

The purpose of this publication is to provide teachers, parents and students with a reference manual of current Victorian Certificate of Education and Victorian Certificate of Applied Learning policies at both the state and College level. It contains general rules about the VCE, VCE VM and VET, as well as specific procedures undertaken at Bass Coast College.

Reference;

Victorian Curriculum and Assessment Authority, VCE Administrative Handbook, 2024

Philosophy

Bass Coast College's VCE philosophy is to provide equal access and opportunity for success to all students undertaking a VCE program of study. The College aims to offer a broad range of studies and to encourage students to strive for excellence within their studies. We aim to prepare students for post-school study, employment and participation in a global community. All Year 11 and 12 students are engaged in courses which lead to the Victorian Certificate of Education (VCE) or the VCE Vocational Major (VCE-VM) issued by the Victorian Curriculum and Assessment Authority (VCAA). In most areas, the College is bound by VCAA regulations and these have to be more formally implemented than the school rules that students have experienced in earlier years.

This document aims to clarify the school's expectations regarding student participation in VCE and is consistent with VCAA guidelines.

Year 11 and 12 is often a time when students seek additional assistance from school staff to meet the expectations of the final years of schooling. The College has a range of staff with the expertise to provide this assistance, including Year 10, 11 and 12 Year Level Coordinators, Pathways Coordinator, VCE Coordinator, Student Wellbeing Coordinator, and Principal staff members. Students are made aware of pathways for seeking assistance and are directed to appropriate staff as required. This team can provide advice when needed or refer students to agencies that can provide more specialised support.

Distribution

- Curriculum and assessment information is initially published in the Senior Programs Handbook.
- These are distributed online (with hard copies available) during the previous year course selection process.
- Exposure and interpretation is conducted face-to-face as a component of the Pathways program.
- Key school-based assessment procedures and timelines are communicated again to students and parents during VCE information presentations.
- Students are reminded of key procedures and timelines individually during BOOST session year level assemblies at relevant times throughout the year.

VCE ACRONYMS & TERMINOLOGY

ATAR Australian Tertiary Admissions Rank (0-100) – this is arrived at by VTAC using the students Study Scores which are then adjusted by the scaling process.

DES - Derived Examination Score

EAL- English as an Additional Language

GAT - General Achievement Test. All students undertaking one or more Unit 3-4 studies are required to sit the GAT. This examination is designed to ensure that schools across the state award levels of performance for SACs in the same way, that is, according to certain criteria for various grade levels. Students should do their best on the GAT.

Moderation - Moderation is an external VCAA process of ensuring that the same assessment standards are applied to students from every school doing a particular study.

Prerequisite Studies - These studies are nominated by individual course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course.

RTO - Registered Training Organisation

SACs (School-assessed Coursework)/ SATs (School-assessed Tasks) - Formal assessment tasks undertaken at school which contribute to overall Study Scores. (School-based Assessment)

Semester - one half of the academic year (two terms).

Sequence - A sequence is a Unit 3 followed by Unit 4. Award of the VCE requires that a student successfully completes three Unit 3-4 sequences, in addition to not including a Unit 3-4 "English." Units 3-4 for all studies are taught as a sequence or as a year-long course.

Statistical Moderation in Units 3/4 - The process used to ensure that assessments from each school are comparable. SAC scores from the College are adjusted to match the level and spread of the examination and GAT scores doing that study.

Study Score - This Unit 3/4 score (0-50) is a measure of a student's performance in that study, relative to all other students in that study.

TAFE (Technical and Further Education) - TAFE Colleges offer post-secondary courses which are vocationally oriented. For some TAFE courses, students apply through VTAC and for others they apply through the particular TAFE College.

Unit - Each of the VCE studies is divided into four units. One unit lasts one semester or half a year. Unit 1 & 2 is usually completed in Year 11. Unit 3 & 4 is usually completed in Year 12.

VCAA - Victorian Curriculum and Assessment Authority. The statutory authority of the Victoria State Government responsible for the provision of curriculum and assessment programs for students in Victoria, Australia.

VCE - Victorian Certificate of Education

VCE VM - VCE Vocational Major (formerly VCAL)

VET - Vocational Education and Training. These types of study combine academic and practical workplace experience. VET studies contribute to satisfactory completion of the VCE and may also be used in the calculation of the ATAR. Note: A maximum of two sequences of units 3 & 4 (awarded a VCAA study score) of a VET program may be counted in the 'primary four'. These VET studies may also be used as a fifth or sixth study in the calculation of the ATAR.

VTAC - Victorian Tertiary and Admissions Centre. The administrative body which processes applications for universities and other tertiary education providers in Victoria. VTAC's role includes: organising the application procedure, receiving and processing applications, forwarding the appropriate applications and accompanying information to the relevant tertiary institutions, making offers to prospective students on behalf of tertiary institutions, and publishing information which students will use in planning their VCE student program and later applying for courses.

CONTENTS

Section A: VCE Subject Selection

Section B: Satisfactory Completion and Assessment of VCE

- The Victorian Certificate of Education (VCE)
- Awarding the VCE
- Demonstrating Outcomes
- Redeeming Outcomes
- VCE without a Study Score – ‘Unscored VCE’
- Assessment
- SAC and SAT Feedback to Students
- Statistical Moderation
- The GAT (General Achievement Test)
- Examinations
- Study Scores and the ATAR
- VCAA rules for SACs and SATs

Section C: Work Submission Policy

- School Assessment Due Dates
- Late submission of Tasks
- Lost, Damaged or Stolen SATs
- Care in use of Computers
- Teacher Responsibilities
- Implications of Student Absence on Assessment - Summary

Section D: Satisfactory Completion of the VCE VM

- Requirements for Satisfactory Completion

Section E: VET in Schools

- School Based Apprenticeships and Traineeships

Section F: Authentication Policy and Procedures

- Strategies for Avoiding Authentication Problems
- Identifying Authentication Problems

Section G: Breach of VCAA Rules

- Hearings
- Student Appeals Against School Decisions
- Notice of School Decision
- Student Appeal
- Appeal Hearing
- Student Breach of VCAA Examination Rules

Section H: Attendance

Section I: Special Provision

- Guidelines for Special Provision
- Eligibility for Special Provision
- Applying for Special Provision
- Special Examination Arrangements (SEAs)
- Eligibility for SEAs
- Types of SEAs
- Emergency SEAs
- Derived Examination Score (DES)
- Eligibility for a DES

Appendices

- 1- Application for Special Consideration (Rescheduled SAC / SAT) Form
- 2- VCE Unscored Pathway Form

SECTION A: VCE SUBJECT SELECTION

Students in Year 11 undertake 12 units, consisting of 6 units in Semester 1 and 6 units in Semester 2. These units may be a combination of Unit 1 & 2 and Unit 3 & 4 studies (see policy below). It is not essential that students take sequences of Unit 1 and 2 subjects and there will be an opportunity to apply for (limited) subject change at the end of Unit 1.

