

VCE Handbook

2023



Beaconhills
College

CONTENTS

VCE Handbook	page 2
Course information	page 4
Application for modification to VCE Program	page 4
School-Assessed VCE Program	page 4
Key dates	page 6
Overview of the Victorian Certificate of Education	page 11
Attendance	page 13
Procedures relating to absence from School Assessed Coursework/Tasks	page 14
Senior School Learning and Homework Policy	page 15
Assessment of VCE studies	page 17
Assessment guidelines for students	page 18
Authentication	page 20
School-Assessed Coursework (SACs)	page 22
School-Assessed Tasks (SATs)	page 23
Extension of time	page 24
Breach of rules, appeals	page 25
Promotion Policy	page 26
Units 1 and 2 exams	page 27
Units 3 and 4 exams	page 29
Exam rules (VCAA)	page 31
Materials and equipment for VCAA Units 3 and 4 exams	page 34
General Achievement Test (GAT)	page 35
Mathematics reference material	page 36
Australian Tertiary Admission Rank (ATAR)	page 38
Special Provision	page 39
Evidence required for special provision applications	page 44
Glossary	page 50

(Please note: a number of these policies come directly from the *VCE Administrative Handbook 2022* and have been adjusted to suit our own practices.)

VCE HANDBOOK 2023

The information in this handbook has been written primarily for the use by teachers, parents and VCE students at Beaconhills College. It provides information about the structure of the VCE, assessment, reporting and school policy as it relates to the VCE. There are also sections of the Administrative Handbook from the Victorian Curriculum and Assessment Authority that have been incorporated into this VCE Handbook.

Information about studies and other administrative procedures can be obtained from [VCAA](#)

If you have any queries then please contact the Head of Teaching and Learning (Years 9 -12).

Being

Beaconhills



COURSE INFORMATION

VCE students at Beaconhills will receive information from their teachers regarding each VCE unit of study they undertake. This information will generally be available on ClassNet or any other platforms as required, and will include:

- an overview of the unit of study
- the aims and objectives of the unit of study
- a description of each learning outcome relating to the unit of study
- a weekly planner
- a list of the Assessment Tasks
- key dates for Learning Outcomes.

Further details can be found in the VCE Study Designs, which are available from the [VCAA](#)

A list of Units 3 and 4 SAC dates for all studies are available on BeaconNet on a calendar which will be distributed to students.

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 Counsellor and Head of Section.

SCHOOL-ASSESSED VCE PROGRAM

For students not intending to pursue a career pathway that requires an ATAR, this viable alternative could be worth considering. 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

Students should meet the following criteria in order to apply for a school-assessed pathway:

1. A student not needing a study score with a pathway that does not require an ATAR.

The following criteria may also be relevant to students selecting this pathway:

1. 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.
2. A student who has a clinical condition that cannot be accommodated by a special provision.
3. A student who has a diagnosed disability that cannot be accommodated by a special provision.

SCHOOL-ASSESSED VCE PROGRAM

(CONTINUED)

Other criteria may be valid and will require the approval of Heads of Teaching and Learning and Heads 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. These are the satisfactory completion of 16 units as a minimum requirement, which must include:

- three units from the English group, including a Unit 3–4 sequence
- at least three sequences of Unit 3–4 studies, which can include further sequences from the English group.

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, eg 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 .

An application to undertake a school-assessed VCE should not be made without discussing the implications first with the Head of Senior School and/or Head of Teaching and Learning and the Careers Counsellor. The absence of graded assessments may limit a student's option for further training, work or study. Following this discussion, an application form will need to be completed which is available on the portal.

Discussion of a school-assessed pathway must be undertaken with the Head of Individual Programs, Careers Counsellor, Head of Teaching and Learning and Head of Senior School before any discussion with the student and family, to ascertain that the pathway is appropriate for the student.

KEY DATES

2023

Due to the VCAA and COVID-19, the following dates may be subject to change and serve as a guide only.

Date	Description
Friday 27 January	Term 1 starts
Friday 3 February	Statement of Marks for 2022 VCE external assessments applications and the GAT closes Request to inspect response materials for 2022 VCE external assessments and the GAT closes
Tuesday 21 February	School-based Assessment Audit - Unit 3 opens
Wednesday 22 February	VCE Music Repertoire Performance and Music Inquiry applications closes
Friday 24 February	Alterations to 2022 unit results and initial School-based Assessments VCAA (College) Requests for VCE Confirmation of Grades for 2022 VCE external assessments and the GAT closes (principals) Applications for VCE Examination Score Review for 2022 VCE external assessments closes (principals)
Monday 27 February	VCE VM Unit 3–4 enrolments due (College) College supplies available data for VCE Units 1 & 2, VPC Certificate and units, Intermediate VCAL Certificate and units, Senior VCAL units, VET Certificates and units of competency, registration of International Baccalaureate (IB) students (Years 11 and 12)
Friday 3 March	VCE Extended Investigation research questions due (College)
Thursday 9 March	2023 Agreement to administer and conduct VCE external assessments closes Confirmation of centre arrangements for the administration of the GAT and Extended Investigation Critical Thinking Test (College) closes Nomination of supervisors for the 2023 GAT, Extended Investigation Critical Thinking Test and VCE written examinations closes
Friday 17 March	School-based Assessment Audit - Unit 3 closes
Wednesday 22 March	College supplies student email addresses to VCAA
Friday 24 March	2023 Special Examination Arrangements applications and conduct VCE external assessments closes

KEY DATES

2023

Due to the VCAA and COVID-19, the following dates may be subject to change and serve as a guide only.

Date	Description
Thursday 6 April	<p>Applications for funding of an external venue (GAT, Extended Investigation Critical Thinking Test) closes</p> <p>Applications for funding for additional supervision (GAT, Extended Investigation Critical Thinking Test) closes</p> <p>Applications for students to sit (GAT, Extended Investigation Critical Thinking Test) closes</p> <p>All 2022 VCE external assessment response materials and raw assessment data held at the VCAA will be destroyed.</p>
	Term 1 ends
Monday 24 April	Term 2 starts
Tuesday 2 May (Critical VASS date)	<p>VCE VM Units 3 & 4 sequences, VCE VET scored Units 3 & 4 units of competency and VCAL senior unit enrolments closes</p> <p>Universities Higher Education studies (HES) enrolments closes</p> <p>Partnership entered on VASS for VCE Unit 3 and VCE Unit 3 & 4 School-based Assessment</p>
Friday 12 May	Payment of first-round invoices for 2023 fee-paying overseas students sent
Week starting Monday 15 May	<p>GAT centre arrangements and Student Assessment Timetables (GAT only) available</p> <p>GAT Special Examination Arrangements Advice Slips and Summary Report available</p>
Tuesday 16 May	School-based Assessment Audit – Unit 3 – outcomes delivered
Friday 2 June	School-based Assessment Audit – Unit 3 further evidence due
Thursday 15 June	General Achievement Test (GAT) held
Friday 16 June	<p>VCAL Midyear Reporting function on VASS closes</p> <p>Confirmation of centre arrangements for the administration of VCE written exams including: combining with another school, requests for individual students to sit at locations other than their home school, Creative and Digital Media examination centres and CCAFL written examination centres due</p> <p>Requests to use computer-based CAS software closes</p> <p>Applications for students to sit the GAT or the Extended Investigation Critical Thinking Test closes</p>
	Payment of first-round invoices for 2023 fee-paying overseas students due

KEY DATES

2023

Due to the VCAA and COVID-19, the following dates may be subject to change and serve as a guide only.

