VCE Handbook

2026

Beaconhills College

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VCE HANDBOOK
2026

The purpose of this handbook is to outline the policies and procedures through which the Victorian Certificate of Education (VCE) is administered at Beaconhills College. It is intended to be compliant with all statutory regulations prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

Should any member of the Beaconhills College community (students, families or staff) have any questions with regard to this handbook, please contact the Education Co-ordinator at their campus.

VICTORIAN CERTIFICATE OF EDUCATION
OVERVIEW

The following information is a summary of the structure of the VCE. It is not intended to be a complete description of all aspects. Further information can be found at VCAA How VCE works

Should the description below not answer a specific question, concerns should be directed to the Education Co-ordinator at a student's respective campus.

Students at Beaconhills College study the VCE as their only educational pathway in years 11 and 12. Beaconhills College does not offer Vocational Major (VM) subjects as part of its VCE Program.

VCE UNIT STRUCTURE OVERVIEW

- Each VCE unit is numbered 1, 2, 3 or 4.
- Each unit is one semester in length.
- Units 1 and 2, generally taken in Year 11, may be done separately or as a sequence.
- Units 3 and 4, all studies must be taken as a sequence.

REQUIREMENTS OF THE VCE

To achieve the VCE, a student must satisfactorily complete a total of no fewer than 16 units.

Satisfactorily completed units must include:
- three units from the English group **, including at least one Unit 3 and 4 sequence
  and
- three sequences of Units 3 and 4 studies, including VCE VET Unit 3 and 4 sequences.

**English units may be selected from Foundation English Units 1 to 2, English Units 1 to 4, English (EAL) Units 3 and 4 (Pakenham Campus only), English Language Units 1 to 4, and Literature Units 1 to 4.

Please note that VTAC advises that for the calculation of a student's Australian Tertiary Entrance Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is also required.

VICTORIAN CERTIFICATE OF EDUCATION
OVERVIEW (CONTINUED)

OTHER COURSES OF STUDY WITHIN THE VCE

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES
Vocational Education and Training (VET) courses may be taken as part of the VCE Program. These are usually taken as one subject within the Year 10, Year 11 or Year 12 programs and can contribute to a student's ATAR if they complete the scored assessment. These courses may be classified as dual recognition, meaning they are equivalent to VCE units.

HIGHER EDUCATION STUDIES IN THE VCE
The Higher Education studies in the VCE Program is offered by higher education institutions and is designed for independent and high-achieving VCE students. Two types of study, Extension and Advanced Standing, are offered through this program. A Higher Education study may contribute towards satisfactory completion for the award of the VCE as an unscored Units 3 and 4 sequence. VTAC has advised that a Higher Education Study can contribute to a student's ATAR as a fifth or sixth study via an increment.

AUSTRALIAN TERTIARY ADMISSION RANK
ATAR

To receive an ATAR, students must achieve study scores for four Units 3 and 4 sequences and satisfactorily complete both Unit 3 and 4 of an English subject.

Note that if a student achieves more than one NA for an assessment task in any study, then no score can be calculated, and that study will not contribute to a student's ATAR.

VTAC (Victorian Tertiary Admissions Centre) uses the study scores for each student to compare performance. Each student is then ranked in 0.05 increments up to a maximum of 99.95. Each subject is then scaled to ensure comparability between studies.

The ATAR comprises the scores for English and the best three subjects (together known as the 'Primary Four'), then 10 per cent of any fifth and sixth study where relevant will be added.

Further information on the ATAR can be found online at The ATAR and scaling

MODIFIED VCE PROGRAMS AND SCHOOL-ASSESSED STUDIES

In studying the VCE at Beaconhills College, students undertake six (6) subjects in Year 11 and five (5) subjects in Year 12. Students by default are scored, meaning that the student is being assessed and graded. The process for this is detailed later in this handbook.

In some cases, a student may wish to modify the content of their course or become a School Assessed student. This process is outlined below.

VCE PROGRAM APPLICATION FOR MODIFICATION FORM

Students who wish to make modifications to the standard VCE Program must complete the Application for VCE Modification Form and return it to the Head of Teaching and Learning (Years 9 -12) after discussion with the Careers Coordinator and Head of Section.