Students in Year 12 undertake 10 units consisting of 5 units in Semester 1 and 5 units in Semester 2. Unit 3 and 4 studies must be taken as a sequence.

Students will ONLY be permitted to undertake 4 subjects in Year 12 if they either;

- have already successfully completed a Unit 3 & 4 subject in Year 11 with a study score of 40 or above or two Unit 3 & 4 subjects with Study Scores in each subject of 35 or above.
- are undertaking additional study such as a TAFE or a University subject.
- have diagnosed health or learning issues requiring additional support.
- are undertaking a special program outside of school, such as elite sport.

SECTION B: SATISFACTORY COMPLETION AND ASSESSMENT OF VCE

The Victorian Certificate of Education (VCE)

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

Each VCE study is designed to provide a two-year program. Studies 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. In many studies there are multiple options for students to choose from a range of Key Learning Areas. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE Study Designs.

Each VCE unit involves a minimum of 50 hours of scheduled classroom instruction over the duration of a semester. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit.

Assessment results for Units 1 and 2 are determined by schools and not reported to the VCAA. Levels of achievement for Unit 3 and 4 sequences are assessed using School-based Assessment and external assessments (including examinations). Each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have only two graded assessment components; School-based Assessment and one external examination.

Schools submit numerical scores to VCAA and at the end of the year, graded assessments are reported to students and schools on an 11-point scale ranging from grade A+ to E, or UG (Ungraded).

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

- School-assessed Coursework (SACs) 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.

At Bass Coast College, Unit 1 and 2 subjects have two examination periods each year – one in June and another in November. For Unit 3 and 4 subjects there is one formal written examination period each year, in October/November, however, there are also school-based Unit 4 trial exams early in Term 4. The performance and oral examinations occur in October. The General Achievement Test (GAT), which is compulsory for all students enrolled in a Unit 3/4 subject, is usually conducted in June.

Awarding the VCE

For satisfactory completion of a 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 judgement of the student's overall performance on a combination of set work and assessment tools to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes of the unit.

The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit.

For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include School-based Assessments (SACs and SATs) that are designated for the study, and external assessments (including examinations).

The minimum requirement for the award of the VCE is satisfactory completion of 16 units, which must include;

- three units from the English group, including a Unit 3 and 4 sequence (see appendix 3).
- at least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Learning Outcomes are specified in the relevant Study Design for each study. Students should familiarise themselves with the Study Design for each of their subjects; it describes the knowledge and skills students should have by the time they have completed a unit.

Each unit of study has several outcomes. All the outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on set learning tasks and assessment tasks for the unit.

The student receives an S for a unit if the teacher determines that the following requirements are achieved. A student must:

- Produce work that demonstrates achievement of the outcomes
- Submit work that is clearly their own
- Observe the rules of the VCAA and the school.

Demonstrating Outcomes

According to the VCAA, students are to complete work for a unit during the semester in which the unit is undertaken, and according to the deadlines set by the school. Students need to demonstrate knowledge and skills as set out in the Study Design, in order to meet the requirements for satisfactory completion of an outcome. Teachers will determine whether students have met the requirements with a range of tasks, some of which may be formally assessed (SACs, SATs) and others which may be coursework tasks.

Students are expected to complete all tasks set by teachers to a satisfactory standard in order to demonstrate an outcome.

A student may not be granted satisfactory completion if:

- The work does not demonstrate achievement of the outcomes
- The student has failed to meet a school deadline for an assessment task including where an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated
- There has been a substantial breach of rules including school attendance rules

If any of the outcomes are not achieved, the student receives an 'N' (Not Satisfactory) for the unit.

At Bass Coast College it is expected that:

- Work for an outcome is to be completed within the time frame set out for the teaching and learning of that outcome. This work will include classroom activities, regular coursework and assessment tasks (SACs and SATs).
- Students are provided within an outcomes checklist containing information about key knowledge and skills and assessment tasks/learning activities that are linked to that outcome (from the Study Design).
- Homework is an integral part of the teaching and learning process and students will be required to complete learning tasks and SAC/SAT preparation at home. Where components of a SAC or SAT are completed away from school, the teacher must be able to attest that the work produced at home is consistent with the work produced in class time.

Redeeming Outcomes

If, in the judgement of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider 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. Students may not resubmit to improve a School-based Assessment score.

VCE without a Study Score – ‘Unscored’ VCE

Bass Coast College does not have an ‘Unscored’ VCE program. In some instances however, it may be appropriate for some students to complete VCE units without completing all the graded assessments or sitting the exam. In this case a Study Score will not be calculated for that subject/s, however, a student would still be eligible for satisfactory completion of the unit/s provided the student demonstrates the required outcomes.

It is important that students are encouraged to undertake scored assessment wherever possible as it is the best way to maximise opportunities and pathways to further education and training.

The decision for a student to complete an ‘Unscored’ VCE is made in conjunction with parents and Senior School staff. In most cases, this will occur towards the end of Term 3. Confirmation of students completing an ‘Unscored’ VCE will be officially communicated by the VCE Coordinator. Students will be required to make a declaration that they undertake all assessment components required to display satisfactory outcome completion, including SACs and SATs (see appendix 2).

