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THE VCE AT HCC

The rules and regulations for the delivery of the VCE, VCAL and VET are set out in detail in the VCE and VCAL Administrative Handbook 2009 (VCAA Handbook). This and other VCAA publications relevant to the delivery of the VCE, VCAL and VET are found on the VCAA website.

This Handbook is designed to:
• provide a summary for parents and students of the relevant sections of the VCAA Handbook.
• familiarise parents and students with the procedures that are to be followed by all VCE and VCAL students at HCC.

It is a reference tool for the Years 11 and 12. Additional pages of information, such as Calendar Dates, may be added to this handbook as the year progresses.

Some of this information repeats and expands on information found in the Pathways Booklet. Also some of the information that is in this Appendix is printed in the front section of VCE Planner that was given to all students at the start of the academic year.

THE VCE/VCAL STUDENT PLANNER DIARY

In VCE and VCAL studies students are expected to accept responsibility for their own learning. The VCE/VCAL Planner is designed to aid with the development of study skills and time management in Years 11 and 12. For example:

The planner has a page for keeping a record of Assessment Tasks set by teachers. By entering all the details of a particular task and by ensuring that the teacher signs that they have received the task, students will have a record that will authenticate the completion of set work.

By entering details of all set class work every lesson, students will have a record of work that has to be completed and the deadline for the completion of the work.

This will ensure that students keep up to date with class work.

The planner also has a Study Timetable form that if used properly will help organise Private Study times.

The planner is not a social or personal diary. It is work diary and as such it is to be carried to every class and private study period.

THE WALL PLANNER

As part of HCC commitment to facilitate the development of home study skills we have introduced ‘The Wall Planner.’ This is designed to hang on a wall, door, fridge or somewhere convenient in the home. The various sections allow the recording of assignments, home study programme, important school dates and other information. The College Website has a section devoted to the Planner and parents and students can access study skill help designed to complement the Planner.

THE PEOPLE TO CONTACT IN THE VCE AND VCAL YEARS.

• The Year 12 Coordinator deals with all the day to day matters in Year 12.
• The Year 11 Coordinator deals with all the day to day matters in Year 11.
• The Careers/VET Coordinator deals with all VET, SBAT and Careers matters.
• The VCE Coordinator deals with all VCE administration matters.
• The VCAL Coordinator deals with all VCAL administration matters.

STUDENT PRIVILEGES

In recognition that the final years of schooling are the time when students are becoming young adults certain privileges are extended to Years 11 and 12. The privileges, and the conditions that apply to those privileges, will be communicated to students and parents by the appropriate year level coordinator.
GENERAL INFORMATION ON THE VCE RELATING TO YEARS 11 AND 12

SUCCESSFUL COMPLETION OF THE VCE

Successful graduation with the VCE means that students will be able to carry with them a certificate recognised throughout Australia and internationally.

All VCE units require 50 hours of class time. HCC sets minimum class time and attendance requirements that satisfy the rules of the VCAA for the delivery of the VCE program. The class attendance requirement for all VCE and VET subjects taught at HCC is 100% attendance. Therefore, all absence must be accounted for by the classroom teacher. The concept of a minimum attendance of 80% DOES NOT apply to the VCE years at HCC.

HCC provides guidance to students in choosing a study program that will allow them to meet the VCAA graduation requirements. Once the subjects are chosen and commenced students are required to produce work that is of a suitable standard to allow them to graduate. Graduation in the VCE depends on the satisfactory completion of the units that make up each of a student’s studies. Satisfactory completion is indicated by the award of an ‘S’. Not meeting the requirements for satisfactory completion is indicated by an ‘N’.

Decisions about satisfactory completion are based on students demonstrating that each set of outcomes specified in the study design for each study have been completed. An outcome describes what students are expected to know and to be able to do (the key knowledge and skills) by the time they have completed a unit. Each unit of a VCE study has between two and four outcomes.