Modifications may include a reduced subject allotment, becoming a School Assessed student, or completing the VCE over three years.

MODIFICATION 1: REDUCING A SUBJECT ALLOTMENT

Students are able to reduce their number of subjects if they meet any of the following criteria:

- having studied two Units 3 & 4 subjects in Year 11
- living with an ongoing illness or condition (mental or physical) that inhibits their ability to manage a full program
- currently experiencing environmental conditions that make a full program challenging
- having demonstrated, over an extended period of time, an inability to cope with a full academic program.

Decisions as to whether a student can reduce their subject allotment are at the discretion of the campus principal in consultation with the Senior School leadership team.

MODIFICATION 2: SCHOOL-ASSESSED VCE PROGRAM

For students not intending to pursue a career pathway that requires an ATAR, this alternative could be worth consideration. In this instance the student is required to demonstrate the achievement of the outcomes as outlined in the VCE Study Designs. School-assessed students will not need to complete some external assessments, although the GAT is compulsory for all students.

The following criteria are used by the school in considering the suitability of a student for a School Assessed program:

- 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.
- a student who has a clinical condition that cannot be accommodated by a special provision
- a student who has a diagnosed disability that cannot be accommodated by a special provision

MODIFIED VCE PROGRAMS AND SCHOOL-ASSESSED STUDIES (CONTINUED)

Other criteria may be valid and will require the approval of Head of Teaching and Learning 9-12 and Head of Senior School.

For students who are school-assessed, each piece of assessment will be marked as satisfactory and not satisfactory only. No marks will be awarded, and no grades will be entered into the VCAA system. It is important to understand that a study score will not be generated for each subject, and consequently no ATAR will be calculated. However, a Victorian Certificate of Education (VCE) will be awarded at the end of the year, provided the student has met the requirements of the certificate. Students will be required to meet the unit count and other requirements of the VCE (outlined above), as per a scored student. Students must also maintain an 80 per cent attendance rate in their classes.

It is important to note that school-based assessment will be used to determine the satisfactory completion of a unit. However, for school-assessed students there are a number of ways in which they could demonstrate an understanding of the outcomes, such as a folio of works, written test, open book assessments, performances, interviews and oral presentations. The number of assessments and the format of those assessments may look different to a traditional VCE pathway but must be at the equivalent standard to a VCE student. The 'S' needs to be valid and credible so there is parity between an unscored student achieving an 'S' and a VCE student. In order to be valid and credible, students will be completing the equivalent assessments and learning of the same curriculum from the subject's relevant Study Design. The Study Design cannot be modified, amended or adjusted in the delivery of the curriculum or assessment, for example to reduce the study. In cases where it is likely that a student is unable to successfully achieve a VCE, whether scored or school-assessed, it may be more appropriate for the student to undertake a parallel, individualised teaching and learning program rather than enrol in VCE.

MODIFICATION 3: COMPLETING THE VCE OVER THREE YEARS

The VCE is an open-ended qualification, meaning that a student may complete the VCE over more than the standard two years. Where adding a year is appropriate, this can be requested via the VCE Modification form. A three-year VCE is typically only used in cases of significant health concerns or special provision circumstances where a student is unable to complete the requisite number of units in the typical time period.

ASSESSMENT PRINCIPLES OF VCE STUDIES

There are two levels of assessment undertaken in the VCE:

- the satisfactory completion of units of study, used to attain the Victorian Certificate of Education
- scored assessment, used to determine a Study Score.

Satisfactory completion of units of study is separate to the assessment of levels of achievement via scored assessment. Students who undertake a school- assessed program are not required to undertake scored assessment.

SATISFACTORY COMPLETION OF UNITS OF STUDY

Each unit of study in the VCE will be made up of Learning Outcomes. In order to achieve an S (Satisfactory) for an Outcome, a student must:

- produce work that demonstrates achievement of the outcome
- ensure that work submitted is clearly their own
- attend the required percentage (80%) of classes
- adhere to College and VCAA rules.

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 tasks related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for all outcomes of the unit.