Assessment

In order to make a decision that a student has satisfactorily completed an outcome, the College will set assessment tasks. These tasks will be set and marked within the school and are consistent with VCAA Policy.

The overall S/N for each Area of Study is determined by whether or not students have demonstrated sufficient key knowledge and skills to meet the outcome and satisfied the attendance requirement. A student CAN achieve an unsatisfactory score on assessment task/s and still demonstrate an outcome in other ways.

VCAA clearly states that students should be given the opportunity to demonstrate outcomes in a variety of ways.

There are three types of school assessment:

(i) School-assessed Coursework (SACs)

School-assessed Coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the learning outcomes. The assessment tasks are part of the regular teaching and learning program and are also important preparation for examinations. They must be completed during class time, mostly under exam conditions, and within a limited time frame.

(ii) School-assessed Tasks (SATs)

There are several studies that use SATs as an assessment method. School-assessed Tasks are undertaken in: Applied Computing, Art Creative Practice, Art Making & Exhibiting, Media, Product Design and Technology, and Visual Communication Design. A SAT usually reflects a long-term piece of work, showing the development of the work through planning and drafting to completion. This often involves students completing a portion of the task at home and requires regular sightings of the work in progress by the teacher. In order to satisfy VCAA requirements and to ensure fairness and comparability for all students, the following policy is provided regarding SATs:

- The requirements, including authentication requirements, for each SAT and the due date will be provided in writing to all students in that unit.
- All SATs are to be the student's own work and must comply with the authentication provisions.
- SATs should be submitted with the appropriate front cover page.
- All SATs are due on the set date and must be submitted to the classroom teacher.
- If a student is ill on the due date, a responsible courier may submit the SAT to the Senior School Leader, by 3.30pm on that day. In extreme cases of difficulty, the student must notify their teacher before 3.30pm.

(iii) General Coursework

These consist of a variety of learning tasks that students undertake that contribute to their attainment of key knowledge and skills. Although not used for grade determination, these tasks can be utilised by teachers to determine whether a student has achieved the outcomes required to obtain satisfactory completion of a VCE unit.

SAC and SAT feedback to students

SACs may be returned to students once all students have completed the task and the SAC has been marked. The SAC score should be reported to students as a numerical grade with a clear disclaimer that it is a raw score that may change during VCAA statistical moderation.

Teachers should provide feedback to students which includes:

- student level of performance
- advice on where and how improvements can be made for completion of future tasks or assessment.

Grade and feedback will be reported via Learning Tasks on Compass.

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 program 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 only comparable when they are expressed on the same scale. It is important to remember that statistical moderation does not change the relative performance of students within the statistical moderation. For each VCE and VCE VET program, the VCAA uses statistical moderation to express students' achievement 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 will apply 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. For VCE VET programs with scored assessment, the moderation group is the Assessing Group which can be:

- home school: a teacher from the school delivers and assesses the scored Unit 3/4 sequence from the VCE VET program
- RTO: students attend an external RTO for delivery of the scored Unit 3/4 sequence from the VCE VET program
- other: students attend another school as part of a VET cluster for delivery of the scored Unit 3/4 sequence from the VCE VET program.

The Assessing Group will be used to define which moderation group students are placed into and subsequently which group statistical moderation will be applied to when completing a scored VCE VET Units 3/4 sequence.

Statistical moderation realigns the levels 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 school assessments can be compared.

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

The VCE assessment program also includes the General Achievement Test (GAT). Rather than using examination scores alone, statistical moderation uses GAT and examination scores if they are a better match with school assessments in the same cohort. In all such cases, the examination scores will always be the major influence.

For statistical moderation, each school's assessments in a study are treated as a single group, not as separate teaching classes. Each school should have established procedures for making School-based Assessments and should apply these procedures consistently. There should be consistency of decisions made by teachers of individual studies and consistency of decisions made by multiple teachers of one study.

The GAT (General Achievement Test)

The General Achievement Test (GAT) is usually conducted in June and is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessment and examinations have been accurately assessed.

GAT results are also used in the calculation of the DES (Derived Examination Score). The VCAA may use a student's GAT scores to:

- contribute to the statistical moderation of School-based Assessments
- calculate a Derived Exam Score
- check the accuracy of external assessment marking.

The VCAA applies 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 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 in the statistical moderation calculations.

The GAT is used as part of a final check on external examination scores. If the final score for an external assessment is significantly different from the score 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.

Examinations

It is the Bass Coast College policy that all students will attend, attempt the examinations to the best of their ability and stay for the duration of each exam.

If a student cannot attend an examination, it is vital that they notify the VCE Coordinator as soon as possible. Where a student is eligible, an application for a Derived Examination Score can be made (see Special Provision).

Units 1 and 2 subjects have exams at the end of each semester.

All Units 3 and 4 subjects have exams in October/November. The Units 3 and 4 examination timetable is available from www.vcaa.vic.edu.au and usually available by the end of May.

VCAA examination rules are also published on their website and will be given out to students prior to exams commencing.

Students should note that VCAA makes no allowances for students missing examinations due to misread timetables, late buses, broken down cars etc.

Study Scores and the ATAR

A study score for each subject is calculated using the student's moderated School-assessed Coursework scores, scores for School-assessed Tasks, and examination scores for each study. This score is used by the Victorian Tertiary Admissions Centre (VTAC) for the calculation of the student's Australian Tertiary Admissions Rank (ATAR).

The study score indicates how a student performed in relation to all others who took the study. The study score has a maximum of 50. Study scores of 23 to 37 indicate the student is in the middle range. A score above 38 indicates that the student is in the top 15 percent of students in the 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.

VCAA Rules for SACs and SATs

The VCAA sets down rules which a student must observe when preparing work for assessment by the school. They are:

- A student must ensure that all unacknowledged work submitted 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.
- 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.