All decisions about satisfactory completion of a unit, whether completing Units 1 and 2, or Units 3 and 4, are made by HCC. In order to make this decision, HCC will set assessment tasks to assess progress being made towards the achievement of outcomes. These tasks are set by teachers from a list in the study design and are marked within the school. Teachers will give students instructions regarding the task requirements and the deadlines for completing the tasks. Students need a very good reason for a deadline to be extended, so if there is more than one deadline within a short time students need to plan to get all work done by the time it’s due. Failing to meet HCC’s deadlines may mean that a student may not achieve a satisfactory completion of the unit.

VCAA regulations require a student to satisfactorily complete at least 16 units in order to graduate with a VCE.

The 16 units must include:

- At least three units from the English group. At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that for the calculation of the Equivalent National Tertiary Entrance Rank (ENTER), students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

- Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.

VCAA allows school to set their own minimum number of studies required to be undertaken by students. HCC requires all Year 11 students to undertake six studies and all Year 12 students to undertake five studies per semester. Any request to vary this requirement must be made in writing to the Head of Senior School. An interview with the Head of Senior School and the Head of Curriculum will rule on the request.

VCE UNITS OUTSIDE THE SCHOOL

A number of students study VCE subjects approved by the VCAA outside of school (e.g. LOTE). Students must inform the Col-
lege if they are pursuing studies outside of school and whether it is Units 1 and 2 or Units 3 and 4. In Year 11 the enrolment in a subject outside of school is counted as a seventh subject. Students who speak a language other than English at home can speak to the VCE Coordinator regarding the possibility of studying that language through one of LOTE schools approved by VCAA as a provider of LOTE.

GENERAL INFORMATION RELATING TO THE VCAL IN YEARS 11 AND 12

The following information is adapted from the VCE and VCAL Administrative Handbook. The VCAL is accredited and issued at three award levels:

• Victorian Certificate of Applied Learning (Foundation)
• Victorian Certificate of Applied Learning (Intermediate)
• Victorian Certificate of Applied Learning (Senior).

At HCC students are prepared for the Intermediate and Senior VCAL Certificates.

The qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education.

The VCAL certificate at each level recognises completion of a senior secondary qualification and primarily prepares students for further studies at the next VCAL level, in Victorian Certificate of Education (VCE) and in VET and/or employment.

At HCC entry into VCAL is an option for students in Year 11 and 12. Students enrol in a VCAL learning program at the level that matches their skills and abilities.

There are no formal entry requirements for students wanting to undertake VCAL studies. Students can enter at the appropriate level of VCAL to suit their learning needs, abilities and interests.

Students can gain one or more VCAL qualifications (Intermediate and Senior) in their post-compulsory education program depending on their abilities and learning goals.

To be awarded a VCAL, students must successfully complete a learning program designed to comply with the course requirements. At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand. Students undertake studies in the four curriculum strands.

• Literacy and Numeracy Skills
• Work Related Skills
• Industry Specific Skills
• Personal Development Skills

VCE Units may be counted towards the award of the VCAL Certificate. Year 11 students may opt to move from VCE into VCAL at the end of the year.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (SBAT)

Some students include in their VCE or VCAL programme an SBAT. An SBAT involves working and learning outside of the College for 1 - 2 days per week. Students are paid for their hours of work and are trained on the job. An SBAT may include travel to a training organisation. Students gain a Certificate II or III qualification depending on their field. Their Apprenticeship is overseen by a Group Training Company and the Careers Coordinator.

Also in connection with casual employment a number of students complete work related traineeships to obtain Certificates that have been approved by VCAA. Students must inform the Careers Coordinator and the VCE Coordinator if they are pursuing traineeships outside of school to ensure that they receive the appropriate credits, up
to 4 units, towards their VCE for these work based Certificates.

SBAT’s are available in Agriculture, Automotive, Business, Community Services (Aged Care and Child Care), Engineering, Food processing, Horticulture, Hospitality, Information Technology, Retail Operations, Sport and Recreation. Positions are dependent on availability of suitable employment and training opportunities.