Meeting these outcomes can be determined through student work in the following areas; a folio of works, written tests, classwork, practical activities, open book assessments, performances, interviews and oral presentations.

SCORED ASSESSMENT

Scored assessment is used within the VCE to determine each student's level of achievement in their units of study. School-based scored assessment can include School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs).

Formal SACs are used to rank student academic performance and not as sole evidence of a student meeting an outcome. Work completed for a SAC can, however contribute to the evidence from which a teacher judgment about satisfactory completion is made.

ASSESSMENT PRINCIPLES OF VCE STUDIES (CONTINUED)

SUBMISSION OF SCORED ASSESSMENT

Most SAC assessments will take place in class time and/or under test conditions. In these settings, students are required to follow the VCAA and College rules of assessment and submit tasks as required.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise
- not cheat
- acknowledge all resources used, including:
  - texts, websites and other source material
  - the name and status of any person or source who provided assistance, and the type of assistance provided
- not receive undue assistance from another person, including their teacher, or source in the preparation and submission on work
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

In the case of a SAC being submitted in non-test conditions, it is the student's responsibility to ensure that pieces for assessment are submitted in a timely manner. Failure to submit the work by the stated deadline will result in zero being recorded for that piece of assessment.

Students and teachers are required to attest that all unacknowledged work is genuinely the work of the student (refer to Authentication section for further details).

LOST OR DAMAGED WORK

Before submitting coursework the student must, where possible, copy the work and retain a copy at least until the teacher has assessed and returned the original material. This procedure does not apply to work lost or damaged due to computer misuse or malfunction.

SAC SUBMISSION DATES

A SAC Calendar will be produced at the beginning of each semester and circulated to students and families, containing dates for all School-Assessed Coursework.

ASSESSMENT PRINCIPLES OF VCE STUDIES (CONTINUED)

SCHOOL-ASSESSED TASKS (SATs)

SATs are assessment tasks, which are undertaken by some students taking Units 3 & 4 in the Visual Arts and Technology areas. They are designed to assess different aspects of student performance in Units 3 and 4. Each SAT will be graded on a scale of A+ to E. If the quality of a student's work is insufficient to sustain an E grade, the grade of UG (ungraded) will be awarded. Failure to submit work will be indicated by NA (not assessed).

SAT SUBMISSION

SATs must be submitted to your teacher during that subject's timetabled lesson on the specified day. Students must sign a *Declaration of Authenticity* when they submit their SAT. Failure to submit a SAT by the stated deadline will result in a zero being recorded for that particular SAT. The SAT can still be submitted in order to gain an S for the outcome. If the SAT is not submitted, then an 'NA' will be recorded for the SAT.

Students must ensure that their student number appears clearly on every page of the SAT. The student's name must NOT appear on any page, including the title page.

AUTHENTICATION

It is the student's responsibility to ensure that their teacher regularly sights the development of their work and that both sign the authentication record on a regular basis.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, a student's draft or production or folio
- providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design brief.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It will be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.

LOST OR DAMAGED WORK

Work lost or damaged due to computer misuse or malfunction does not constitute grounds for an extension.

ASSESSMENT PRINCIPLES OF VCE STUDIES (CONTINUED)

SAT EXTENSIONS OF TIME

Students should work consistently and steadily on specified tasks throughout the semester.

In exceptional circumstances, students may wish to apply for an extension of time. Work lost due to computer misuse or malfunction is NOT an acceptable reason for granting an extension of time. The onus is on the student to ensure that copies of assessment are kept and stored.

Students may request an extension (in writing) from their subject teacher. The written request must show the following:

- student's name and date of request
- relevant unit of study
- relevant coursework, assessment task or SAT
- set submission date
- specific details of the reasons leading to the request for an extension of time
- teacher comments.

This extension should be requested well before the due date of the assessment task.

The student and subject teacher will then negotiate an appropriate length of time for the extension. Subject teachers have the capacity to grant an extension of time up to seven days, and should inform the Head of Teaching and Learning 9-12 of the application and decision. If the student requires an extension of seven (7) or more days, then the student is required to apply to the Head of Teaching and Learning 9-12 for this extension.