Date	Description
Wednesday 21 June (Critical VASS date)	Indicative Grades for Extended Investigation Critical Thinking Test closes
Friday 23 June	Requests for GAT exemptions with VCAA closes
	Term 2 ends
Monday 10 July	Term 3 starts
Friday 14 July	Applications for funding for the use of an external venue (VCE written examinations) and for additional supervision (VCE written examinations) closes Requests for students to sit VCE examinations closes Adjustments to a Student Assessment Timetable closes
Week starting Monday 17 July	Extended Investigation Critical Thinking Test and Student Assessment Timetables (Critical Thinking Test only) available Extended Investigation Critical Thinking Test Special Examination Arrangements Advice Slips and Summary Report available
Monday 17 July (Critical VASS date)	Unit 3 School-assessed Task scores closes VCE VM Unit 4 or VCE VET scored Units 3 & 4 competency withdrawal closes
Tuesday 18 July	School-based Assessment Audit: Outcomes of Unit 3 further evidence delivered/Unit 4 audit
Friday 21 July (Critical VASS date)	Higher Education studies (HES) withdrawals closes Second-round invoices for 2023 fee-paying international students
Friday 28 July (Critical VASS date)	VET Assessment Plans closes
Monday 31 July	Performance and Languages Oral Examination and Extended Investigation Oral Presentation Examination Advice released
Wednesday 2 August	School-based Assessment Audit: Outcomes of Unit 3 further evidence delivered/Unit 4 audit
Friday 11 August	School-based Assessment Audit: Unit 4 audit closes
Friday 18 August	Partnership details must be entered on VASS for VCE Unit 4 School-based Assessment
Week starting Monday 4 September	VCE examination centres and Student Assessment Timetables VCE examination Special Examination Arrangements Advice Slips and Summary Report

KEY DATES

2023

Due to the VCAA and COVID-19, the following dates may be subject to change and serve as a guide only.

Date	Description
Monday 4 September (Critical VASS date)	VCE Unit 3 School-based Assessment results closes
Friday 8 September (Critical VASS date)	Extended Investigation Externally-assessed Task Written Reports at the VCAA due
Monday 11 September (Critical VASS date)	Indicative Grades closes
Friday 15 September (Critical VASS date)	Externally-assessed Task scores closes Music Composition and Music Inquiry Externally-assessed Task school scores and materials are due at VCAA Payment of second-round invoices for 2023 fee-paying international students due to the VCAA
Friday 15 September	Term 3 ends
Monday 2 October	Term 4 starts
	Special Examination Arrangements documentation checklist available on VASS downloads.
Monday 2 October - Sunday 29 October	Performance examinations, Languages oral examinations and Extended Investigation oral presentations conducted
Tuesday 3 October	School-based Assessment Audit: Outcomes of Unit 4 audit delivered
Friday 6 October	Third-round invoices for 2023 fee-paying international students sent to schools
Friday 13 October	Enrolment in 2024 in Chinese Language, Culture and Society, Chinese Second Language, Chinese Second Language Advanced, Indonesian Second Language, Japanese Second Language, Korean Second Language and Vietnamese Second Language closes Applications for enrolment in 2024 in English as an Additional Language (EAL) (all applications must be returned to the home school and endorsed by the principal) close
Monday 16 October (Critical VASS date)	Indicative Grades closes
Tuesday 17 October	Request for exemption from the requirement to form a small-group partnership closes All transfer students' assessing school information must be confirmed in VASS, this impacts moderation groups.

KEY DATES

2023

Due to the VCAA and COVID-19, the following dates may be subject to change and serve as a guide only.

Date	Description
Wednesday 18 October	Start of End of Year Satisfactory completion updates Languages (CCAFL) written examinations held
Thursday 19 October	Auslan examination held
Friday 20 October	School-based Assessment Audit: Unit 4 further evidence due at the VCAA Last day to lodge requests for alternate format names
Tuesday 24 October - Wednesday 15 November	VCE written examinations held
Wednesday 1 November (Critical VASS date)	VCE School-based Assessment results and School-assessed Task scores closes
Friday 3 November	Earliest date School-assessed Tasks in the Arts and Technologies may be returned to students Payment of third-round invoices for 2023 fee-paying international students due to the VCAA
Monday 13 November (Critical VASS date)	VCE including VCE VM, VPC, VCAL and VET units of competency enrolment or withdrawal close VCE VM, VPC, VCAL and VET units of competency results and VCE VET tasks scores close Final check of VCE VET Assessing groups selection on VASS Last day to change student personal details and consents
Friday 17 November	Applications for 2024 VCAL Achievement Awards close
Tuesday 28 November	School-based Assessment Audit: Outcomes of Unit 4 further evidence delivered
Monday 11 December	Student final results School results package
Wednesday 20 December	End of Term 4 and 2023 school year

VICTORIAN CERTIFICATE OF EDUCATION OVERVIEW

Unit structure

- 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.

Assessment of VCE

Assessment is either through exams, SACs (School-Assessed Coursework) or SATs (School-Assessed Tasks).

Satisfactory completion of the VCE

For satisfactory completion of 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 English A Units 1 to 4, English Units 1 to 4, English (EAL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 and 2 level selected from the English group may count towards the English requirement. English at Units 1 and 2 level include English Language Units 1 and 2, Foundation English Units 1 and 2 and Literature Units 1 and 2. English Units 3 and 4 and English (EAL) Units 3 and 4 are equivalent sequences and a student may not count both towards the award of the VCE. An English sequence will count as a sequence other than English when (a) it is additional to a student satisfying three units from the English group, or (b) the student has satisfied more than one sequence from the English group.

Notes:

1. 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.
2. No more than two study scores from Unit 3 and 4 sequences of the English Group of studies can be included in the primary four.

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.

VICTORIAN CERTIFICATE OF EDUCATION OVERVIEW (CONTINUED)

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. This is a special program offered by universities for some VCE students who are very strong academically. Students who successfully complete a Higher Education study have the title of the study, the year of enrolment and the higher education institution name reported on their VCE Statement of Results. 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.

An Extension study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year higher education studies and constitutes at least 20 per cent of a full-time first-year university course
- of a level for a high-achieving student and therefore is a clear advance on an identified linked VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study
- of a level that will normally allow the student, on successful completion, to proceed to second-year study at the higher education institution in that discipline.

An Advanced Standing study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year higher education studies and constitutes at least 20 per cent of a full-time first-year course
- comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE Units 3 and 4 study
- of a level that will normally allow the student, on successful completion, to proceed to second-year study at the higher education institution in that discipline.

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 assist all students in reaching 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.

PROCEDURES RELATING TO ABSENCE FROM SCHOOL-ASSESSED COURSEWORK/TASKS

Units 3 and 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 upon return to school and arrange an alternative time to sit the assessment.

Teachers will forward a hard copy of the assessment task to the Head of Senior School once 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.

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

Units 1 and 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 Senior School Administrative Assistant.

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.

SENIOR SCHOOL LEARNING AND HOME LEARNING POLICY

Rationale

Students are responsible for their own learning. Home learning is a key component of the VCE as it prepares students for assessment of the Learning Outcomes. Students should therefore develop effective revision, preparation and study skills.

Learning guidelines

Beaconhills aims to promote independence in learning. Each student should therefore:

- strive to achieve excellence in their studies by working to the best of their ability
- learn to work independently and collaboratively in groups
- always respect the learning of all members of the classroom
- be prepared and punctual for all classes and bring necessary equipment
- take pride in the presentation of their work
- develop effective revision and study habits.