**VOCATIONAL EDUCATION AND TRAINING (VET) STUDIES**

Students can combine VET studies with VCE studies and VCAL studies. VET studies provide vocational training and experience in the workplace. Students are able to complete any number of VET subjects according to their interests and future aspirations as part of their VCE. Students need to be aware that VET subjects are accredited TAFE subjects at a Certificate II or III level and are not a 'soft' option. Work placement is often a requirement of VET subjects. The benefit of VET subjects is that they are a tertiary level qualification and will assist students in deciding on a future career path. They can use the Certificates as a qualification to help them find work or as a pathway to further study. Students need to check the details of each subject carefully as some provide for a Unit 3 and 4 and others are only offered as Unit 1 and 2. Most subjects at a Unit 3 and 4 level provide for a study score or a 10% increment for Year 12 ATAR calculations. VET Subjects can be combined with an SBAT.

**INFORMATION EVENINGS**

Information evenings are organized at various times during the year to provide opportunities to explain to parents and students various aspects of the VCE and VCAL and post Year 12 choices. In Term Three a 'Transition from School to Work or Further Study' session will be organised for Year 12 to present information on the VTAC application process for Tertiary Courses, Apprenticeships/Traineeships and ‘Job Search’. Information will also be given on scholarships and government assistance available to help students with post secondary studies.

**ASSESSMENT OF VCE AND VET SUBJECTS AT HCC.**

As noted on page 5 VCAA regulations require a student to satisfactorily complete at least 16 units in order to graduate with a VCE. Section 7 of the VCAA VCE and VCAL Administrative Handbook sets out the regulations governing the granting of satisfactory completion of the VCE are listed. These are reprinted for the information of parents and students.

1. **Satisfactory completion of VCE units**

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance. The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately. In those studies where the set of assessment tasks for School-assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award S for the unit.

1.1 **Satisfactory VCE unit result**

The student receives S for a unit when the school determines that all outcomes are
achieved satisfactorily.
To achieve an S outcome a student must:
• produce work that meets the required standard
• submit work on time
• submit work that is clearly his/her own
• observe the Victorian Curriculum and Assessment Authority (VCAA) and school rules.
If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

1.2 Not Satisfactory VCE unit result
The student receives N for the unit when one or more of the outcomes are not achieved because:
• the work is not of the required standard
• the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
• the work cannot be authenticated
• there has been a substantial breach of rules including school attendance rules.
The N result should be used for students who only partly complete work or whose attendance records breach school rules.

Redeeming outcomes: submitting further work
If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student provided it meets the requirements set out, or allow the student to submit further work. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. Students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school. Normally, students complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

1.3 VCE unit result of J
For a student who is no longer attending but has not officially withdrawn by signing a Student Exit form, the symbol J is included on Victorian Assessment Software System (VASS).
The J result is to be used where the student:
• is no longer attending class, and
• has not submitted work for assessment.
The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to Victorian Tertiary Admissions Centre (VTAC) and are treated by VTAC as equivalent to N.

1.4 Lost, stolen or damaged work
The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should not report them to the VCAA (except in the case of a School-assessed Task). The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Note: This does not apply to work lost or damaged due to computer misuse or malfunction.

VET studies require students to demonstrate that they have reached a competent standard in the units specified for the granting of the certificate. Where a student fails to demonstrate competency an opportunity to resubmit the work will be given.
2. ASSESSMENT OF VCAL STUDIES AT HCC.

The VET Study component of VCAL is assessed in exactly the same way as for VCE students undertaking VET studies. In the Literacy, Numeracy, Personal Development Skills and Work Related Skills programs students are required to demonstrate competency in the skills associated with each program of study. Competency is assessed in a variety of ways and reported as either satisfactory or unsatisfactory. The general information that follows regarding attendance, catch up classes, presentation of work etc. applies to VCAL students as well as VCE students.

3. SATISFACTORY COMPLETION OF THE VCE AT HCC.

The procedures followed by HCC for the granting of a 'satisfactory' assessment fulfill the requirements of the above VCAA regulations. They apply to all Units 1 to 4 VCE Studies and all VET programmes undertaken at HCC.