Should the subject teacher or Head of Teaching and Learning 9-12 refuse to grant the student an extension of time or if agreement cannot be reached on the specific details of the agreement, a VCE Tribunal will be formed to consider the application for an extension of time.

Extensions of time will only be granted where circumstances have made the timely submission of work not possible. This may include illness or other authorised circumstances. Heavy assessment loads or a lack of organisation by the student will not be considered appropriate grounds for an extension of time.

ASSESSMENT PRINCIPLES OF VCE STUDIES (CONTINUED)

VCAA EXAMS

Exams for all Units 3 & 4 subjects occur at the conclusion of Unit 4. Exams take the form of performance and written tasks, depending on the nature of the subject. Performance exams are undertaken by students studying performing arts, Languages Other than English (LOTE) and Extended Investigation. All subjects (excluding Extended Investigation) include a written exam. These assessments are hosted by Beaconhills College but administered and staffed by the VCAA.

At the start of the year students who study the VCE are required to sign a declaration that they will abide by the rules of the VCAA, including those rules relevant to exams. Details of how exams are undertaken, what materials are permitted, and what rules are relevant to these assessments can be found at VCE Exams Navigator

Students are provided with an Exams Navigator and timetable before exams to ensure that they are aware of their requirements and schedule.

Students who study a Unit 3 & 4 subject are also required to undertake trial exams. These typically take place in the month before the start of VCAA exams. They may take place in the last week of the Term 3 holidays, and families should be aware of this requirement in planning holidays.

Students must ensure that their student number appears clearly on every page of the SAT. The student's name must NOT appear on any page, including the title page.

SCHOOL-ASSESSED TASKS AND COURSEWORK ASSESSMENT RULES

AUTHENTICATION

Work submitted for assessment must be authentically that of the student and completed under the rules that govern assessments. These rules will be made clear in the condition of each assessment, and students should be aware of these rules prior to the assessment session. These rules will govern the length of time for the assessment and the permitted materials.

Students should also ensure that the work they submit in assessments is their own. Students and teachers are required to attest that all unacknowledged work is authentically the work of the student.

When a student submits work purporting to be their own, but which in any way borrows ideas, organisation, wording or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Each of the following activities is plagiarism and therefore unacceptable:

- copying someone else's work in part or in whole and presenting it as their own
- using material directly from books, journals, or digital sources without reference to the source. This includes the use of content- generating software, including artificial intelligence programs
- building on the ideas of others without reference to the source
- handing in work to which another person such as a parent, tutor or subject expert has substantially contributed
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or copyright permission
- paying someone to write or prepare material.

AUTHENTICATION IN SATS

- For School-assessed Tasks, teachers must monitor and record in the *Authentication Record* each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher (refer to *Authentication Record Form SAT*).
- For coursework assessment done 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 a record kept.
- Copies of each student's written work should be filed at given stages in their development.

SCHOOL-ASSESSED TASKS AND COURSEWORK ASSESSMENT RULES (CONTINUED)

Teachers are required to record their monitoring of each student's development of work. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task at or about the time of submission of the work to verify that the work is genuinely that of the student. Work that is plagiarised will not be considered as part of the assessment. Students will be able to resubmit work to gain an S, however, no change of grade will take place. Students should acknowledge tutors, if they have them, and 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.

If there is more than one class of a particular study in the school, then appropriate internal moderation and/or cross-marking procedures will be applied to ensure consistency of assessments between teachers. This important process will delay the publishing of results online.

AUTHENTICATION FOR REMOTE LEARNING

In the event of being required to undertake assessment remotely, including formative assessment, students are required to complete a VCE student declaration and statement of authorship form, which attests that all unacknowledged work is genuinely the work of the student. Students must sign, date and submit the form in conjunction with their assessment task. A breach of the VCE student declaration is a breach of rules and procedures in the operation of the VCE. A VCE Tribunal may be convened by the Head of Teaching and Learning 9-12. Students may receive a zero for the submission of part or whole of the task and/or be required to resubmit the relevant section or a resubmission of the whole assessment task.