Home learning guidelines

Home learning is set in all curriculum areas to encourage independent study habits, to reinforce class work and to extend the time available for learning. The development of organisational and time-management skills, self-discipline and research skills are key benefits of a regular study pattern. Home learning is an integral part of the academic program and care should be taken to ensure that a balance is maintained between the demands of homework and other leisure activities or commitments.

Appropriate tasks should:

- consolidate and extend learning
- give students control over their learning
- help students set priorities
- prepare for future lessons
- establish good work habits
- prepare students for tests and exams.

Home learning will be set as appropriate by the teacher and in line with the demands of each

SENIOR SCHOOL LEARNING AND HOME LEARNING POLICY (CONTINUED)

subject.

The minimum recommended time allocated is:

Year level	Time (per week)
10	15 hours
11	20 hours
12	25 hours

All students should develop the habit of doing some of their set work and study over the weekend.

Students will be expected to complete all set work in order to satisfy the subject requirements.

Where a student has legitimate reasons for not completing the set tasks an extension of time may be granted by the Head of Teaching and Learning as long as this discussion begins before the due date.

Where a student has failed to complete set work, this work will need to be completed at lunchtime, after school or during spare periods at the direction of the subject teacher.

Where a student has failed to meet the original deadline for the submission of assessment tasks, a penalty will be applied to the work (refer to the following section).

ASSESSMENT OF VCE STUDIES

SATISFACTORY COMPLETION OF A UNIT

In order to achieve an S (satisfactory) for a VCE unit, a student must:

- complete all aspects of all work requirements or learning outcomes to the required standard
- submit all assessment tasks on time
- ensure that the work is clearly their own
- attend the required number of lessons (80 per cent) and
- adhere to College and Victorian Curriculum and Assessment Authority (VCAA) rules.

Notes:

1. Involvement in school-based excursions, camps and sporting events will not impact on your attendance requirement.
2. Students can resubmit work to meet satisfactory completion requirements of a unit but may not resubmit tasks for the reconsideration of School-Assessed Coursework scores awarded by the College. (If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher will consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. This may delay the decision about satisfactory completion to allow a student to complete or submit further work.)
3. Satisfactory completion is independent of the Promotions Policy. If a student achieves an overall grade of <50 per cent for any outcome, they will be given an N for that outcome. If any of the outcomes are not achieved, the student also receives an N for the unit.

Learning outcomes

- describe activities which involve students tackling the areas of study in ways which will enable them to achieve the objectives of the unit
- are a fundamental part of a course, not separate from coursework. However, they do not describe all of the work students may be asked to do as part of a course.

Units 1 and 2 Assessment Tasks

In each Unit 1 and Unit 2 course, approximately four Assessment Tasks will be applied. One of the Assessment Tasks will be a one and a half hour exam at the end of the semester. The other Assessment Tasks will vary from one unit to the next, but generally each will be built out of a particular area of study. Reports will show whether students have satisfactorily completed the learning outcomes and provide an indication of student performance on each Assessment Task through the award of a letter grade on a scale of A+ to F, UG or NA.

Unit 3 and 4 School-Assessed Tasks (SATs)

SATs are assessment tasks, which are undertaken by some students taking Unit 3-4 in the Visual Arts and Technology areas. They are designed to assess different aspects of student

ASSESSMENT OF VCE STUDIES

(CONTINUED)

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).

Unit 3 and 4 School-Assessed Coursework (SACs)

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment Tasks are part of the regular Teaching and Learning Program and are completed mainly in class time.

Results of coursework count towards a student's study score in each VCE study and ultimately towards the student's ATAR score. It must be noted that School-Assessed Coursework scores may change following statistical moderation by the VCAA.

ASSESSMENT GUIDELINES FOR STUDENTS

(VCAA RULES FOR SCHOOL-ASSESSED TASKS AND COURSEWORK)

- Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work.
- Students must acknowledge all resources used: this will include text, websites and source material and the name(s) and status of the person(s) who provided assistance, and the type of assistance received.

Note: School-Assessed Tasks should not contain acknowledgments that identify the student, school or teacher.

- Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (eg. by reading, viewing or note taking) but which have been transformed by the student and used in a new context
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

ASSESSMENT GUIDELINES FOR STUDENTS

(VCAA RULES FOR SCHOOL-ASSESSED TASKS AND COURSEWORK)

CONTINUED

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgment
- actual corrections or improvements made or dictated by another person.
- Students must periodically produce appropriate documentation of the development of the coursework. This will enable the teacher to monitor the development of the work and to keep a record of the process and to attest that the work is the student's own.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a Breach of Rules may be penalised.
- With the final copy of the SAT, students must submit evidence (ie. a draft) of the development of the SAT. Written comments must have been provided by the teacher on this draft. Any evidence is to be initialled and dated by the teacher and student.
- Students must sign an Authentication Record during the development of the task. This declaration states that all unacknowledged work is the student's own.
- Students must also sign a General Declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.
- **Computer use**
When students use a computer to produce work for assessment, it is the student's responsibility to ensure that:
 - there is an alternative system available for use in case of computer or printer malfunction or unavailability
 - hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
 - each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.
- Mobile phones and other electronic devices must not be taken into any Assessment Task.

AUTHENTICATION

Students and teachers are required to attest that all unacknowledged work is genuinely the work of the student. Should work submitted for a SAT or coursework be deemed not to be that of the student, that work will not be assessed as part of the unit.

Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Beaconhills students are expected to demonstrate honesty and ethical behaviour in completing all of their assessment tasks.

All academic work, written or otherwise (including oral presentations), submitted by students to their teachers is expected to be the result of their own thought, research, or creative ideas and expressed in their own words.

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.

In cases where a student feels unsure about a question of plagiarism involving their work, they are strongly recommended to speak with their teacher on the matter before submitting their work. Teachers are more than happy to offer guidance to students regarding how much information can be legitimately taken from other sources and how it can be used properly.

When a student's assignment involves researching outside sources of information, the student must carefully acknowledge exactly what, where and how he/she has used them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. This means including web addresses or the names of books and magazines.

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
- 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

(CONTINUED)

In addition, teachers must also observe the following procedures for authenticating students' work:

- 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.
- refer to Authentication Record Form SAC.

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. 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.

SCHOOL-ASSESSED COURSEWORK (SACS)

Presentation and submission

It is the student's responsibility to ensure that pieces for assessment are submitted in a timely manner.

Students must submit all coursework to their subject teacher at the beginning of each lesson on the specified day, or at other times set down by the individual teacher. Failure to submit the work by the stated deadline will result in zero being recorded for that piece of assessment.

The SAC can still be submitted in order to gain an S for the outcome. If the SAC is not submitted then an NA will be recorded for that piece of assessment.

Students must ensure that their name or student number appears on every page.

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 containing dates for all School-Assessed Coursework. This can be viewed on BeaconNet.

Only where an extension of time has been granted for students who require special provision, will any work be accepted after the deadline for the submission of the task to the teacher. The rules relating to special provision are very strict. Allowances will be made only in extraordinary cases.

Note: In most cases the assessed tasks will take place during lesson time and most of these points will not be relevant.

Redemption Policy

Students obtaining a score of less than 50 per cent will be required to complete additional work for the assessment task, but the initial score will remain. Additional work may include re-submitting all or part of the assessment task, as deemed appropriate by the teacher. Students who achieve 45-49 per cent on an assessment may have class work, home learning and practice tasks used as evidence of satisfactory completion of the task outcomes. A meeting should take place between the student and teacher to discuss opportunities for improvement before additional work is to be completed.

If the student fails to satisfy the outcome through this process, then further discussion will occur between the teacher and the Head of Teaching and Learning about other possible arrangements. These might include: using classwork, practice pieces, an additional assignment, oral presentation or sitting another SAC.

