graded assessments and the indicative grades is determined by analysis of the comparison of this data with the final score for external assessment for all students who have not applied for a DES. For all external assessment this analysis indicates that the two graded assessment scores provide the greatest contribution to all the predictors.

If a student is eligible for a DES and the highest of the predictors is greater than the achieved external assessment score, the highest predictor is chosen as the final score for the student in the relevant external assessment. For more information about DES, see Section 8.

## **Exemption from the GAT**

It is important for all students with a VCE Units 3 and 4 sequence to attempt the GAT. The VCAA will use a student's GAT scores to:

- contribute to statistical moderation of School-assessed Coursework
- calculate a DES
- check the accuracy of examination marking.

## **Eligibility for exemption from the GAT**

A student may be deemed eligible for an exemption from the GAT if they:

- have a vision or other impairment for which reasonable adjustments cannot be made, given the format of the GAT (Special Examination Arrangements for the GAT can be provided for students who are deaf or hard of hearing)
- are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
- are employed and cannot be absent from work (evidence from their employer is required).

A personal trauma may include, but is not limited to, the death or serious illness of, or an accident involving, a family member.

A serious intervening event may include:

- an accident before or on the day of the GAT
- attendance at a funeral of a family member or other person of close relationship



- attendance at a legal proceeding.

Applications on the basis of an injury, an illness, a personal trauma or a serious intervening event require an appropriate independent professional to complete Section B or C of the relevant application form.

Note: An application for an exemption from the GAT cannot be submitted solely on the basis of:

- a student requiring Special Examination Arrangements
- a student not completing any graded assessment
- Interrupted Studies status or Compassionate Late Withdrawal
- a student being interstate or overseas at the time of the GAT.

Students who will not be completing any graded assessments will not be granted an exemption on those grounds. An 'unauthorised absence' will be reported on their Statement of Results.

Students who use an aide or who have an intellectual disability are not eligible for exemption from the GAT on these grounds alone.

A request for an exemption from the GAT on the grounds of requiring Special Examination Arrangements will be refused unless the necessary arrangements exceed those that would normally be offered for the GAT. Students who are eligible for Special Examination Arrangements for their VCE written examinations should apply for these arrangements for the GAT.

A student who has been given Interrupted Studies status should attempt the GAT in one or both years.

## Examinations for Unit 3 and 4

A Victorian Certificate of Education (VCE) examination is any centrally set task that is assessed by the Victorian Curriculum and Assessment Authority (VCAA), including written, oral, electronic/digital, aural or performance tasks conducted according to the requirements of accredited study designs and VCE VET programs and taken under examination conditions. Examinations are set by VCAA-appointed panels. The VCAA has examination specifications and sample material (by study) and an archive of past examinations and assessment reports.

<http://www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx>

## Examination timetables

GAT: 2025 date TBC

Written examinations: 2025 dates TBC

A detailed timetable can be accessed [here](#)

### Students with three examinations timetabled on one day

The VCAA will permit students who have three examinations scheduled on one day to have an additional 10 minutes per hour extra time for the final examination on that day. This may be taken as extra working time or as supervised rest breaks. Students are not obliged to utilise the extra time entitlement and are permitted to leave the examination prior to their revised finish time.

Students who complete three examinations in a single day are entitled to receive a Derived Examination Score (DES) for the third examination. These students will not be required to apply for a DES.

To be eligible for the DES, students must attend all three examinations on the day and attempt the questions on the paper to the best of their ability. The DES should be seen as a safety net, not a substitute examination score. Many students will, if they apply themselves diligently, exceed or equal their predicted DES in their third examination completed on that day. At the end of the year the VCAA will compare each student's actual examination score and their calculated DES and award the student the higher of the two.

Note: Students need to have completed the course of study leading to the examination and have a result for at least one other graded assessment in the same study to be eligible for the calculation of a DES.