3.1 School-assessed Coursework and School-assessed Tasks

Where a subject has School-assessed Coursework (SAC) and School-assessed Tasks (SAT) they will be graded according to VCAA grading system:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>91-100%</td>
</tr>
<tr>
<td>A</td>
<td>81-90%</td>
</tr>
<tr>
<td>B+</td>
<td>71-80%</td>
</tr>
<tr>
<td>B</td>
<td>61-70%</td>
</tr>
<tr>
<td>C+</td>
<td>51-60%</td>
</tr>
<tr>
<td>C</td>
<td>41-50%</td>
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<td>D+</td>
<td>31-40%</td>
</tr>
<tr>
<td>D</td>
<td>21-30%</td>
</tr>
<tr>
<td>E+</td>
<td>11-20%</td>
</tr>
<tr>
<td>E</td>
<td>1-10%</td>
</tr>
</tbody>
</table>

Any SAC or SAT student work that is assessed as E; E+ or D must receive a second marking. The VCE Coordinator and the teacher will arrange for the second marking to be completed within a limited time frame. If the mark still stands, then the student will be granted an unsatisfactory assessment for that task. The student will then be given clear instructions as to what needs to be done to obtain a satisfactory assessment for the task, and the time frame for completing the work. The teacher will inform the VCE Coordinator and the appropriate year level coordinator of the arrangements. The work will be completed during either the Thursday lunchtime ‘catch up’ class or in the after school ‘catch up’ class. The VCE Coordinator will be responsible to ensure that the work is completed.

If a student fails to complete a Unit of Competency in a VET program by the deadline set by the teacher, the VET Coordinator and the VCE Coordinator must be informed. The VET and VCE Coordinators will be responsible for ensuring the student completes the Unit of Competency. The work will be completed during either the Thursday lunchtime ‘catch up’ class or in the after school ‘catch up’ class.

3.2 Class work

All VCE and VET subjects require students to complete work in class. Teachers cannot grant a satisfactory assessment to any student who has not completed all required class work. Class work includes such things as homework, note taking, workbooks, journals, experiment logbooks, and any other work that the teacher specifies. Every six weeks teachers will be asked to communicate to the VCE Coordinator the names of any student who is not up to date with class work. Students will be required to attend special lunchtime and after school classes to ‘catch up’ on class work.

3.3 Attendance

VCAA requires that a course of instruction should cover 50 hour of class time. Work done in class time is necessary to allow work to be authenticated and to ensure sufficient academic work is done in prepara-
tion for assessment tasks. That is why all absences from class must be accounted for and accurate class rolls be kept. Failure to account for absences can lead to the granting of an unsatisfactory assessment for the unit.

Where a teacher is concerned about an absent student or when an absence is not explained, the teacher will contact the homeroom teacher to establish if the student was present at school, but absent from class. It is essential that homeroom teachers are given a written explanation for every absence from school. If note is not provided the absence will be classed as an unexplained absence.

Any student who has three unexplained absences in a subject will be required to attend a lunchtime, after school or Saturday morning class to catch up on work missed and to make up the attendance requirement for the granting of a satisfactory assessment.

Where there has been an approved absence the teacher is required to sight the completed work that was missed during the student’s absence. If the student fails to show this work to the teacher within a reasonable time frame, the student will attend the lunchtime, after school or Saturday catch up classes.

Explained absences do not include parents giving students permission to stay home to study. Students are required to bring notes explaining absences to their homeroom teachers on the day they return to school. Explained absences do not include parents giving students permission to stay home to study.

Students are also required to attend homeroom at the start and end of the day; all assemblies; all sporting carnivals; choral competition; CLS classes; Units 3 and 4 trial exams; and any other compulsory school activities.

Students who are excluded from class because of the five-minute lockout will be required to complete missed work in one of the ‘catch up’ classes. If a student is excluded from two classes they may be required to attend the Saturday morning class.

**Please note:** Any student who does not submit work at the required time (misses a deadline) or has committed a substantial breach of attendance rules may be given a provisional ‘N’ result for the study and may be required to attend an Interview Panel. This ‘N’ result may be converted to an ‘S’ if satisfactory work is submitted by a date set by the VCE or VET Coordinator in consultation with the subject teacher.