SCHOOL-ASSESSED COURSEWORK (SACS) CONTINUED

It should be noted that the decision to award an S for the task is distinct from the assessment of levels of achievement.

Redeemed work will not be reassessed for a new numerical score and can only be redeemed to an 'S' level. If this occurs the student will receive an 'S' for the outcome. Failure to meet requirements for redemption will result in 'N' for the outcome and therefore 'N' for the unit.

This needs to be read in conjunction with the *College Assessment Policy*.

SCHOOL-ASSESSED TASKS (SATS)

Presentation and submission

SATs must be submitted to your teacher during the 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 sites 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.

Lost or damaged work

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

EXTENSION OF TIME

Students should work consistently and steadily on specified tasks throughout the semester. Individual work in any given unit of study must be completed within the period designated by the teacher.

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.

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

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- hard copies of the work in progress and back-up versions are produced regularly.
See VCE and VCAL Administrative Handbook, 1.6 Care in the use of technology.

The school has developed common procedures for all VCE studies that set out the conditions under which such an extension of time may be granted. The procedures include:

Process

Students must request an extension (in writing) from their subject teacher. Forms can be obtained from the College website. 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. If the student requires an extension of seven (7) or more days, then the student is required to submit the VCE SAC/SAT extension form. The Head of Teaching and Learning will sign the approval form and distribute a copy to the teacher, relevant Head of House and Head of Senior School.

Should the Head of Teaching and Learning 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.

BREACH OF 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. This tribunal will consist of the Head of Teaching and Learning and some or all of the following:

- Head of Senior School
- Deputy Head of Senior School
- Head of House
- Head of Campus
- Careers Counsellor
- subject teacher.

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
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

APPEALS

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.

PROMOTION POLICY

Beaconhills is built upon an educational philosophy that encourages all students to achieve their personal best. Our Promotions Policy gives guidance on how this can be achieved academically.

1. In Years 10 and 11 at least 50 per cent is required to secure automatic promotion to the next level.

Any grade below 50 per cent will possibly result in the student ceasing that course of study. Exceptions can be made at the discretion of the Promotions Committee. This may result in a student sitting a supplementary exam or providing additional assessment pieces as directed by the committee.

2. **Entering Year 10:** Students will require 50 per cent or better in Unit 1 if they wish to continue the subject in semester 2.

Entering Year 11: students will require a minimum of 50 per cent or better in a related subject to study a Unit 1 or 2 subject. To study a Unit 3 and 4 subject, you will need 70 per cent or better in a related subject, or 50 per cent in the Unit 2 of the subject concerned.

Entering Year 12: students are expected to achieve a minimum of 50 per cent or better to continue with each subject.

3. An 'N' in a VCE unit may necessitate a student discontinuing the subject; in exceptional cases English may be exempted from this requirement. The Promotions Committee will confirm any 'N' award.

4. An 'S' grade does not guarantee promotion to the next level if effort grades indicate a lack of focus in a student's work and if the overall standard attained is not at a minimum level of achievement.

5. In Years 10 and 11 the Beaconhills Achievement Grade will include the exam results. The report will state, for each subject, the proportion allocated to the exam.

6. The Promotions Committee, made up of the Campus Principal, Head of Senior School, Head of Teaching and Learning, Deputy Head of Senior School and the Careers Counsellor will meet at the end of each semester to consider the results provided by Heads of Department and consider the merits of individual student cases.

7. All teachers will inform parents about unsatisfactory progress through BeaconNet or Letters of Academic Concern as necessary.

8. Exceptional student work is rewarded through teachers sending an Acknowledgement of Academic Advancement.

UNITS 1 AND 2 EXAMS

Alternative arrangements will not be made for students with regards to exams unless the student absence is deemed by the College to be the result of extenuating circumstances, illness as supported by a doctor's certificate or Approved Leave. No alternative arrangements will be made for Acknowledged Leave.

Students who arrive late for their College exams will be required to complete the exam in the remaining time period, where it is the College's opinion that the lateness is not a result of acceptable extenuating circumstances.

1. Students do not have to be in school unless they have an exam during this period. Any student who is in school during school hours and not in an exam is expected to be in a designated Study Room. Tutor group does not operate during this period – attendance will be taken in each exam.
2. Students must know the time and place of their exams and arrive at the exam room at least 10 minutes before the start. No extra time will be allowed to students who arrive late.
3. Strict silence must be observed in exam rooms during an exam and must continue until the supervising teacher has collected all the papers. Students must remain seated until all exam papers are collected at the end of the allotted time. No student may communicate with another student in the exam room while the exam is being conducted.
4. Students must bring all materials necessary for a particular exam – pens, pencils, erasers, calculators or whatever is required. No borrowing is permitted in the exam room.
5. During reading time a student may study the directions for the exam, the question booklet and dictionary, if a dictionary is permitted in the exam. A student must not begin to write or mark his or her paper in any way or use a calculator until the signal to write is given.
6. A student must cease writing when the signal to do so is given, but must not leave his or her place until directed by the supervisor. A warning signal will be given five minutes before the scheduled completion of writing time of the exam and a final signal at the expiration of the designated time. No writing at all may be done after that signal.
7. No student may leave the exam room during the period of the exam. (If a student completes an exam before the appointed finishing time, he/she should check the work for errors and ways of improving their work).
8. Textbooks, notes, mobile phones, iPads, calculators etc. must not be brought into the exam room except in cases where the teacher who has set the exam has approved their use, eg. dictionaries for English, calculators for Mathematics.
9. Any bags must be left outside the exam room. The only drink that can be brought into the exam room is water and this must be inside a transparent container without labels.

UNITS 1 AND 2 EXAMS

(CONTINUED)

10. If a student wishes to contact the supervising teacher once the exam has begun, he/she should raise his/her hand until attended to by the supervisor. This rule applies to any student wishing to go to the toilet during the period of any exam.
11. When the signal to write is given, each student must write his/her name, name of subject, subject teacher and year level, clearly on the front cover sheet, during the time allowed for the exam.
12. Students should check that all sheets are handed in and that the sheets are in order and named.
13. Students are not permitted to leave the College grounds between exams but can leave at the completion of an exam if it is their last commitment for the day.
14. An exam day is a normal school day and full College uniform is to be worn. Any student not wearing their uniform will be sent home to change before the exam may be attempted. This also applies to students coming to school for the study sessions.
15. Students found guilty of cheating, in any manner or form, may have the total exam mark reduced to zero in the subject in which the cheating has occurred.

All students leaving the College to go home early during the exam period must follow the signing out procedure that will be explained to them.

UNITS 3 AND 4 EXAMS

All exams (excluding performance and oral exams) will be held at Beacons Hills College in the JWC (Berwick Campus), the LMC (Pakenham Campus) or other venues as advised. Students are required to wear school uniform to all exams, including practice exams.

Practice Year 12 exams are compulsory for all students. These exams form part of the teaching and learning program and are essential practice for VCAA external exams.

All VCAA exams must take place on the day scheduled in the timetable. It is not possible to reschedule an exam to another day.

If a student has a timetable clash for an exam on a particular day, then an application form must be submitted to the VCAA.

The following studies have exams with a performance or oral component. The assessment period for these exams will be advised by VCAA. Students will be notified by their school of the time and location of their performance/oral exam by their Head of Teaching and Learning. In some cases, some students will be assessed in Melbourne.

- Dance, Performance exam
- Drama, Solo Performance exam
- LOTE Oral exam
- Music Performance exam
- Theatre Studies Monologue Performance exam

Students studying Extended Investigation will sit a critical thinking test on Wednesday 28 July.