SECTION C: WORK SUBMISSION POLICY

School Assessment Due Dates

Deadlines and due dates are set by the College for the completion of tasks. Failing to meet a school deadline may jeopardise a student's chances of receiving an S for the unit. Important school assessment includes:

- School-assessed Coursework (SACs): The dates for all coursework tasks (SACs) are set by the subject teacher and clearly communicated to students via compass. These dates are final. Students who are absent on these dates must consult the Attendance and Special Provision policies.
- School-assessed Tasks (SATs): these dates have been set by the subject teacher and published at the beginning of a unit. These dates are final. If a student is on an excursion, camp, sporting activity or other extra-curricular activity on the day a SAT is due, they must still submit the work by 3.30pm on the due date unless an extension is granted.
- Set tasks for the achievement of learning outcomes: When dates are set by teachers for the completion of set tasks towards achieving a learning outcome, these dates are final.

The school will notify students and parents/carers via Compass in the event a student is absent on the day of a School-assessed coursework (SAC) OR misses a submission deadline date for a School-assessed task (SAT).

Late Submission of Tasks

A SAC/SAT cannot be 'late'. Only students who provide a medical certificate, are involved in an officially sanctioned school based activity, have Special Provision or satisfy the supported significant personal circumstances criteria will be able to make up a missed SAC or have an extension on a SAT, and still have the grade awarded.

An application for an extension of time should be made by all students who have a legitimate reason that prevents them from completing a scheduled scored assessment (eg. illness, family crisis, etc).

Applications for an extension for scored assessments must be made in writing to the VCE Coordinator on the SAC/SAT Extension of Time Application Form (Appendix 1).

Such applications must be made prior to the originally advertised due date or, in the case of an emergency, immediately after the due date on the student's return to school. It is the responsibility of the student to request the extension form from the relevant class teacher or from the VCE Coordinator.

The application must contain:

- the reason for the application, including any relevant material that supports the application (eg. medical certificate, Statement of Support).
- revised assessment and time.
- the signature of both the student and teacher.

On receipt of the application, the VCE Coordinator will, in conjunction with the relevant teacher and Year Level Coordinator, consider the application and make a decision. This will be done within two working days of receipt of the application.

- If an extension of time is granted the student will be notified and a new due date will be set.
- If a SAC is missed due to absence, it should be completed at the earliest possible time on return to school.
- If an extension of time is refused the student may appeal the decision to the Campus Principal.
- An equivalent alternative task may be given to a student who is granted an Extension of Time.

Full value for grades is available to students who work with purpose and submit all tasks by the designated due dates. Students who do not work with purpose and fail to follow the process described above will not satisfy the required outcomes and may receive an "N" for the Unit.

Students who do not meet these conditions will still be required to complete the SAC or SAT, but only for the purposes of demonstrating an outcome (S or N). At Units 3 & 4 level, the study score for the unit will be greatly reduced, thus affecting the student's overall ATAR score.

Lost, Damaged or Stolen 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 and dated by student and teacher. The school completes the Report on lost, stolen or damaged School-assessed Tasks and Externally-assessed Tasks form, enters an estimated score on VASS, and sends the form by email to school.assessment.vcaa@education.vic.gov.au.

The VCE Coordinator, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment.

Care in use of Computers

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

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

Teacher Responsibilities

The teacher is to keep records of work submission, due dates, overdue work, work in progress and authentication processes.

Teachers are required to notify the Year12 Coordination Team if they believe a student is at risk of receiving an N for a unit. The Year 12 Coordinator will monitor students at risk.

All students must have access to descriptions of learning outcomes and assessment criteria (e.g. rubrics) for work and assessment tasks in all units. This will assist teachers and provide clarity for students to know how they are being assessed.

Work submitted for assessment must be stored securely during the assessment period. Teachers should take care in the transport of such work between home and school, and should not take SACs/SATs into classrooms, staffrooms etc.

Schools are required to have access to work completed for assessment until the end of the academic year in which the work was undertaken.

Teachers should be aware that as part of the School-based Assessment Audit program, the VCAA may request copies of specific School-based Assessment completed by students.

IMPLICATIONS OF STUDENT ABSENCES ON ASSESSMENT - SUMMARY

Event	Circumstance	Action	Responsibility
Student does not present for the SAC or SAT	Medical certificate supplied and/or Supported Personal Circumstances endorsed and/or school-based activity verified.	<ul style="list-style-type: none"> • Student will sit the task. • The work will be graded. • Alternative work may be set. 	Time and date determined by the Class Teacher as soon as possible after the student's return. The student is given one opportunity to sit the task under the same conditions as other students.
	No medical certificate supplied and/or no significant Personal Circumstances supported.	<ul style="list-style-type: none"> • Student will receive a mark of zero for the task. • The student is given a new time to complete the task so that the work can be judged S or N for satisfactory completion of the outcome. • Alternative work may be set. 	The student will be given one opportunity to complete the task at a date and time specified by the Class Teacher.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two days of the task.	Medical certificate supplied and/or Supported Personal Circumstances endorsed and/or school-based activity verified.	<ul style="list-style-type: none"> • Student sits the section of the task at some other time, usually during class time if the task is still in progress. • The task will be graded. 	Class Teacher
	No medical certificate supplied and/or no significant Personal Circumstances supported.	<ul style="list-style-type: none"> • The student loses the marks for this section only. • The incomplete task is assessed. 	Class Teacher
Work is submitted for a SAC but is not satisfactory.	Teacher may consult the relevant Key Learning Area Leader or the VCE Coordinator for advice.	<ul style="list-style-type: none"> • Student does further work at the teacher's discretion to obtain an 'S', within a specified time frame and with a due date given. • The original work is graded as per VCAA criteria. 	Class Teacher
A School-assessed Task (SAT) is not submitted on the due date.	Student contacts the class teacher ASAP. Medical certificate supplied and/or Supported Personal Circumstances endorsed.	<ul style="list-style-type: none"> • The SAT will be accepted and marked without penalty (unless VCAA deadlines preclude this). 	Year 12 Coordinator and/or VCE Coordinator
	Contact is not made and/or no medical or personal circumstances.	<ul style="list-style-type: none"> • The student will need to make an application to the VCE Coordinator for the work to be submitted for assessment. • It is likely the work will receive a 'O', although it may be accepted for Satisfactory Completion. 	VCE Coordinator
	SAT lost / stolen / damaged	<ul style="list-style-type: none"> • written statement of the circumstances signed and dated by student and teacher • school completes lost, stolen or damaged School-assessed Tasks and Externally-assessed Tasks form, • estimated score entered on VASS. 	VCE Coordinator acting on advice from the teacher

SECTION D: SATISFACTORY COMPLETION OF THE VCE VM

The VCE Vocational Major is designed to develop and extend pathways for young people. On completion of the VCE VM, students will be able to make informed choices about employment or educational pathways. The program connects school-based learning to work and industry experience and active participation in the community.