**Parent/guardian notification**

In every case where a student has to resubmit work or is required to attend a ‘catch up’ class for incomplete coursework, parents will be notified.

Where a student does not comply with the ‘catch up’ requirements, an interview will be arranged with a panel consisting of the subject teacher, and at least one of the Coordinators. Parents/guardians will be invited to this meeting.

**Absence from assessment.**

Students who are absent from class during a SAC will be required to complete the SAC in ‘catch up’ class time. One ‘catch up’ class for each SAC period missed. Students will not be allowed to complete SACs in Private Study.

Students who are aware that they will be absent for an assessment task are required to inform the teacher before the task and not after the task. Teachers will be provided with copies of an Absence from Assessment Form which the student will fill out and the VCE or VET Coordinator will approve or not as the case maybe.

**Please note:** If a student is absent for a SAC because of illness a medical certifi-
cate is required as proof. This is a VCAA requirement.

**VCAA RULES THAT ALL STUDENTS MUST OBSERVE.**

The VCAA sets down seven rules which a student must observe when preparing work for assessment. These rules apply to School-assessed Coursework and School-assessed Tasks. The rules are:

A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. The VCE Coordinator must be contacted immediately if a teacher is unsure as to whether this is the case.

**A student must acknowledge all resources used,** including:

- text, websites and source material,
- the name/s and status of any person/s who provided assistance, and
- the type of assistance provided.

Students follow the HCC style handbook for presentation of bibliographies and in text references.

A student 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 (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context.
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

**Unacceptable** forms of assistance include:

- use of, or copying of, another person’s work or other resources without acknowledgment.
- corrections or improvements made or dictated by another person.

A student must not submit the same piece of work for assessment in more than one study.

A student who knowingly assists other students in a breach of rules may be penalised.

In those subjects where a student may complete assessment work outside of class, the student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student’s own. Teachers will provide students with a copy of the form.

All students must sign a general declaration that he/she will obey the rules and instructions for the VCE and VCAL, and accept its disciplinary provisions. The VCE Coordinator ensures that this is done at the start of each year.

**APPEALING A RESULT**

VCAA allows students the right of appeal to the Principal if:

- A ‘Not Satisfactory’ (N) assessment is given for a completed unit.
- An absence from an assessment is not approved.
- An absence prior to an assessment is not approved.

There is no appeal to VCAA over the granting of an N.

**SPECIAL PROVISION**

VCAA has the following regulations for Special Provision.

A student is eligible for Special Provision in student programs if, at any time while studying for the VCE, he/she is adversely affected in a significant way by:

- illness (physical or psychological)
- any factors relating to personal environment
- other serious cause
• an impairment or disability, including learning disabilities.

Students must demonstrate a satisfactory completion of all the outcomes of the unit. Students who are absent from school for prolonged periods will be required to comply with the school’s authentication procedures to demonstrate that they have completed the work and that the work is their own.

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

VCAA regulations do not allow involvement in social or sporting activities or school events which may affect a student’s ability to complete work as a reason for Special Provision.

There are times when circumstances mean that a student will be given permission by the VCE Coordinator to work at home. Where approval has been given for such an arrangement, teachers will be informed of what is required of both teachers and student.

Other forms of Special Provision that maybe granted by the VCE Coordinator are: if a student is taken ill during a SAC a Derived Examination Score (DES) may be granted to the student, or permission may be given to sit an alternate SAC.

A student undertaking Units 1 and 2 studies can apply for Special Provision for the end of semester exams. The granting of special exam arrangements will be based on the criteria that VCAA uses for granting special examination arrangements for Unit 3 and 4 exams.

VCAA regulations allow a student to apply for a DES for the Unit 3 and 4 exams. A DES is only granted if it is considered that circumstances prior to the examinations have impacted on a student’s expected performance. The expected performance is based on the results of the School-assessed coursework and the GAT result.

Applications for Special Provision and/or Derived Examination Scores for the Unit 3 and 4 exams can only be made in consultation with the VCE Coordinator.