(a) Students with three exams in one day

Students with three exams on the one day are entitled to a DES (Derived Examination Score) for the third exam in the day. These students will not be required to apply for a DES.

All schools that have students who have three exams timetabled on any day during an exam period will be notified by the VCAA. The VCAA will update these students' timetables in VASS to reflect this policy and provide schools with advice slips about the special arrangements referred to above.

The VCAA will permit students who have three exams timetabled on one day to have an additional 10 minutes per hour extra time for the final exam on that day. This may be taken as extra working time or as supervised rest breaks. A student is not obliged to use the extra time entitlement and is permitted to leave the exam prior to their revised finish time.

It is important that students attend their third exam in the day and attempt the questions on the paper to the best of their ability. The DES should be seen as a safety net, not a substitute exam score. Many students will, if they apply themselves diligently, exceed or equal their predicted DES in their third exam in the day. At the end of the year the VCAA will compare the student's actual exam score and their calculated DES and award the student the higher of the two. Students

UNITS 3 AND 4 EXAMS

(CONTINUED)

should be encouraged to perform as well as they can in an exam to maximise their final score.

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

(b) Student identification requirements for LOTE Oral and Arts performance exams

All candidates undertaking a LOTE Oral and/or Arts Performance exam during the October/November exam period will be required to provide personal identification on entry to their exam(s). The personal identification must consist of a clear photo of the student and their full name. Most existing student identification cards or personal documents will be suitable for meeting this requirement; for example, a school ID card, public transport ID card, passport or drivers licence, as appropriate.

(c) June and November exams

Each exam and the GAT starts with a 15 minute reading period, which is included in the times shown in the timetable.

It is not possible to re-schedule an exam or GAT to another day.

Individual exam timetables are issued in May and September; however, it is imperative that students are well aware of their exam times. On these exam timetables is a date which indicates when students must have submitted a Derived Examination Score application to the VCAA. This is generally one week after their last exam.

EXAM RULES

VCAA

Students are required to observe the following rules for examinations conducted by or on behalf of the VCAA as well as the day-to-day rules of the institution providing the venue for the examination.

These rules shall apply to students with disabilities or other impairments with such modifications as may be appropriate and reasonable.

Any alleged breach of these rules and any alleged cheating or dishonesty in relation to VCE examinations will be reported to the Manager, Corporate Governance, VCAA. Serious cases will be referred to the VCAA Discipline Committee. The Discipline Committee will, in accordance with its terms of reference, conduct a hearing at which it will consider the circumstances of the alleged breach and determine any appropriate penalty.

All supervisors of examinations are issued with directions for the administration of the examinations and are required to report all breaches of rules to the Manager, Corporate Governance, VCAA.

Supervisors have the right to check materials brought by students into the examination room and remove any non-compliant material for the duration of the examination. Items which are the subject of an incident report will be confiscated and held by the school or sent to the VCAA until investigations into the incident are complete. This includes dictionaries, calculators, pencil cases, medications, asthma inhalers or calculator cases and other approved items taken into the examination room. A suitably qualified member of the school teaching staff will check the appropriateness of reference materials and calculators as students enter the examination room for examinations where these items are permitted.

1. A student must not cheat or assist another student to cheat.
2. A student must not take any action that gives or attempts to give that student or another student an unfair advantage in an examination.
3. A student must not allow, induce or assist any other person to present for an examination in his or her place.
4. A student must not present for an examination in another student's place.
5. A student must not present for an examination under the influence of alcohol, drugs or intoxicating substances. A student who has taken medicinal drugs for a medical condition in accordance with good medical practice is, to that extent, exempt from this rule.
6. A student must obey and observe all proper instructions or directions given by an examination supervisor.
7. A student attending an examination may bring only materials and equipment approved for that examination into the examination room.
8. A student must not possess in an examination room mobile phones and electronic devices such as recorded music and video players, organisers, dictionaries and computerised watches, which

EXAM RULES

VCAA (CONTINUED)

are capable of storing, receiving or transmitting information or electronic signals.

9. A student detected with a mobile phone or electronic device such as a recorded music and video player, organiser, dictionary or computerised watch or as defined in the above guidelines, must, upon the direction of a supervisor, surrender that device for inspection and to be retained pending any investigation into an alleged breach of VCAA rules.
10. A student must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA. Bottled water is allowed in the examination room and must be inside a transparent container with no labels on it.
11. A student must not communicate with another student while the examination is being conducted.
12. A student must not cause any nuisance, annoyance or interference to any other student while in an examination.
13. A student must not remove, tear out or damage any part of a bound reference, script book, question and answer book or answer book, except formula sheets or similar permitted examination materials.
14. A student must not remove any response material, used or unused, from the examination room.
15. A student must not begin to write or mark his or her paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. A student must stand in his or her place or raise his or her hand if he or she wishes to communicate with a supervisor.
17. A student will not be allowed to leave the room before 30 minutes has elapsed from the start of writing time or in the last five minutes of the examination. (Beaconhills requires all students to remain for the whole period of the examination.)
18. A student must cease writing when instructed to do so by a supervisor.
19. A student must remain silent and seated in his or her place at the end of the examination until response materials have been collected, and an announcement is made to students to leave the examination room.
20. A student must not leave his or her place until directed by a supervisor.
21. A student must not communicate with an assessor, either before or after a written examination or during a performance examination, except when communication is necessary for the conduct of the examination.

EXAM RULES

VCAA (CONTINUED)

Watches, mobile phones and other electronic devices

Students are not permitted to wear a watch of any type during an examination. All watches must be removed and placed at the top of the student's table or desk, where they can be seen easily by supervisors.

Computerised watches, mobile phones, iPods, electronic organisers, electronic dictionaries, and other electronic devices capable of storing text or transmitting or receiving information or electronic signals may not be taken into an examination room.

Stopwatches or watches with special functions, such as an alarm or a stopwatch, are not permitted in the examination room.

Where there is any doubt about the functions of any watch displayed, supervisors are authorised to direct students to remove the watch for the duration of the examination.

Students who take mobile phones and other electronic devices into an examination room will be subject to disciplinary action.

MATERIALS AND EQUIPMENT FOR VCAA

UNITS 3 AND 4 EXAMS (CONTINUED)

Students will be required to observe the rules and regulations set down by VCAA for the conduct of Units 3 and 4 external exams. Students must identify themselves by writing their student number on scripts used for the exams.

For the details of subjects where students are permitted to bring specific materials, in addition to basic stationery, into the exam, refer to the link below. Please note that correction fluid and loose sheets of paper are not permitted to be used.

[VCE assessment - authorised materials and equipment - VCAA](#)

Calculators

Only VCAA-approved calculator models may be used. Calculators that have graphical or programmable capabilities may be used provided that the model is approved.

The conditions under which calculators may be used are:

- the calculator must be silent, and be of the hand-held type containing its own power source
- students will be entirely responsible for ensuring adequate power supply to, and proper working of, their calculators. Students must supply their own spare batteries. Any battery failure or other fault which limits the usefulness of a calculator during an exam will not be taken into consideration by the assessors
- no student may borrow a calculator from another student after entering the exam room
- no magnetic cards may be used
- the use of calculators in the GAT is not permitted
- supervisors have the right to check any student's calculator
- calculators must not be used during reading time.

Multiple-choice answer sheets

Some exams require students to complete a multiple-choice answer sheet. All multiple-choice answer sheets must be completed **using a pencil only**. Multiple-choice answer sheets are processed by an optical scanner, which automatically reads pencil marks recorded by the student on the sheet.