BREACH OF AUTHENTICATION OR VCE RULES

Where there is any breach of the rules and procedures in the operation of the VCE, a VCE Tribunal will be convened by the Head of Teaching and Learning 9-12. This tribunal will consist of the Head of Teaching and Learning and some or all of the following:

- Campus Principal
- Head of Senior School
- Deputy Head of Senior School
- Head of House
- Education Co-ordinator
- Careers Co-ordinator
- Subject teacher
- the student and their nominated representative (who may be a family member).

BREACH OF AUTHENTICATION OR VCE RULES (CONTINUED)

The tribunal is used for:
- authentication issues
- work not submitted
- not satisfying outcomes
- lack of attendance.

The S/N committee, which meets at the end of each semester, makes decisions about students achieving an N for a Unit of Study.

After the meeting or hearing, the school must write to the student to confirm:
- the findings of the decision-maker in relation to any allegation against the student (setting out each allegation, and whether the allegation was found proven or not proven)
- the reasons for the decision on each allegation, and the supporting evidence
- the penalty that will be imposed.

Section 2.5.21 of the *Education and Training Reform Act 2006* (VIC) ('the Act') provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to school-based assessments (including the authentication rules referred to earlier). This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA no 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 to the appeal and attempt to resolve the matter.

SCHOOL-ASSESSED TASKS AND COURSEWORK ASSESSMENT RULES (CONTINUED)

ABSENCE FROM ASSESSMENTS

For reasons of parity in assessment and to maintain the continuity of an educational program, VCE assessments should be undertaken by all students at the same time. Where this is not possible, students are required to undertake steps to ensure that they are not gaining an academic advantage via their absence.

UNITS 3 & 4 STUDIES

Students who are ill and unable to attend school to complete School-Assessed Coursework or Tasks must obtain a medical certificate and present this to the Head of Teaching and Learning 9-12 or Education Coordinator upon return to school and arrange an alternative time to sit the assessment.

Students who are absent for other reasons must contact the Head of Teaching 9-12 as soon as possible to discuss the absence. Failure to have the assessment absence authorised by the Head of Teaching and Learning 9-12 will result in the student being given zero for that task.

Students who have been granted Acknowledged Leave at the discretion of the Campus Principal are required to see the Head of Teaching of Learning 9-12 or Education Coordinator seven days before the start of their leave. Failure to do so may result in any missed assessment being given a score of zero for any missed assessments.

Teachers will forward a hard copy of the assessment task to the Education Coordinator when a student is absent.

Teachers will notify students (via email) when the assessment will take place. This will usually occur after school on a Wednesday night, starting at 3.30pm.

UNITS 1 & 2 STUDIES

Students who are ill and unable to attend school to complete School-Assessed Coursework or Assessment Tasks must obtain a medical certificate and present this to the Head of Teaching and Learning 9-12 or Education Coordinator.

Students who have been granted Acknowledged Leave at the discretion of the Campus Principal are required to see the Head of Teaching of Learning seven days before the start of their leave. Failure to do so may result in any missed assessment being given a score of zero.

Students should then make arrangements with their teacher to complete the task at a suitable time. This could occur after school on a Wednesday night starting at 3.30pm or at another suitable convenient time.

Failure to follow these procedures will result in the student being given a zero for that task.

ATTENDANCE

It is school policy that students attend all classes. A written explanation from a guardian and/or a doctor's certificate is required to explain any absence as part of College policy.

Students having study periods at the end of the day may be given permission to sign out to study at home after semester 1, subject to communication from the College. Students are required to be in tutor group each day regardless of timetabled study periods at the beginning of the day.

Students are not permitted to leave the school premises and then return for later classes.

Students should be encouraged to attend every lesson, complete as much work as possible and be actively engaged as it is difficult to duplicate the learning environment at other times.

Interaction and discussions are an important aspect of learning and will help all students reach their full potential.

In order to satisfy the attendance requirements of VCE, the College policy is that students must attend at least 80 per cent of classes, as all VCE units require 50 hours of class time. Attendance checks will be carried out periodically throughout the semester.

Where students have completed work, but there is a substantive breach of class attendance, the student may be awarded an N (not satisfactory), for that unit.