VCE VM assessments are school-based and assessed through a range of learning activities and tasks.

There are no external assessments of VCE VM Unit 3/4 sequences and students enrolled in VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

VCE VM studies do not contribute to the ATAR.

Requirements for Satisfactory Completion

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

- three VCE VM Literacy or VCE English units (including a Unit 3/4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units
- a minimum of three additional Unit 3/4 sequences, which can include other VCE or VCE VET studies
- a minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of 'Vocational Major' on their VCE certificate.

If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

SECTION E: VET IN SCHOOLS

Students at Bass Coast College have the opportunity to take VET (Vocational Education and Training) subjects during their senior years. These subjects are in addition to school-based VCE and VCE VM subjects and allow students to complete certificate level qualifications through a range of different Registered Training Organisations (RTOs).

External VET subjects are completed on Wednesdays or Fridays and students travel from the College to Leongatha or Korumburra to attend classes at places such as TAFE Gippsland and AGA.

VET subjects contribute towards successful completion of the VCE VM and towards the VCE, either as a unit credit or as a scored subject.

School-based Apprenticeships and Traineeships

In School-based Apprenticeships and Traineeships, students undertake a vocational training program within a part-time employment arrangement.

Each student is required to enter into a formal training contract.

The School-based Apprenticeship or Traineeship comprises:

- enrolment in the VCE or VCE VM
- enrolment with a Registered Training Organisation (RTO) in a structured vocational program that leads to a vocational training qualification
- part-time, paid work under an industrial agreement that recognises School-based Apprenticeships and Traineeships
- at least one timetabled day spent on the job or in training during the normal school week
- at least seven hours of employment and six hours of training undertaken per week.

A student may only undertake a School-based Apprenticeship or Traineeship if the following conditions are met:

- the student is 15 years of age or over
- the student is an Australian citizen or a permanent resident
- the student is in relevant employment
- the principal, or principal's delegate, has signed the training plan and the student is enrolled in a nationally recognised qualification that can be undertaken as a School-based Apprenticeship or Traineeship.

SECTION F: AUTHENTICATION POLICY AND PROCEDURES

Students must submit for assessment only work that is their own. All assistance that is received by the student in producing the work must be acknowledged and obvious to the teacher and assessor.

Strategies for avoiding authentication problems

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

- Teachers should ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They 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 the student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research.
- Copies of each student's written work should be filed at given stages in their development.
- Assessment tasks should not be recycled unless modifications are made to ensure that students are unable to use other students' work from a previous academic year.
- Where commercially produced tasks are being used for school-based assessment it is the responsibility of the school to ensure the tasks meet the requirements of the study design and that modifications are made for authentication purposes.
- If there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record keeping, as cross-marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables earlier identification of possible authentication problems and the implementation of appropriate action.
- Students should acknowledge tutors, if they have them, and to discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

Identifying authentication problems

Teachers must satisfy themselves about the authenticity of any student work that:

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

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student's own.

The student must provide evidence that the work submitted is their own and was completed in accordance with the VCAA's requirements.

SECTION G: BREACH OF VCAA RULES

Principals are responsible for the administration of VCAA rules and instructions in their schools.

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately should report the incident to the Year 12 Coordinator, who will consult with the Assistant Principal and a preliminary investigation will occur. If this investigation supports the allegations, the investigating person should interview the student and allow them to respond to the allegations. Where this interview suggests that there is substance to the allegations, the matter should be referred to a hearing.

If the alleged breach raises questions about whether the student's work is genuinely their own, the student's work should not be accepted for assessment pending investigation. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Students should be asked to provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements.

Students should be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of other work
- complete, under supervision, a supplementary assessment task related to the original task
- attend a hearing or complete a test to demonstrate understanding of the work
- If this stage of the investigation shows there is continuing doubt about the full authentication of the student's work, the matter should proceed to a hearing.

Hearings

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

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

The student will be given at least 24 hours' notice in writing of the hearing, clearly stating the allegations against the student, the purpose of the hearing, the date, time, place and expected length of the hearing, the composition of the panel, advice that a parent or carer may accompany the student to the hearing in a support role (though not as an advocate), the name of the person with whom the student may clarify procedures, and, if applicable, advise that the student look at the copy of their work prior to the hearing and an instruction to take their copy of the work to the hearing. (The school should still be in possession of the original work.)

The hearing should be conducted in an environment in which the student feels comfortable.

During the hearing the panel must:

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

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

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

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

The school will keep appropriate documentation regarding the breach of rules.

Student appeals against school decision about breaches of VCAA rules

The school's policy and procedures about breaches of VCAA examination rules or School-based Assessment authentication rules should include information about the student's statutory right of appeal against the school's decision.

The right of appeal does not apply to other decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the Chief Executive Officer of the VCAA must nominate an employee of the Secretary to interview the parties and attempt to resolve the matter.

Notice of School Decision Following Interviews

Not later than seven days after the interview conducted by the VCAA, the school must, by notice in writing, advise the student and the VCAA that, in relation to the student, one of the following decision has been made by the school

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

Student Appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

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

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

Appeal Hearing

If a student elects to proceed with an appeal, the Chief Executive Officer of the VCAA must refer the appeal to a Review Committee for hearing and determination. An appeal of this nature is conducted as a re-hearing (that is, hearing the evidence from both the student and the school, from the beginning, and the Review Committee makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation/s against the student).