Students should ensure that they use the multiple-choice answer sheets provided, carefully reading the instructions printed on the sheet.

Sample multiple-choice answer sheets are published in the VCE Bulletin prior to each major exam period.

Dictionaries

Dictionaries must not contain any highlighting or annotation. Electronic dictionaries are not permitted in any exam. An English and/or bilingual printed dictionary may be used in the GAT, English and English as an Additional Language (EAL) exams. Dictionaries are not allowed to be used in any other exam.

In exams where they are permitted, a dictionary may be consulted during reading time. However, no notes may be made during reading time.

GENERAL ACHIEVEMENT TEST

GAT

The General Achievement Test (GAT) is a test of general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences.

The GAT is an important part of the VCE assessment procedures. Although it isn't part of the graduation requirements and doesn't count towards VCE results or the ATAR, the GAT plays an important role in checking that school assessments and exams have been accurately assessed.

If you are enrolled in Units 3 and 4 of any VCE study - whether in Year 11 or Year 12 - you must sit the GAT unless you are exempted by the VCAA. There must be a good reason for this.

Your GAT results will be reported with your Statement of Results.

Students will sit a two-part exam in June each year they are enrolled in a Unit 3 and 4 study.

A statement of GAT results is mailed to the student. It is not provided for either tertiary selection or employment purposes. Numerical scores are reported for each of three components, along with a descriptive comment about the student's performance on each component.

The components are:

- Written Communication;
- Mathematics/Science/Technology; and
- Humanities/Arts/Social Sciences.

The state mean for each component is also reported. Where a student receives a score of less than 15 for any component it is reported at <15. The student may request a statement with the actual score.

The VCAA will use GAT scores as a basis for:

- reviewing school assessments in School-Assessed Tasks (SATs)
- requesting authentication checks by schools for particular students' School-Assessed Tasks (SATs)
- checking the accuracy of student scores in exams
- enhancing the statistical moderation of School-Assessed Coursework (SAC)
- the calculation of a Derived Examination Score.

MATHEMATICS REFERENCE MATERIAL

Students are allowed to take one bound reference, textbook or lecture pad (henceforth referred to as reference materials) into designated Mathematics exams. The table below summarises the exams into which reference materials may be taken. Please read these instructions carefully.

Study	Exam 1	Exam 2
General Mathematics	Reference materials as described	Reference materials as described
Mathematical Methods	None	Reference materials as described
Specialist Mathematics	None	Reference materials as described

MATHEMATICS REFERENCE MATERIAL (CONTINUED)

Specifications for reference materials

- Specifications for the bound reference:
 - the bound reference must be in book format of A4 size or smaller when closed.
 - the number of pages is not specified.
 - pages must be permanently bound and securely attached to the spine.
 - there must be a single horizontal or vertical spine.
 - the bound reference may be:
 - a textbook
 - a securely bound lecture pad
 - a permanently bound student-constructed set of notes without fold-outs
 - an exercise book.
 - the form of binding is not specified but it must be secure, and pages must not be readily detachable or designed to be removed. Binding can include cloth, glue, staple, spiral or plastic comb binding.
- Students are allowed to:
 - annotate the material
 - design their own written index
 - fold pages
 - cut page corners
 - colour code pages
 - insert dividers into their own sets of notes
 - firmly attach (eg. by glue, adhesive tape or staples) additional material to pages in the bound reference.
- The following are prohibited:
 - pages or parts of pages which can be detached from the bound reference during the exam
 - fold-outs, maps or brochure style components
 - removable tabs, post-it notes or other items designed to be detached
 - forms of collation/ binding that are designed to be non-permanent, these include:
 - ring-binder folders
 - plastic A4 slips (permanent or removable) into which pages may be inserted or removed
 - manila and similar folders with clip, clamp, slide and metal prong style binding of loose-leaf material.

If one or more pages can be or are detached from the rest of the bound reference, for whatever reason, or if the bound reference does not comply with the specifications above, the entire bound reference will be removed by the supervisor for the duration of the exam and the incident will be reported as a breach of rules.

A suitably qualified member of the school teaching staff will check the appropriateness of reference materials and calculators, as students enter the exam room for Mathematics exams where these items are permitted. Therefore students will need to ensure that they arrive in plenty of time to each Mathematics exam so that these materials can be adequately checked.

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 English.

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. In NO WAY can a student calculate their ATAR purely from the study scores out of 50 supplied by VCAA. 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 will be added.

Successful completion of university extension studies will give the ATAR score an increment of four points, five points or 5.5 points according to the level of achievement.

A brochure has been prepared by the College to assist students in estimating possible ATAR scores. It must be stressed that this information can vary from year to year and is only designed to give students a guide.

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 his or her 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.

Students should complete an application form, which can be obtained from the Head of Teaching and Learning.

In applying for Special Provision, applicants must ensure that current professional and appropriate documentation is supplied to ensure that applications are processed in favour of the applicant.

Determines	
School	Special Provision for School-based assessment (anytime)
VCAA	Special Examination Arrangements (apply in March) Derived Examination Score (one week after final exam)
VTAC	SEAS (Special Entry Access Scheme) Application (October)

SPECIAL PROVISION

(CONTINUED)

ELIGIBILITY

A student is eligible for Special Provision if at any time while studying for the VCE, he/she is:

- significantly affected by illness (physical or psychological), by any factors relating to personal environment or by other serious cause
- disadvantaged by a disability or impairment including learning disabilities.

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.

The diagnostic tests will include the areas of intelligence, language, literacy and numeracy. The VCAA suggests that the TORCH, PAT, WISCIII and WAIS (adults) are acceptable tests to use as evidence, but this list is not prescriptive or exhaustive. Further advice may be obtained from the Special Provision Project Manager (refer to section 'Evidence required for Special Provision applications' for further information).

Students who believe that they may be eligible for VCAA Special Examination Arrangements or School-based Provisions should speak to the Head of Teaching and Learning or the Head of Individual Programs.

COURSEWORK

A student is eligible for Special Provision if at any time while studying for the VCE, he/she is:

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
- setting a substitute task of the same type
- replacing one task with a task of a different kind
- using another 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 a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

Students granted special provision by their school should not be penalised for lack of attendance.

SPECIAL PROVISION

(CONTINUED)

SPECIAL EXAMINATION ARRANGEMENTS

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

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

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.

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.
intended
- 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).

Students granted special provision by their school should not be penalised for lack of attendance.

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 exam period has affected their performance on an exam or has prevented them from attending an exam.

This must be substantiated with evidence from an independent professional (for example, doctor, social worker, police officer or solicitor). The professional must have specific knowledge of the student's circumstances, must not be related to the student and must have been professionally associated with the student's situation. Other evidence from the Chief Supervisor, appropriate school-based personnel and the Principal must also be provided.

Conditions over a longer period that have affected a student's capacity to study and therefore to achieve in the study do not constitute grounds for being granted a DES. However, a flare up or acute/active phase of a chronic condition that occurs in the period before or during the exams may be grounds for approving a DES application.

Students who believe that they have a substantiated claim should apply to the school immediately, as time is of the essence.

SPECIAL PROVISION

(CONTINUED)

What the student must do

The application form is the responsibility of the student. The student must ensure that:

- he/she submits an application for each of the exams for which they are seeking a DES
- all sections of the application are complete
- the duration of the illness or personal circumstances is clearly stated
- the doctor or other consulting professional has received a copy of what they are required to do
- the doctor or other consulting professional has signed the agreement that they will provide additional information to the VCAA if required
- the application is forwarded to the VCAA.