### **Timetable clashes**

If a student has two examinations scheduled for the same session, one of the examinations will be moved to another session on the same day. Principals may consult the student and, on behalf of the student, request which examination is to be moved to a different session.

Note: VCE Languages and Music examinations cannot be moved to a different session.

### **Late arrivals**

Each VCE written external assessment commences with a reading period that is included in the times shown in the VCE examination timetable. Students must check the starting time of each examination and arrive before the commencement time, and must familiarise themselves with the rules about late admission to VCE examinations. If a student is late, the VCAA reserves the right to determine whether or not a student's response materials will be accepted.

The procedure for the admittance of late students is outlined on the VCAA website Examination Rules and is also published in the VCE Examination Manual and VCE Exams Navigator.

### **Absence from examinations**

All absences should be noted on the attendance rolls at the examination. If a student has been prevented from undertaking an examination due to circumstances that warrant Special Provision, the student can apply to the VCAA for a DES.

## **Special Exam Arrangements**

These are designed to give arrangements so a student experiencing certain difficulties is not disadvantaged in a VCE exam because of that difficulty. If special conditions (usually medical) may or do exist at the time of the GAT or an exam which may impact on the student's ability to complete the exam in the normal manner in the allotted time, the student must discuss this with the VCE Coordinator as soon as possible.

Arrangements may be approved for students with disabilities, illness or other circumstances that affect their ability to access a VCE external assessment. Some students with a disability, as defined in the Disability Discrimination Act 1992 (Cwlth), or illness may require Special Examination Arrangements to enable them to access the examination/test questions and communicate their responses in a timed external assessment.

Types of special examination arrangements can include:

- rest breaks
- extra working time
- separate rooms for individual students
- use of computers, tablets and/or assistive technology
- readers

- scribes
- clarifiers
- Auslan interpreters
- alternative format examinations
- alternate examination venues

Students are eligible for special examination arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired due to one or more of the following:

- mental health conditions
- health impairment or physical disability
- specific learning disorders
- language disorder
- motor disorders
- deaf and hard of hearing
- vision impairment

The College must make the application for Special Examination Arrangements each year and consultation regarding the arrangements will take place through the College. Each application requires support documentation including a signed student consent form and detailed school-based evidence outlining the student's condition, history of provisions approved and used by the student over the period of the condition and evidence used to make decisions. Supporting documentation such as doctors' letters etc. will be needed as evidence with the application.

Each individual application is considered by the VCAA on a case-by-case basis. The VCE Coordinator will advise students applying for Special Examination Arrangements on what is required to support their application.

As far as tertiary selection is concerned, both the VCAA and the VTAC advise that it is in the student's best interests to do an exam wherever possible. However, it should not be done contrary to medical advice.

## Marking examinations

Examinations will be subject to independent marking by assessing panels appointed by the VCAA. If necessary, there will be discrepancy marking by an additional assessor, who will assess the task without knowledge of the previous assessments.

# 6. Results and Reports from VCAA

## Study scores and study score calculations

A study score indicates how a student performed in relation to all other students who took the study. It is calculated using the student's final scores for School-assessed Coursework, School-assessed Tasks, and examinations for each study.

To receive a study score students must achieve two or more graded assessments in the study and receive S for both Units 3 and 4 in the same year, unless they have Interrupted Studies status and have met these requirements over two years.

For further explanation there are a series of videos detailing the VCE study score calculations, available on the VCE website.

For more information on study score calculations refer to the VCE and VCAL Administrative Handbook.

## Statistical moderation

School-based Assessment is an important part of the VCE. In many studies it contributes 50 per cent towards the calculation of a student's study score. To ensure fairness when study scores are calculated, it is important that School-based Assessments made by all schools are comparable.

The VCE gives teachers some flexibility in deciding which teaching and learning activities and coursework assessment tasks they will use to assess the learning outcomes specified in each study design. As a result, coursework assessment from different schools will sometimes be based on different sets of assessment activities, even though they are assessing the same learning outcomes and therefore cannot be compared.