The Victorian Tertiary Admissions Centre (VTAC) also allows students to apply for the granting of special consideration when submitting their tertiary course preferences. This process will be explained to all Year 12 students.

Any parent seeking information on VTAC Special Consideration should contact either the Careers Coordinator or the VCE Coordinator. Contact the VCE Coordinator if the inquiry is in relation to Special Provision or DES.

Where there is unavoidable absence from the whole of a SAC the student will be required to sit a substitute task under the same conditions as the original task. Before a task can be rescheduled the VCE Coordinator requires a written explanation for the absence and supporting documentation. (This would usually be in the form of a medical certificate. A note from home is not sufficient).

The VCE Coordinator needs to be alerted immediately an absence occurs or is likely to occur; this should be by 9 am on the scheduled day. The date, time and location for the substitution task to be undertaken will be decided in consultation with the VCE Coordinator.

USE OF COMPUTERS FOR SAC AND SAT WORK

Teachers may allow students to use a computer to produce work for assessment. The student is responsible for ensuring that:

• there is an alternative system available in case of computer or printer malfunction or unavailability.
• hard copies of the work in progress are produced regularly.
• 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.

A student may not claim computer, USB, printer or any other electronic malfunction as an excuse for lost or damaged work. Failure to follow the above guidelines may result in a student being required to complete another task of an equal standard.

VCE ASSESSMENT FOR UNITS 3 & 4
While the VCE is granted on the basis of satisfactory completion of outcomes, in Year 12 students are also given marks for the various assessment tasks that they complete and for the examinations held in June and November. The VCAA uses these marks to generate a study score. A study score shows how well a student has performed in a study at Unit 3 and 4 level compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

For every VCE study and scored VET program, the maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):
- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.
A score of 30 represents an average score.

THE ATAR
The Australian Tertiary Admissions Rank is based on scaled Study scores. The ATAR ranks students against each other and indicates where they stand in relation to all other students in the Nation who have requested an ATAR ranking. An ATAR rank of 65 means that a student is in the top 35% of students. The ATAR ranking that is listed as being required for entry into tertiary institution places is determined by student demand and Government funding of places. Reduced funding reduces the number of places and if demand for places remains the same students may require a higher ranking than previously to gain access to a desired course.

How important the ATAR is in selecting students for a course depends on the selection criteria of the course concerned. An increasing number of courses (e.g. design courses) make selections based on a folio presentation and interviews, as well as the ATAR.

Most courses also require students to gain a specified minimum study score of 25 in English (30 for students sitting the English/ESL exam). Many courses also set a minimum score in subjects that are a prerequisite for the course of study.

THE GENERAL ACHIEVEMENT TEST (GAT)
All students enrolled in a Unit 3 and 4 Subject are also required to sit the General Achievement Test (GAT) held in June of each year. The GAT tests the general knowledge and skills of the student. Although the GAT does not form part of the graduation requirements for the VCE and does not count towards VCE results or the ATAR, the GAT is an essential part of VCE assessment procedures. A number of tertiary institutions are now looking at GAT results as an additional selection tool and as an indication of how a student may perform in tertiary study.

The GAT is used by the VCAA to check that
all schools are marking to the same standard in their school assessments. It is used for this purpose because GAT results have proved to be a good indicator of likely SAC results. The GAT is also used by the VCAA to check the marking of school-assessed work and of examinations.

HELP WITH TERTIARY COURSE SELECTION AND/OR TRANSITION TO EMPLOYMENT

The Careers Coordinator provides on-going advice for all VCE/VCAL students to enable them to make informed choices regarding post school years. This is done through year level meetings and individual interviews.

Parents and guardians need to take note of the date of the Transition evening for parents and guardians of Year 12 students and plan to attend. At this meeting all the information given to students regarding tertiary entrance; special entry programs; pre-apprenticeships; etc. is communicated to parents.

WHAT IS SCHOOL-ASSESSED COURSEWORK?

For each VCE study students are required to undertake a range of assessment tasks. These tasks allow the student to demonstrate their understanding of the key knowledge and skills associated with the study. The demonstration of these skills and knowledge allow that student to satisfy the unit Outcomes.