In exceptional circumstances where the student does not wish to divulge their specific circumstances to the school, he/ she may apply directly to the VCAA.

What the independent consulting professional must do

The evidence given by the independent professional is of paramount importance.

It must be current and applicable to each exam for which an application is being made.

Medical and other independent professional reports must contain:

- the date of onset and duration of the condition, including dates of all consultations for the condition;
- a factual account of the symptoms the student is suffering at the time of the consultation;
- the effect that these symptoms have had on the student's ability to perform on that exam;
- the effect that these symptoms will have on the student's ability to prepare for or complete a subsequent exam.

SPECIAL PROVISION

(CONTINUED)

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.

Students who opt for Interrupted Studies repeat the full year or use it as an opportunity to improve assessment results.

Special provision for coursework	anytime
Special Examination Arrangements for the GAT and end of year examinations	Friday 24 March 2023 at VCAA
DES	One week after the last scheduled exam in any period

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.

Applications for accidents, sudden onset of illness and change in personal circumstances can be made naturally after these dates.

SPECIAL PROVISION APPLICATIONS

THE EVIDENCE REQUIRED

Learning disability

The VCAA has adopted the following operational definition of learning disability for the purposes of granting Special Examination Arrangements:

A student must have an average or above IQ and have developmental and academic skills which are significantly below expectation for their present grade level. The disabilities are presumed to be intrinsic to the individual and long term, but they are not considered to be the direct result of intellectual disability, physical disability, sensory impairments, or emotional difficulties, nor do they appear to derive directly from inadequate environmental experiences, or lack of appropriate educational experiences.

Evidence required to support a learning disability application

The VCAA has assessed and approved the tests listed below to be appropriate for VCE students in determining eligibility for Special Examination Arrangements.

1. IQ tests

An IQ assessment administered by a registered psychologist during the student's secondary school years is required. The VCAA will accept the following IQ tests:

- Wechsler Intelligence Scale for Children (WISC) IV
- Wechsler Adult Intelligence Scale (WAIS) III or IV
- Stanford Binet IV or V.

The scores provided should include subtest scaled scores, verbal and performance scale scores, full scale IQ scores and appropriate index scores. The Special Examination Arrangements Application Form contains a standard format for the reporting of IQ assessment details. A copy of the psychologist's report is required.

2. Literacy assessments

Reading

The VCAA has adopted the following criteria to determine the suitability of tests to measure reading ability. The test should be:

- a silent reading comprehension test (this reflects the silent reading conditions of an exam)
- a timed test
- published with Australian norms.

The VCAA must be able to access the test and the normative data for the test. The purpose for using such reading tests is to establish whether a student's reading level is significantly below that expected of an average Year 12 student. The following tests meet the above criteria and provide normative data that are suitable for determining whether a student's reading ability is at such a level.

The current prescribed reading test is Progressive Achievement Test in Reading (PAT-R) published by ACER. The VCAA will accept results from:

- *Comprehension Booklet 10 (fourth edition 2008).*

Evidence of a student's reading comprehension skills must be based on a test administered within two years prior to the student's final VCE exams.

SPECIAL PROVISION APPLICATIONS

THE EVIDENCE REQUIRED (CONTINUED)

A student with a reading disability may be approved extra working time (up to a maximum 10 minutes per hour). A student with a severe reading disability may be approved the use of a reader.

Written expression

Assessment of a student's level of written expression involves an assessment of several variables, including the following:

- thought and content
- structure and organisation
- expression/language
- handwriting
- productivity
- spelling
- punctuation.

The following evidence is required in support of applications for Special Examination Arrangements for a disorder of written expression:

- a. **Two handwritten essays** (if the application is for extra working time and/or scribe and/or computer) administered at the school under test/exam conditions.
 - The topic for **essay one** will be supplied by the VCAA. Strictly five minutes reading time and 30 minutes writing time are to be provided. No Special Examination Arrangements are to be used for essay one.
 - **Essay two** should be a copy of a handwritten essay from an assessment that the student has recently completed (within the previous six months) at school for School-Assessed Coursework or a school exam. The essay must have been marked with teacher comments and the grading indicated. The essay topic, the time taken for this essay, the date of the assessment, and details of any approved Special Examination Arrangements used by the student should be recorded on the essay. The essay must not be a short-answer response or have been written in another language. If the student is completing a Units 3 and 4 study that does not involve extended responses or essays, the VCAA will accept an English exam or similar assessment from term 4 of the previous year.

SPECIAL PROVISION APPLICATIONS

THE EVIDENCE REQUIRED (CONTINUED)

b. **One typed essay** (if the application is for the use of a computer) or one scribed essay (if the application is for the use of a scribe) administered at the school under test/exam conditions.

- The topic for the typed essay will be supplied by the VCAA. Strictly five minutes reading time and 30 minutes writing (typing) time are to be provided. Apart from the computer, no additional Special Examination Arrangements (for example, extra time) should be used for the typed essay.
- The topic for the scribed essay will be supplied by the VCAA. Strictly five minutes reading time and 35 minutes writing (scribing) time are to be provided. Student and scribe should be supervised according to VCE exam rules.
- The relevant section of the Special Examination Arrangements application form has further details of the specific requirements for essay completion and must be noted by the school.
- Please note that essays should be completed at school and be supervised by school staff. The supervising teacher must remain with the student for the duration of the writing to observe the student's performance and ensure that the time restrictions are observed. All essays are to be completed under exam conditions (no assistance or prompting from the supervising teacher). The supervising teacher should complete all relevant information on the essay cover sheet.

The VCAA will consider requests for additional time in excess of the default 10 minutes per hour, where it can be clearly demonstrated, through professional and/or school-based evidence, there is a compelling need for the additional time.

Requests for Special Examination Arrangements for students experiencing major handwriting difficulties (which arise from long-term developmental, fine motor co-ordination problems and NOT from a severe health impairment or significant physical disability or injury) must be supported by essay evidence and also include additional evidence (if available) outlining the history and nature of the student's difficulties.

Language disorder

The following evidence is required to support an application for Special Examination Arrangements for a student with a language disorder:

- a VCAA-mandated cognitive assessment, with at least the non-verbal/performance scale IQ within the average range or above
- a Clinical Evaluation of Language Fundamentals (CELF) Edition 4 or 5 assessment administered in either the year the student starts the VCE or in term 4 of the previous year.

If a student satisfies these eligibility requirements for a language disorder, the VCAA may approve the use of a clarifier. Requests for a clarifier must have the specific information requested on the *Special Examination Arrangements Application Form*.

SPECIAL PROVISION APPLICATIONS

THE EVIDENCE REQUIRED (CONTINUED)

Health impairment or physical disability

An application for Special Examination Arrangements based on either health impairment or a physical disability must be substantiated with evidence from an appropriate health professional who has treated the student for the condition.

Professional evidence must be completed in the year of the application, be signed and dated by the treating professional, and contain the following details:

- a diagnosis
- the date of diagnosis
- a brief history
- comments on how the illness or condition would impact on the student's day-to-day functioning in the classroom and learning
- comments on the likely effect of the illness or condition on the student's capacity to complete VCE external assessments.

The VCAA reserves the right to request additional/updated evidence where it is deemed necessary by VCAA officers.

A history of the special arrangements approved by the school over the period of the condition will also be required.

Please refer to the following table for details of the possible exam arrangements available for a range of health issues. Applications for extra writing time and/or scribe and/or computer will also require the handwritten/typed essays as evidence.