The VCAA acknowledges that teachers are best placed to measure students' academic achievement. However, measurements are comparable only when they are expressed on the same scale. Statistical moderation does not change the relative performance of students within the statistical moderation group. For each VCE and VCE VET program, the VCAA uses statistical moderation to express the achievements of students from all schools on the same scale. This provides fairness for students across the state. To ensure comparability of assessment of School-based Assessment from different schools, the VCAA applies statistical procedures to each moderation group, study by study.

For VCE studies, moderation groups are the cohort of students in each school undertaking the study, or the total cohort of students from schools that combine for the purposes of assessment and moderation for a particular study.

Statistical moderation realigns the level and spread of each school's assessments of its students in a particular study, to match the level and spread of the same students' scores on a common external score. Because the external score is based on examinations done by all students across Victoria, it is a common standard against which schools' assessments can be compared.

Each VCE study includes at least one external assessment and the VCAA will use the two external assessments in each study as the basis for statistical moderation of school assessments. In studies with two external assessments, scores from both will be used.

The VCE assessment program also includes the General Achievement Test (GAT). In a small number of studies GAT and examination scores are a better match with school assessments in the same cohort. In all such cases, the examination scores will always be the major influence. Further information on statistical moderation can be found on the VCAA website.

## Reporting VCE

At the end of the calendar year, the VCAA issues a Statement of Results to all students who have obtained results in VCE units, VCAL units, VCE VET units and VCE VET/FE units of competency/modules, and VCE and VCAL Certificates to students who are eligible.

### VCE Certificate

The VCE Certificate contains the student's full name but does not list their individual studies or results. The certificate is issued in the year in which the student first satisfies the requirements of the VCE. Students who have previously satisfied the requirements of the VCE Certificate, but choose to do additional studies in subsequent years, do not have their certificate re-issued.

## VCE Statement of Results

The VCAA issues a VCE Statement of Results to all students enrolled in the VCE as their primary program. This contains:

- a cumulative record of achievement for all VCE units undertaken, and the year in which the result was obtained (S/N; units awarded a J result will not be printed)
- graded assessment and study scores for each sequence of Units 3 and 4 studies undertaken, either in the current year or earlier (if both Units 3 and 4 are awarded a J result, the entire record for the sequence is not printed)
- credit obtained for study taken overseas, interstate or as part of the IB or for a vocational certificate
- university studies successfully completed
- a statement indicating whether the student sat the GAT
- if relevant, a statement indicating that the student was granted EAL status along with the years in which that status was conferred
- a statement indicating whether or not the student has successfully completed the VCE.

## VCE completion of units

There are two symbols for reporting completion of units on a VCE Statement of Results:

- S (satisfied), which means all outcomes as specified in the study design have been achieved
- N (not satisfied), which means that not all outcomes have been achieved or there was a significant breach of VCAA or school rules.

## Reporting graded assessment results

All VCE studies have three graded assessments for each Units 3 and 4 sequence. These are a combination of School-based Assessment and external assessments which contribute to the student's study score for that subject.

Levels of performance in graded assessments are reported as being from A+ to E, UG (ungraded) and NA (not assessed). UG indicates that the score achieved was too low to assign a grade. NA indicates that the School-based Assessment was not submitted or the examination was not undertaken.

## Reporting study scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the moderated School-based Assessment scores of the student, the Externally-assessed Task and the examination scores for each study.

The maximum study score is 50. For studies with many enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a study score on or above the stated values. For studies with fewer enrolments the proportions may vary slightly.

### Study score distribution

Study score	45	40	35	30	25	20
Approximate percentage of students on or above this position	2%	9%	26%	53%	78%	93%

If the study score is less than 20, the score will be reported to the student as <20. The actual score will be sent to the Victorian Tertiary Admissions Centre (VTAC; [www.vtac.edu.au](http://www.vtac.edu.au)), is available to the student's school on VASS, and is available to the student on the results service, by contacting the VCAA or by applying for a Statement of Study Score.