School-assessed Coursework tasks are part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed within a limited timeframe and the scope of each task is restricted.

Graded assessments in Units 1 and 2 are for HCC purposes only and are based on the VCAA marking scale.

The marks given in Units 3 and 4 are sent to the VCAA as they are a component of the final grade given in each study. School-assessed Coursework (SAC) in Units 3 and 4 is subject to statistical moderation against examination and GAT results. This is to ensure that the standard of grading across schools is the same.

All satisfactory or unsatisfactory assessments for Unit 1 to 4 are communicated to VCAA.

WORD RANGE FOR SAC/SAT WORK

All SAC and SAT instructions that involve a written response will suggest an upper and lower word limit for the task. One of the skills required is to be able to keep within the word range. Students should keep within the word range.

Please Note: Word limits are strictly enforced by VCAA for Visual Communication and Design and this will be stressed to students and re-emphasised prior to final submission of work.

PRESENTATION OF WORK

The manner in which students present their work is very important. Many studies have special presentation requirements for particular tasks. Teachers will make clear exactly what these requirements are for each SAC and SAT.

Where there are no special presentation requirements for a SAC or SAT task, the completed work should be presented in a single plastic pocket with the Criteria Sheet and Cover Sheet provided by the teacher.

HCC requires all work submitted for assessment to include the student VCAA student number. This number should be recorded in the student planner at the beginning of the year.

BIBLIOGRAPHY AND IN TEXT REFERENCES

It is the student’s responsibility to provide evidence that work submitted is their own and completed in accordance with the VCAA’s requirements. Unless otherwise stated all written SAC and SAT tasks require the use of in text references and a bibliog-
raphy. This is part of the requirements for authentication of student work.

Students should note that all works consulted, quoted, and used in the preparation of SAC and SAT tasks as well as details of interviews and other primary research must be acknowledged in the bibliography.

VCE and VCAL students are to follow the rules of presentation of ‘in text referencing’ and construction of a bibliography found in the latest edition of the Guidelines for referencing and bibliographies.

Students were required to purchase this book in Year 9.

**LOST, STOLEN OR DAMAGED WORK**

The student who has lost work, or has had work stolen or damaged, must contact the VCE Coordinator. A written statement of the circumstances, must be signed and dated will be kept by the VCE Coordinator. The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Any loss or damage to a School-assessed Task is reported to VCAA.

**Note:** This provision does not apply to work lost or damaged due to computer misuse or malfunction.

**FEEDBACK TO STUDENTS AND PARENTS**

Teachers will provide feedback to students when they have complete marking SACs.

Appropriate feedback includes:

- advice on particular problem areas.
- advice on where and how improvements can be made for further learning.
- reporting S or N decisions and/or written comments on students’ performance against each outcome.

The interim and end of semester reports are the means of providing feedback to parents and guardians on student progress. It is strongly urged that parents and guardians make use of the opportunity provided by the Parent/Teacher Interview evenings for obtaining feedback on student progress.

At HCC it is expected that all VCE students will make a sustained effort in their studies. Failure to attain at least a ‘C’ (satisfactory) for effort on their end of semester report requires teachers to request an appointment to speak to parents at the Parent/Teacher evenings.

**Please note:** If a parent or guardian is concerned at any time about the how their child is working, they should first contact the either the appropriate year level coordinator or the homeroom teacher, not the subject teacher.

**EXTENSION OF TIME**

VCAA allows for the granting of an extension of time for the completing of an assessment task. A teacher may, in his or her professional judgement grant an extension of time to account for circumstances in which an individual student or group of students has not been given appropriate time to undertake or complete School-assessed Coursework or a School-assessed Task.

An extension of time for all students in a class should only be given on condition that all students are given adequate notice and that no one in the class or another class is advantaged or disadvantaged by the change. Extension for an individual student should only be granted in special circumstances.

Where there are multiple classes in a subject an extension of time for a class can only be granted if all other classes are given the same extension of time.