SPECIAL PROVISION APPLICATIONS

THE EVIDENCE REQUIRED (CONTINUED)

Condition	Possible difficulties under test conditions	Possible arrangements
Autism spectrum disorder	Concentration difficulties	Rest breaks, separate room, permission to leave exam room under supervision
Back injury/chronic pain	Pain and/or discomfort due to injury, problems with prolonged sitting	Rest breaks, permission to take medication, permission to stand and stretch
Crohn's disease	Pain and/or discomfort	Rest breaks, permission to leave room under supervision
Chronic fatigue syndrome (for example, post-viral fatigue syndrome), myalgic encephalomyelitis, glandular fever	Tiredness/inability to concentrate due to illness	Rest breaks, permission to take medication
Diabetes	Need to check blood sugar levels	Permission to take food and/or drink into the exam, permission to take medication, permission to leave exam room under supervision, rest breaks
Epilepsy	May suffer from epileptic seizure during exams	Permission to take medication, separate room
Hand/wrist/arm/shoulder injury	Difficulty writing due to pain or discomfort in the hand and/or arm, excessive fatigue in the hand	Rest breaks, extra working time, a computer or a scribe
Acquired brain injuries	Mental processing difficulty or slowness	Rest breaks, permission to take medication
Pregnancy or early infant care	In hospital for birth, breastfeeding	Rest breaks, feeding breaks, separate room, hospital supervision
Paraplegia, muscular dystrophy, cerebral palsy, etc	Muscle weakness, restrictive use of limbs, communication difficulties	Permission to stand and/or stretch, permission to take medication, separate room, extra working time, computer, assistive technology, use of scribe/aide, alternative exam paper

SPECIAL PROVISION APPLICATIONS

THE EVIDENCE REQUIRED (CONTINUED)

Hearing impairment

The VCAA requires the following evidence to support an application for Special Examination Arrangements for a hearing-impaired student:

- a recent unaided audiogram and report from a qualified practitioner (for example, an ear, nose and throat specialist or audiologist) indicating a bilateral sensorineural hearing loss and/or conductive hearing loss that is moderate, severe or profound
- a support statement with comments and recommendations from a specialist teacher, along with confirmation of the student's enrolment in either the Visiting Teacher Service or a hearing-impaired facility or school.

Students with a hearing impairment may be eligible for a clarifier to assist in their exam/s. A request for a clarifier for a student with a hearing impairment is unlikely to be approved if the student does not regularly use a clarifier or is not enrolled with the Visiting Teacher Service or a hearing-impaired facility or school.

It is the school's responsibility to plan appropriate seating arrangements in an exam so that a hearing-impaired student can clearly see the Chief Supervisor to follow any communications/messages during an exam. If specific technological devices, such as the Microlink assistive technology, are required then these should be requested on the application form.

Vision impairment

The VCAA requires the following evidence to support an application for Special Examination Arrangements for a vision-impaired student:

- evidence of a moderate or severe vision impairment from either an ophthalmologist or the Educational Vision Assessment Clinic (EVAC)
- a supporting statement with comments and recommendations from a specialist teacher, along with confirmation of the student's enrolment with the Visiting Teacher Service.

Where the above is not available, the VCAA may contact the school to request other educational and testing information.

If an alternative format exam paper is required (for example, enlarged print, Braille, recorded exam), a specific request with details of font type, font sizes, format and any other recommendations from specialists should be clearly outlined for each exam in the application.

GLOSSARY

Accreditation period The period during which a study is accredited as a VCE study.

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

Assessment Plan A set of tasks relating to the assessment of units of competence/modules undertaken in the Units 3 and 4 sequence of a scored VCE VET program.

Assessment task A task set by the teacher to assess students' achievements of unit outcomes (see also Outcomes).

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

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

Block Credit Recognition Training in a nationally recognised VET/FE qualification outside the suite of approved VCE VET and School Based Apprenticeship and Traineeship programs that provides credit in the VCE.

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

Coursework audit As part of the VCAA ongoing monitoring and quality assurance program, samples of student coursework assessment tasks are collected from schools each semester. The work collected is used to monitor schools' administration of coursework assessment.

Derived Examination Score (DES) Provision available for students who have missed an exam or whose exam performance has been impaired due to illness or other serious cause.

Exams External assessments set and marked by the VCAA. All VCE Units 3-4 studies have at least one exam. Most written exams are held in November. Performance exams and oral components of LOTE exams are held in October.

General Achievement Test (GAT): The test that is done by all students doing a Units 3- 4 sequence. It is used by the VCAA to check that schools are marking School-Assessed Tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results.

Graded assessment All VCE studies have three graded assessments for each Units 3-4 sequence. Each study includes at least one exam, most have Coursework, and some have School-Assessed Tasks.

Higher Education Studies in the VCE First-year university studies approved by the VCAA for contribution towards satisfactory completion of the VCE for students who are academically very able.

Home school Refers to the major school of the student. Only the home school may enter a student's personal details through VASS. A student may only have one home school at a time. The home school is usually, but not always, the assessing school.

GLOSSARY

(CONTINUED)

Module A distinct component of the vocational training curriculum, comprising specified learning outcomes, assessment criteria and other information to support the delivery of training and conduct of assessment.

Nominal hours The scheduled hours required for the delivery and assessment of vocational training as determined by the Office of Training and Tertiary Education.

On Track A Department of Education & Training yearly survey which asks exiting students whether they are in employment, higher education, training or looking for work and providing access to support for those ex-students.

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

Post Results and ATAR Service (PRAS) A free telephone enquiry service provided by the VCAA after the release of the VCE results.

Registered Training Organisation (RTO) An organisation, which is registered and approved to deliver Vocational Education and Training (VET) programs within a defined Scope of Registration.

Satisfactory completion School decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.

School-Assessed Coursework A school-based assessment which is reported as a grade for either a Units 3 and 4 sequence or Units 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes.

School-Assessed Task A school-based assessment for a Units 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

Semester One half of the academic year. Most units are completed in one semester.

Sequence VCE Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Provision Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

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

Statement of Marks – Study Score A statement is also available containing the scores for each of the graded assessments and describing the calculation of the Study Score. See also Statement of Results. A fee is charged for each statement.

Statement of Results The document(s) issued by the VCAA showing the results a student achieved in the VCE, and whether he or she has graduated. See also VCE Certificate.

GLOSSARY

(CONTINUED)

Statistical moderation The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined exam and GAT scores for the students in that school doing that study.

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

Studies The subjects available in the VCE.

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

Study Score A score from zero to 50, which shows how a student performed in a study, relative to all other students doing that same study. It is based on the student's results in school assessments and exams.

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

Units The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

VASS Administrator School-based users of VASS who have system control for their school.

VASS The Internet-based VCE Administrative Software System (VASS) used by schools to administer VCE enrolments and results and to transfer data onto the VCAA central database.

VCAA Victorian Curriculum and Assessment Authority.

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

VCE provider A school or other institution authorised to offer VCE units.

Victorian Student Number (VSN) The unique number assigned to an individual aged between 4 and 24 years of age who is enrolled in an educational program.

Vocational Education and Training (VET) Nationally recognised vocational certificates now integrated within the VCE.

VTAC Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs co-ordinating the joint selection. It calculates and distributes the Australian Tertiary Admission Rank (ATAR).



BEACONHILLS COLLEGE

PAKENHAM CAMPUS

30-34 Toomuc Valley Rd,
Pakenham VIC 3810

BERWICK CAMPUS

92 Kangan Dr,
Berwick VIC 3806

1300 002 225

enquiries@beaconhills.vic.edu.au

www.beaconhills.vic.edu.au

CRICOS Provider No 03182J

A SHINING LIGHT IN EDUCATION