If the study score is unavailable, the score will be reported to the student as UN. A study score is unavailable when more than one graded assessment is NA or because the student has not satisfactorily completed both Units 3 and 4 of the study.

## Delivery of results

The delivery method of results is dependent on the student's enrolment. Students who have undertaken a VCE Units 3 and 4 study in any year, or who have pre-VCE results, will have their results package mailed directly to their address as recorded on VASS.

Certificates are forwarded to the student's home school from December 12. The address on the Student Full Details Report is the one their Year 12 results will be mailed to at the end of the academic year.

Students who have only undertaken study at VCE Unit 1 and 2 level, and have not completed any pre-VCE studies will have their results included in the results package sent to their school on the scheduled date in December.

## VCE Results and ATAR Service

Students may access their final Year 12 results on Monday 11th of December by phone, on the internet or by SMS from the joint VCAA and VTAC 'VCE Results and ATAR Service' if they have at least one VCE Units 3 and 4 enrolment. The ATAR website is also optimised for smartphones and other mobile devices with an internet browser. Details will be printed on the back of the Exam Navigator.

## Statement of Marks and Statement of Study Score

Students may apply to the VCAA to obtain a Statement of Marks for any or all of their VCE external assessments and the GAT. Students will receive a personalised application form with their VCE results, and a general application form is available on the VCAA website. A Statement of Marks provides the marks obtained for each question or criterion on an external assessment, as well as the maximum marks available. A Statement of Study Score provides details of the calculation of a student's study score for VCE Units 3 and 4 or scored VCE VET Unit 3–4 sequence.

There is a fee for each of these statements.

## Inspection of scripts and audio recordings

Students' scripts and audio recordings remain the property of the VCAA and will not be returned to them, but may be made available for inspection under certain conditions.

Students may inspect their examination scripts on application to the VCAA. Students receive a personalised application form with their VCE results that covers Statement of Marks, Statement of Study Score and Inspection of Scripts. A general application form is also available on the VCAA website. Students must obtain the relevant Statement of Marks prior to an inspection of scripts. A fee is charged for each examination script inspected.

## Final results

Published results are final. No School-based Assessments will be re-marked once results have been released unless a student appeals to the VCAA against penalties imposed by their school for breach of rules. There is no provision for a student to appeal to the VCAA against a school's assessment of outcomes for satisfactory completion of a unit.

### Student examination reassessment

In exceptional cases the VCAA may consider an application by a principal who believes that there has been an error in the marking of a student's response to one or more questions on a written examination and consequently the student has been incorrectly assessed.

An application should not be submitted solely on the basis that a student was expected to achieve a higher overall mark. The VCAA will only consider a VCE examination score review application made by the principal or an authorised member of the principal class at the student's school.

Applications must be made in accordance with the VCAA's policy and procedures, which are download from VASS. It is a pre-condition of any such application that the student and subject teacher have obtained a Statement of Marks and inspected the student's examination response.

## 7. Special Provision, DES and SEAS

### Accessing the VCE

Support is provided for students with additional learning needs to access the VCE program through the use of reasonable adjustments. As with support for students in Foundation - Year 10, support for senior secondary students to access the VCE occurs in a team-based approach, taking into account the student's needs, their independence, the effect of the adjustment on the students' ability to participate in the course and on others affected (eg staff and other students), and the costs and benefits of the adjustments.

The need for potential support in accessing the VCE is discussed with the student and their parents/guardians, and adjustments are planned in a consultative manner. Adjustments and support to access the VCE may include:

- support from an Education Support Officer during classroom lessons
- access to alternate formats of textbooks and resources (eg. electronic)
- changes to use of technology (eg. using a laptop for all tasks)
- adjustments to study period arrangements
- additional support from the school Counsellor and pastoral care team
- changes to study load or pacing (eg. taking a lighter load and completing the VCE over a longer period)
- adjustments in alignment with medical reports

This support aligns with the College's Diversity of Learners Policy.