If the Review Committee is satisfied on the balance of probabilities that the student has breached the VCAA rules relating to School-based Assessment, it may do one of the following:

- reprimand the student
- if practicable, permit the student to resubmit the schoolwork required for either of the following:
 - assessment in the study or the course
 - satisfactory completion of the study on the course
- refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
- amend the student's School-based Assessment results.

Student Breach of VCAA Examination Rules

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

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

For more detailed information, see the VCE Administrative Handbook.

SECTION H: ATTENDANCE POLICY

Attendance Requirements

Students at Bass Coast College are required to attend all timetabled classes so that learning and teaching opportunities can be maximised. The necessity for regular attendance is also for legal requirements and essential for authentication purposes and maintaining regular progress in all units.

All students undertaking Units 1 & 2 and Units 3 & 4 studies must demonstrate a minimum of 90% attendance in each of their subjects in order to receive 'Satisfactory' for their outcomes, unless they have medical certification or Special Provision. Should a student's attendance fall below 90% the College may assign N for one or more outcomes and thus the unit. Teachers should notify the Year12 Coordination Team if they are concerned about a student's attendance.

Reasons for absences fall into two groups, Approved and Unapproved. For each unit, no more than 10% of classes can be missed for unapproved reasons (see below). Parent permission for an absence may explain an absence but does not necessarily make it an 'approved' absence.

APPROVED	UNAPPROVED
<ul style="list-style-type: none"> • College sanctioned event (inc. sport) • Illness – <i>medical certificate</i> • Funeral – <i>funeral notice</i> • Job Interview – <i>letter from employer</i> • Medical / Dental appointment – <i>certificate of attendance</i> • Counselling Appointment – <i>attendance note</i> • Court appointments – <i>letter from court</i> • License testing - <i>receipt</i> • Elite sporting representation – <i>proof of representation</i> • External VET attendance • Year 12 Examinations 	<ul style="list-style-type: none"> • Driving lessons • Holidays • Personal issues (without further explanation) • "Family commitments" • Catching up on SACs / SATs / work from other subjects • Part time work commitments • Sleeping in, missing bus, car issues • Supporting upset friends • Timetable mix-ups • Deb hair – trials, "Mad Mondays" • Parent ringing to approve

Students are required to indicate to their teachers any upcoming known absences. Students are expected to make up work that has been missed due to these events.

On resumption of study following an absence, explanation should be provided by the student's family or guardian, together with other relevant documents (see above). If a SAC has been missed, the application for special consideration (Rescheduled SAC – Appendix 1) should be submitted.

It may be possible for students to redeem unapproved absences by attending lunchtime or after school classes.

Late Arrival/Early Leaving

All students are required to be at the College at the commencement of the day, whether or not they have timetable classes.

- Year 11 students are required to stay at school for the whole day.
- Year 12 students are able to leave the school grounds during recess and lunch breaks

Students will not be able to leave school during study units. Library or other break-out spaces should be used for private or group study.

SECTION I: SPECIAL PROVISION

Special Provision is available to students completing VCE for both School-based Assessment and VCE examinations.

Special Provision is a formal process that is applied when students are impacted by a chronic illness or condition. In such cases students may require Special Examination Arrangements (SEA's) to enable them to access questions and communicate their responses in an external assessment.

The SEA is designed to allow students who are experiencing significant hardship to demonstrate both what they know and what they can do. These provisions are not allowances. The objective is, as far as possible, to remove the barriers to a student demonstrating his or her capabilities in a particular study.

Schools are responsible for submitting and application for an SEA on behalf of the student. Each student's case will be evaluated individually and provisions will be set in place early in the year.

Special Provision is designed to assist those students who, under normal circumstances, are able to cope with the standard of achievement required for the VCE as specified in the Study Designs.

The guiding principles which must be satisfied in all forms of Special Provision are:

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

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

Guidelines for Special Provision

There are three main ways we implement Special Provision at Bass Coast College:

1. School level strategies approved by the Assistant Principal; not reported to VCAA but documented and used by all staff.
2. VCAA provisions including special examination and GAT arrangements, interrupted studies, compassionate late withdrawal and GAT exemption. These provisions are adjudicated by VCAA on the basis of an application by the VCE Coordinator.
3. Derived examination score – calculated by VCAA and used as the student's examination result where the student has met the eligibility requirements of the provision.

Eligibility for Special Provision

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

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

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

Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship that may result in prolonged absence.

Examples include: illness (physical or psychological), depression, death in the family, family breakdown, other severe circumstances, disability or impairment.

Applying for Special Provision

Any application must be supported by evidence such as medical certification, psychological assessment or reports, or a report from a relevant professional. Telephone calls to parents can also be used as verification when another form of verification is not feasible. Notes of conversations, certificates, etc must be recorded in the student's file.

Students must apply to the VCE Coordinator (Appendix 4) who will keep records of the application and file the documentation.

The VCE Coordinator will decide each case on its merits and report the decision to the student, the teachers concerned, and (if appropriate) parents.

- The VCE Coordinator will document the Special Provision using the following descriptions:
 - Type of impairment: physical and/or environmental
 - Degree of impairment: mild/moderate/severe

The VCE Coordinator should nominate the dates for which the Special Provision status will apply. It is the responsibility of the Assistant Principal to notify all subject teachers.

This information is confidential and it is the responsibility of the subject teacher to implement the Special Provision details as prescribed by the VCE Coordinator.

The VCE Coordinator will keep records of Special Provision cases.

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

- rescheduling an assessment task
- allowing the student extra time to complete the task
- setting a substitute task of the same type
- replacing a task with a task of a different kind
- using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- using technology, aides or other special arrangements to undertake assessment tasks
- deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).

The decision made by the school needs to reflect the best interest of the student and should be based on the available medical or other professional advice.

Special Examination Arrangements (SEAs)

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination. Applications for Special Examination Arrangements are considered by the VCAA and schools are unable to permit any student to receive Special Examination Arrangements without prior approval from the VCAA.

The VCAA considers each application for Special Examination Arrangements on the basis of independent medical and/or educational assessments and recommendations provided with the application and on the VCAA's own assessment. The fact that a student has a disability/illness does not automatically entitle them to Special Examination Arrangements. The prime consideration is the impact of that disability/illness on the student's capacity to undertake their examination/s and, if necessary, what reasonable adjustments can be made to enable the student to complete their examination/s on the same basis as students who do not have a disability/illness.