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 who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances, to demonstrate their capabilities.

Special Provision does not therefore allow for, or encourage, the development of alternative courses of study with standards of achievement that are different from those specified in VCE study designs. Schools may use a range of alternative arrangements for curriculum delivery, learning programs and assessment for students to enable them to achieve the standards required by the VCE study designs.

SPECIAL PROVISION

(CONTINUED)

ELIGIBILITY

A student is eligible for Special Provision if at any time while studying for the VCE, if they are significantly affected by illness (physical or mental), by any factors relating to personal environment, or by other serious cause.

These can include:

- severe health impairment (physical or mental)
- significant physical disability
- hearing impairment
- vision impairment
- learning disability
- severe language disorder.

SPECIAL PROVISIONS AND COURSEWORK/SCHOOL ASSESSMENT

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

- allowing the student to undertake the task at a later date
- allowing the student extra time to complete the task
- using technology, aides or other special arrangements to undertake assessment tasks
- deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

Special Provisions for school assessments should match those granted by the VCAA for examinations in order to develop the student's ability to use provisions and to prepare the student for examinations.

SPECIAL PROVISIONS AND EXAMINATIONS

Students who qualify for special provision may also have these assessment conditions applied to their VCAA examinations.
Special Examination Arrangements may take the form of:

- extra reading time in addition to the official reading time and/or
- extra time designated for the exam and/or
- normal time but with appropriate rest periods.

SPECIAL PROVISION

(CONTINUED)

SPECIAL PROVISIONS AND EXAMINATION (CONTINUED)

Students with specific illnesses or disabilities may be assisted by:

- permission to use special technological aids such as a typewriter or computer.
- use of a scribe, clarifier or reader. Any person who has been closely associated with the student as a teacher, scribe or integration aide during the student's VCE studies is not permitted to act as a scribe, clarifier or reader in an exam.
- using technology, aides or other special arrangements to undertake assessment tasks.

VCAA SPECIAL PROVISIONS APPLICATIONS

Students who wish to have special provisions applied to their exams should speak to the Education Coordinator or the Individual Programs Coordinator. Applications are submitted by the school on the behalf of the student. These applications are evidence-based.

Evidence to support a claim for Special Provision for a learning disability should take the form of:

- an educational history compiled from the results of diagnostic tests, and
- advice from other professionals who have had contact with the student in an educational setting.

Students who believe that they may be eligible for VCAA Special Examination Arrangements or School-based Provisions should speak to the Education Coordinator or the Individuals Programs Coordinator

DERIVED EXAMINATION SCORE (DES)

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the examination period has affected their performance in an examination or has prevented them from attending an examination.

This must be substantiated with evidence from an independent professional (for example, doctor, social worker, police officer or solicitor). Other evidence from the Chief Supervisor, appropriate school-based personnel and the Campus Principal must also be provided.

Students who wish to apply for a DES should contact their Education Coordinator as soon as possible. Applications must meet the VCAA timeline in and around examinations, so students must act quickly to meet these requirements. The date by which DES applications must be submitted for a study's examination will be listed on the student's personal examination timetable.

OTHER

COMPASSIONATE LATE WITHDRAWAL

Students may, under certain circumstances, be given approval for late withdrawal from Units 3 and 4.

INTERRUPTED STUDIES

Interrupted Studies status enables students to complete Units 3 and 4 and have a Study Score calculated over two calendar years. Students enrolled in Units 3 and 4, who go on a recognised overseas exchange program or who experience serious illness or other adverse personal circumstance during the course of the year, may apply for Interrupted Studies status and withdraw from Unit 4 of a sequence. Students may apply for Interrupted Studies status for their whole program of studies or only part of their program, for example, interrupting two studies of an enrolment of five studies.

REPEATING VCE STUDIES

There are no restrictions on students repeating units, but students may obtain credit once only for each unit. Students who repeat a unit are required to repeat the full unit, including outcomes specified for the unit as accredited in the year of repetition. In each of these circumstances, contact should be made with the relevant Education Coordinator to facilitate these applications.

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A SHINING LIGHT IN EDUCATION

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