### Special Provision

Special provision is designed to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. The objective is, as far as possible, to remove the barriers to a student demonstrating their capabilities in a particular study. Students may be eligible for Special Provision if they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including learning disorders.

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



absence. Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit.

Types of special provision include (but are not limited to):

- rescheduling classroom activities or an assessment task
- allowing a student additional time to complete work or an assessment task
- setting a substitute task of the same type
- replacing a task with a different type
- using assistive technology, aides or other special arrangements to complete learning/assessment tasks
- deriving satisfactory completion of outcomes from other assessments or work completed by the student
- deriving scores from other assessments or work completed by the student.

Students may apply to the College for special provision for classroom learning and school-based assessment. The decision is made by the VCE Coordinator, in consultation with the Head of Secondary. All decisions are based on evidence, using a range of appropriate sources. Evidence may include:

- demonstration of adjustments made previously by the College for assessment tasks
- evidence of a diagnosed acute or chronic illness
- specialist reports related to the impact of an impairment or disability, including learning disorders on learning.

Staff will also consult with VCAA when considering appropriate arrangements as required, and records of all decisions will be kept within SEQTA and communicated with the relevant VCE teachers.

Students need to apply for special provisions using the *Special Provision Application form*.

Applications for pre-existing conditions should be made as early as possible. If the application for special provision is rejected, either in full or part, the student will be advised in writing of the reasons within 14 days. The student is able to appeal to the school within 14 days of receiving the decision.

## Derived Examination Scores (DES)

Students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. If their application is approved, a DES will be calculated by the VCAA.

The purpose of a DES is to ensure that a student's final result for an external assessment reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year. It is not designed to be used to compensate for learning or achievement that has not been possible because of long term illness or other ongoing conditions.

Students are eligible for a DES if they meet all of the following criteria:

- Have completed the course of study leading to the external assessment, and have a result for at least one other graded assessment in the same study.
- Experience the onset or an exacerbation of an illness or the occurrence of an injury, personal trauma or serious intervening event in the period before or during a VCE external assessment, that has either prevented them from attending the external assessment or significantly affected their performance during the external assessment.



- They provide evidence that demonstrates the illness, injury, personal trauma or serious intervening event has affected their performance in the external assessment or has prevented them from attending the external assessment.

Applications on the grounds of illness or injury must be substantiated with evidence from the College and an independent health professional.

Applications on the grounds of personal trauma must be substantiated with evidence from the school, a health professional, a social worker or church minister.

Applications on the grounds of a serious intervening event must be substantiated with independent evidence from the school, a health professional, a social worker or church minister, a police officer, a solicitor or a funeral parlour operator.

The person providing the evidence must have specific knowledge of the illness, injury, personal trauma or serious intervening event. There are a number of steps that must be followed to make a DES application. These are outlined on the VCAA website [here](#) and include steps required by the student, the chief exam supervisor, the VCE Coordinator, health/other professionals and the Principal or their delegate.

Students are advised to attend every external assessment if at all possible. Students should not miss an external assessment because they do not feel able to do their best. If a student cannot attend an external assessment, they MUST tell the Principal or VCE Coordinator immediately. A student who does not attend an external assessment, and whose DES application is not approved, will receive 'NA' for the external assessment.

## Special Entry Access Scheme (SEAS)

If there have been circumstances that have affected a student's VCE study, they can applying for special consideration via VTAC's Special Entry Access Scheme (SEAS).

SEAS is designed to make sure institutions get a sense of each student's full potential. It enables them to consider the circumstances a student has experienced and their impact upon VCE studies when making selection decisions.