The VCAA will consider the history of school-based Special Provision and arrangements for each student. The VCAA examines all the evidence presented by each school in respect for each student. In some cases, this will mean that the student is provided with different Special Examination Arrangements from the arrangements the school was providing for School-based Assessment.

Eligibility for SEAs

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

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- learning disability
- severe language disorder

All applications must be supported by recent medical or other specialist reports. Details of the evidential requirements for each of the categories are listed in the current application form.

Types of SEAs

Special Examination Arrangements may take the form of:

- extra reading time
- extra writing time
- rest breaks
- alternative format examinations (eg. Braille or enlarged print)
- permission to use technological aids such as a computer
- a reader and/or a scribe
- a clarifier
- an alternative examination venue, such as a separate room or a hospital.

Emergency SEAs

Schools must submit an emergency application if a student experiences a sudden illness, accident or personal trauma immediately before or during the assessment period.

Medical evidence for emergency applications must contain:

- a diagnosis
- the date of diagnosis
- the date of onset
- an outline of symptoms and treatment
- comments on the likely effect of the illness or condition on the student's capacity to complete VCE examinations
- Observed school-based evidence from teachers stating impact of student condition on ability to complete assessment tasks and how school-based provisions have addressed these impacts
- any medical recommendations for particular Special Examination Arrangements.

For situations that arise just prior to an assessment period, schools should use the 'Emergency Special Examination Arrangements Application' form. This form is available two weeks prior to the commencement of each assessment period for the GAT and VCE examinations.

If a student is ill on the day of, or during, an examination, the school should contact VCAA Special Provision staff to request and seek approval for immediate Emergency Special Examination Arrangements. Follow-up medical documentation must still be provided.

If a student's application for Special Provision for classroom learning and School-based Assessment is rejected, either in full or in part, the student should be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision.

Derived Examination Score (DES)

Students who are ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study 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 examination 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.

Students who experience the onset of an illness or the occurrence of an injury or personal trauma around the assessment period should discuss, with the VCE Coordinator, a school application for Emergency Special Examination Arrangements, which may assist them to sit their examinations.

A DES is not intended to be used to compensate for learning or achievement that has not been possible because of a long-term illness or other ongoing conditions that have been present over the year. If an illness or personal circumstance has been so severe that a student has not been coping with the demands of the VCE, Compassionate Late Withdrawal or Interrupted Studies status should be considered.

A DES is not available for the GAT.

Eligibility for a DES

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

- They 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.
- They experience the onset of an illness or the occurrence of an injury or personal trauma in the period before or during a performance, oral or written examination, or they experience a serious intervening event that has affected their performance in the examination or has prevented them from attending the examination.
- They provide independent professional written evidence that demonstrates the illness, injury, personal trauma or serious intervening event has affected their performance in the examination or has prevented them from attending the examination.
 - A 'personal trauma' may include, but is not limited to, the death or serious illness or an accident involving a family member, or family break-up.
 - A 'serious intervening event' may include, but is not limited to, an accident on the way to or at an examination, attendance at a funeral of a family member of other person of close relationship, or the required attendance at a court proceeding.

Students cannot submit an application on the basis of:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- long-term or chronic condition or illness
- matters that could have been avoided by the student, for example, misreading the examination timetable or instructions, or matters related to school discipline
- matters of the student's own choosing, such as involvement in social events, sporting or training activities, school events or volunteer work.

Evidence will be required for a DES application. If a student is ill in the lead up to or on the day of an examination, even if they are able to attend the examination, or if other personal circumstances affect their capacity to perform in the examination, they should contact the VCE Coordinator immediately.

Information will be handled sensitively and confidentially.



Application for special consideration

RESCHEDULED SACs / SATs

FORM 1

MUST BE COMPLETED BY ALL STUDENTS APPLYING

Student Name: _____

Teacher Name: _____ Subject: _____

STEP 1: RE-SCHEDULE SAC WITH YOUR TEACHER AND COMPLETE IT.

Original Date: _____

Re-scheduled date: _____

Teacher's Signature: _____

Student's Signature: _____

STEP 2: APPLY FOR SPECIAL CONSIDERATION BY ATTACHING RELEVANT DOCUMENTATION.

please tick below

Medical Certificate

or

Significant Personal Circumstances (COMPLETE FORM 2 ON BACK OF THIS PAGE)

STEP 3: SUBMIT TO VCE COORDINATOR FOR CONSIDERATION.

(Decisions will be made in consultation with subject teacher)

OFFICE USE ONLY

Approved / Scored

or

Not Approved / S or N only - Reason: _____

FORM 2

ONLY COMPETED IF NO MEDICAL CERTIFICATE

Personal Circumstances Explanation

Please outline the circumstances which prevented you from completing the SAC on the scheduled date:

Student's signature: _____ Date: _____

Statement of support:

Support Person's signature: _____ Date: _____

This information may be shared between the VCE Coordinator and subject teacher unless otherwise requested.



VCE – Unscored Pathway

Units 1 & 2 (Year 11)

There is no unscored at Unit 1 and 2.

Unit 1/2 students must complete all teaching and learning tasks as prescribed by their teachers - this includes all forms of assessment (class tasks, topic tests, SACS or assessment tasks, exams etc).

All final results are recorded as S or N.

Unscored option Unit 3 & 4 (Year 12)

VCE Unit 3 and 4 can enable satisfactory completion of units without providing a Study Score (two graded assessment scores are required to achieve a study score). This is a major decision and must include completing a pathway plan with the Careers Coordinator.

Points of clarification:

- A student who selects unscored for English will not receive an ATAR score even if four other sequences are completed.
- A student who completes less than four scored sequences including English will not receive an ATAR but will receive a study score for scored subjects and an S or N for unscored subjects.
- The "Unscored VE Unit 3 & 4 Sequence" form and declaration must be completed.