There are four categories in SEAS; students can apply for one or more categories that are relevant for their situation, as long as each category has a different reason. The four categories are:

1. Personal information and location
2. Disadvantaged financial background
3. Disability or medical condition
4. Difficult circumstances

Students must submit a course application before applying for SEAS. It's best to do it as early as possible, and the VCE Coordinator and Careers Teacher can help students with their applications. Note that these applications must be submitted by the student - the college can't submit on behalf of a student. More information will be provided for students about SEAS during the VTAC Information Session

Step-by-step instructions about how to apply for SEAS and other detailed information is available through the [VTAC website](#).

## 8. Year 12 Privileges

The following privileges apply to Year 12 students only.

1. Common room - students may use the Year 12 Common Room at recess and lunchtime. It must be maintained in a clean and tidy condition.
2. Year 12 jackets - students design their Year 12 jackets during Year 11. This is led by the Year 11 Homeroom Teacher and the final design is approved by the Head of Secondary and Principal. Students may wear their Year 12 jackets with their sports uniform, if they wish. All Year 12 students must have their own academic blazer for formal school occasions.
3. Driving to school policy and application - Students may drive to school if they are on their P plates. Please refer to the driving to school policy and application for specific details and restrictions.

## 9. VCE Personnel at Mernda Hills

Who	PERSON/S	RESPONSIBILITIES
Principal	Ms Kristin Hankins	<input type="checkbox"/> ultimate VCE responsibility rests here
Head of Secondary	Mr Trent Martin	<input type="checkbox"/> responsible for the operational implementation of the VCE program <input type="checkbox"/> deals with investigations of authentication breaches of VCAA rules <input type="checkbox"/> approves updates to VCE policies as required
VCE Coordinator	Mrs MaryAnn Goro	<input type="checkbox"/> communication with parents as needed <input type="checkbox"/> write and update VCE policies <input type="checkbox"/> has a range of forms for students <input type="checkbox"/> deals with needs for Special Exam Arrangements and Special Provision <input type="checkbox"/> deals with applications for change of subject ie forms, counsels students, liaises with parties concerned <input type="checkbox"/> Off Campus study coordination - VSL, VSV <input type="checkbox"/> VTAC administration - student results <input type="checkbox"/> supports investigations of authentication breaches of VCAA rules <input type="checkbox"/> oversees satisfactory completion of the VCE <input type="checkbox"/> support of and provision for relevant staff professional learning in relation to VCE
VASS Coordinator	Mrs MaryAnn Goro	<input type="checkbox"/> oversees student records <input type="checkbox"/> enrolment of students into VCE <input type="checkbox"/> Personal Details Forms and related data entry <input type="checkbox"/> results entry for units <input type="checkbox"/> printing of exam timetables for students <input type="checkbox"/> enters student data information ie ESL status
Subject Teachers		<input type="checkbox"/> develop coursework that assesses outcomes and fulfils Study Design <input type="checkbox"/> judge whether a student has fulfilled the requirements to the standard or an S (for submitted work)
Secondary School Learning Team	Various senior teachers and heads of departments	Deals with and decides the following matters and/or applications: <input type="checkbox"/> breaches of attendance rule and action regarding this <input type="checkbox"/> awarding of marks from SAC makeup session

		<input type="checkbox"/> breaches of VCE rules- either VCAA or school set (other than authentication) <input type="checkbox"/> deals with and decides student requests to carry more or less than the standard 5-subject load
Students		<input type="checkbox"/> abide by VCAA and College rules <input type="checkbox"/> keep records, drafts etc of work for authentication <input type="checkbox"/> appropriately acknowledge resources used

## 10. Glossary of VCE Related Terms

### Acronyms

- ATAR: Australian Tertiary Admission Rank
- DES: Derived Examination Score
- EAL: English as an Additional Language
- FE: Further Education
- GA: Graded Assessment
- GAT: General Achievement Test
- LNS: Literacy and Numeracy Skills
- LOTE: Language(s) Other Than English
- LSD: Lost/Stolen/Damaged work
- NA: Not Assessed
- PDS: Personal Development Skills
- PRES: Post-Results Enquiry Service
- RPL: Recognition of Prior Learning
- RTO: Registered Training Organisation
- SAC: School-assessed Coursework
- SAS: Score Amendment Sheet
- SAT: School-assessed Task
- SIAR: School Initial Assessment Return
- SIEG: School Indicative Examination Grade
- SSR: School Status Report
- UC: Ungraded
- VASS: Victorian Assessment Software System
- VCAA: Victorian Curriculum and Assessment Authority
- VCAL: Victorian Certificate of Applied Learning
- VCE: Victorian Certificate of Education
- VET: Vocational Education and Training
- VQA: Victorian Qualifications Authority
- VTAC: Victorian Tertiary Admissions Centre