Reasons for undertaking a subject non- scored may include:

- A student not needing a study score with a pathway that does not require an ATAR.
- A student who can successfully complete all tasks in a subject, but who is likely to receive a study score that will negatively impact on their wellbeing.
- Students who have a clinical condition that cannot be accommodated by special provision in the understanding that they will not follow a standard pathway as they will not receive an ATAR.

To reiterate: Completing a VCE subject 'unscored' still requires a student to demonstrate their achievement at a unit 3 & 4 standard in the outcomes specified in the study design, however they are not required to complete any external examinations that solely contribute to the study score. Students will be required to undertake all necessary school-based assessments to demonstrate meeting the outcomes.

Regardless of the pathway selected, all VCE students have obligations that they must commit to so they can achieve their personal best and contribute positively to the learning environment in their classes.

90% attendance is still a requirement.



UNSCORED VCE UNIT 3 & 4 SEQUENCE

Student Name: _____ Student VCAA No: _____

I understand that making the decision to complete a unit without a study score has implications both in relation to receiving an ATAR or not and in the range of courses available in my post Graduate year.

I have completed a pathway plan meeting with the Careers Coordinator

Careers Coordinator Signature: _____ Date: _____

I intend to study the following subjects (including VET subjects) unscored:

SUBJECT	TEACHER	TEACHERS SIGNATURE

I commit to;

- undertaking all necessary school-based assessments to demonstrate meeting subject outcomes.
- achieving my personal best and contributing positively to the learning environment in all classes.
- attendance requirements for satisfactory unit completion.

Student Signature: _____ Date: _____

Parent Signature _____ Date: _____

Please forward this document m to the Yr12 Coordination Team for approval.

OFFICE USE ONLY:

Approved / Not Approved

Signed:

Entered on VASS:

APPENDIX 3

Subject selection: important information on the English group

What is 'The English Group'?

The English group comprises:

- Foundation English
- English*
- English as an Additional Language†
- English Language
- Literature*

VCE requirements:

To achieve a VCE, students must successfully complete three units from the English group (see above), two of which must be a Unit 3 and 4 sequence.‡

Tertiary prerequisites:

Most universities require:

- an English study score of at least 25, **OR**
- an EAL study score of at least 30

IMPORTANT: This English study score can be from English, Language OR Literature (*i.e. students do not need to complete standard English to meet university requirements if they undertake another subject from the English group*)

BCC requirements:

At Year 10:

- ALL students need to undertake standard English
- Students may elect to undertake Literature as an elective

At VCE:

- Students are able to undertake Literature as their sole English
- Students *can* be encouraged to do both Literature and standard, but this is not necessary

Counselling message to students (Literature):

- Literature is NOT literacy / remedial English. It is text-heavy and requires a higher level of literacy.
- Parents often assume completing more subjects from the English group will help their struggling child. Completing Literature alongside English does not have educational benefits for students without the literacy levels required to access the course.
- Students generally score approximately 4-5 study score points lower than they would in English (this information is gained by comparing the results of students who complete both subjects).
- Students choose Literature for a variety of reasons and should NOT be discouraged from doing so – it is an excellent subject with important educational value.
 - Reasons include: the desire to be in a more academically-focused class, interest in the content and types of assessment (which vary from standard English), a love of reading / interest in literature, etc.

If any course counsellor would like further clarification or advice to assist them in counselling students into the appropriate course/s, please contact the English office and ask for PRO or another available English teacher.

* Offered at BCC

† Units 1-2 offered at BCC, Units 3-4 offered at VSV

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



VCE SPECIAL PROVISION (SPECIAL EXAM ARRANGEMENTS - SEAs) Application Request

Student Name: _____ Student VCAA No: _____

VCE Units involved:

SUBJECT	TEACHER

Have you previously been approved for any **Yr12** Special Exam Arrangements?

Yes	No
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Please list any Special Provisions you have been granted for assessment in previous years?

Please outline the basis for your application for Special Provision including any specific arrangements you are applying for.

List any documented evidence (practitioner report etc.) you have to support this application.

Parent Signature: _____ Date: _____

Application should be forwarded directly to the VCE Coordinator

VCE SPECIAL PROVISION (SPECIAL EXAM ARRANGEMENTS - SEAs)

Students may be eligible for Special Provision for classroom learning, School-based Assessment and examinations if their ability to demonstrate achievement is adversely affected by:

- **an acute or chronic illness**
- **a long-term impairment or disability**
- **specific learning disorder**

SEAs are only officially required for the administration of Unit 3 & 4 (or “Yr12”) written examinations. Students can apply for considerations to assist them in the exams – essentially modified conditions. These are then provided during the formal exam setting.

The SEAs a student is eligible for will depend on professional, educational and academic assessments, along with school-based evidence. Each application is considered by the VCAA on a case-by-case basis. More info (including specific disability / illness categories) can be found on the VCAA website.

The online process for an application is prescriptive and based on the individual student’s circumstances and the SEAs being applied for. Examples of evidence include;

- Clinical diagnosis including appropriate diagnostic assessment results
- A record of the History of condition(s)
- Recent Cognitive Assessment
- PAT-R Comprehension Testing
- VCAA Administered Essay Tests

Also, **disability and/or illness does not automatically entitle a student to SEAs.**

The prime consideration is the impact of a disability and/or illness on the student’s capacity to undertake their VCE external assessments and, if necessary, what reasonable adjustments can be made to enable the student to complete VCE external assessments on the same basis as students without a disability and/or illness.

The VCAA also considers school based evidence as fundamental in its determination of a successful SEA application. This requires schools to provide evidence that interventions and appropriate provisions in the years preceding VCE have enabled the student to complete VCE external assessments on the same basis as students without a disability and/or illness.

Without prior school-based evidence, the VCAA regards special provision commencing in Year 12 as difficult to justify.

Special provision for students in the school setting (SACs, SATs) is the school’s responsibility. BCC can administer special provision conditions based on our own observations and assessment of the individual student’s circumstances. The VCAA recommends that schools approve arrangements for classroom learning and School-based Assessments that are consistent with the Special Examination Arrangements likely to be approved by the VCAA.