**Accredited Course** A course that leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment that is nationally recognised. The accredited course has been endorsed by either a state or national authority responsible for accrediting courses against agreed principles of accreditation. In Victoria, the statutory Authority is the Victorian Qualifications Authority (VQA)

**Accreditation Period** The period during which a course or certificate is accredited.

**Assessing school** The school responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing schools.

**Assessment task** A task set by the teacher to assess students' achievements of unit outcomes.

**Australian Tertiary Admission Rank (ATAR)** The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

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

**Chief Assessor** An expert appointed by the VCAA in each study to supervise the marking of the external examination(s) in that study.

**Coursework audit** As part of an ongoing monitoring and quality assurance program by the VCAA, samples of School assessed Coursework material are collected from schools each semester. The work collected is used to monitor schools' administration of School-assessed Coursework.

**Cumulative Performance Measure (CPM)** VTAC has a summative instrument available for VCE and Senior VCAL graduates who have completed no more than 3 and no less than 2 scored VCE studies.

**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.

**Equivalent qualification** The VCAA, on delegation from the VQA, issues Statements of Equivalent Qualification for recognised qualifications of Year 12 level, or above, obtained overseas or interstate. The VCAA also assesses interstate and overseas qualifications for their equivalency to Year 11.

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

**External Reference Score** A common measure of performance in external assessments against which the schools' School assessed Coursework scores for a particular study are statistically moderated. It is formed from the students' examination scores for each study, and, for some studies, the component scores from the GAT.

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

**Graded Assessment** All VCE studies have three Graded Assessments for each Units 3 and 4 sequence. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

**N** Not satisfactory

**NA** Not Assessed

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

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

**School-assessed Coursework (SAC)** A school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists

of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.

**School-assessed Task** A school-based assessment for a VCE Unit 3 and 4 sequence and reported as a grade. A school assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessment of tasks is subject to review by a panel appointed by the VCAA.

**Script inspection** Students who want to find out more about their exam results can apply to inspect their completed exam papers (known as 'scripts') and audio tapes. To get maximum benefit from an Inspection of Script, students should obtain the relevant Statement of Marks prior to the inspection and, if possible, arrange to have the study teacher present.

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

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

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

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

**Statement of Marks – study score** A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee is charged for each statement.

**Statement of Marks** For each examination, including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee of \$9.60 is charged for each statement.

**Statement of Results** The document/s issued by the VCAA showing the results a student achieved in the VCE and whether he/she has graduated.

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

**Student Number (VCAA Student Number)** The unique number assigned to each student enrolled in the VCE.

**Studies** The subjects available in the VCE.

**Study design** A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

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

**UG** Ungraded

**UN** Unavailable

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

**VASS** Victorian Assessment Software System The system used by schools to enter VCE and VCAL enrolments and results directly onto the VCAA central database.

**VCAA** Victorian Curriculum and Assessment Authority <http://www.vcaa.vic.edu.au/>

**VCAL** Victorian Certificate of Applied Learning

**VCE Certificate** The certificate awarded to students who meet the requirements for graduation of the VCE. See also **Statement of Results**.

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

**VCE** Victorian Certificate of Education

**VET** Vocational Education and Training

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

**Victorian Certificate of Education (VCE)** An accredited senior secondary school qualification.

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

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

**VTAC** Victorian Tertiary Admissions Centre