**STUDENT APPLICATION FOR A TIME EXTENSION**

The maximum extension that can be granted to Year 11 and 12 VCE students is 2 weeks.

Major time extensions may only be granted after an official application has been made.
Applications must be made on the form supplied for this purpose no later than 3 days before the deadline. (This form should be collected from the VCE Coordinator.) Applications on medical grounds must be accompanied by a doctor’s certificate. The final decision will be communicated in writing to the student.

Minor extensions of up to 2 days may be granted by Year 11 and 12 subject teachers with the VCE Coordinator’s approval for any assessment work.

WORK COMPLETED OUTSIDE CLASS

Most assessment of unit outcomes will be completed in class. It is expected that work is set outside of class time that requires students to complete research and learning activities that contribute to the student gaining the key knowledge and skills.

Years 11 and 12 studies continue to require additional work and study outside class as part of the regular learning program. Teachers are encouraged to set and mark work that provides a student with the opportunity to develop his/her knowledge and skills. This also allows teachers to provide feedback on progress. This work can contribute to the assessment for determining whether the student has achieved a satisfactory grade.

Where a SAC/SAT requires preliminary preparation and activities associated with the task to be completed as homework students are required to sign a declaration that the work completed is their own work. A copy of the VCAA authentication form that is to be used is available from the VCE Coordinator.

The amount of SAC/SAT work to be completed as homework is decided by the study teacher taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

WEBSITE INFORMATION - SUBJECTS AND ASSESSMENT DATES.

The school website and intranet will post an electronic copy of the Pathways Booklet and the Calendar Dates relating to Years 11 and 12. Dates for all SAC and SAT assessment for each Unit 1 to 4 Study, and each VET program of study will also be posted on the website.

CHANGING OR WITHDRAWING FROM A VCE OR VET UNIT

The subjects chosen by students for their VCE/VET program of study were selected in conjunction with the subject teachers, careers advisor, parents and senior staff. Subjects were selected with careers pathways clearly in mind.

Once the year begins some students request a change in selected subjects. Students wishing to consider such a change should seek advice from staff and need to fill out the appropriate form available from the VCE Coordinator if a change of subjects is to occur.

Students may not change subjects for Units 3 to 4 sequences except in the first two weeks of Semester One. Students may not change subjects for Unit 1 except in the first two weeks of Semester One. Students may not change subjects for Unit 2 except in the first two weeks of Semester Two.

Year 11 students wanting to change a subject after these cut off dates, must see the VCE Coordinator. There are some circumstances where a change is allowed. Not liking the teacher is not an acceptable reason for making a subject change in the VCE years.

Sometimes circumstances arise where it may be appropriate for a student to reduce the number of subjects being undertaken.
in the VCE. VCAA makes provision for students to withdraw from a subject(s). Some circumstances mean that it can be in the best interests of a student to defer completing the VCE until the following year. Again VCAA makes provision for this. The VCE Coordinator is the person to contact.

PRIVATE STUDY
Successful VCE students make good use of private study time at school and at home. In Years 11 and 12 students have a number of Private Study periods. The Year Level Coordinators provide each student with a copy of the guidelines for private study.

PASTORAL CARE
During the course of the year, there may be times when students need to seek advice or help in dealing with various concerns. HCC has both a male and female pastoral care worker. Students are encouraged to meet with them to discuss their concerns. The Pastoral Carers are not involved in the day to day running of the school and have no disciplinary function in the school. In the VCE/VCAL years they can, with the student’s permission, inform the VCE, VCAL and VET Coordinators of any student who may need Special Provision for internal and external assessment. They can also help students fill out the VTAC special consideration applications.

A priority for all HCC staff is the pastoral care of students in the VCE years.

VET INFORMATION

VCE VET School-assessed Coursework
In order to be eligible for a study score, students must demonstrate competence in the Units of Competence or achieve the modules that make up the Unit 3 and 4 sequence. Students must also satisfy all the requirements of scored assessment.

VET Satisfactorily Unit of Competence result
Students receive an S for a unit of competence when they have demonstrated competence required by the Registered Training Organisation (RTO) and administered by the subject teacher. Students receive an S for a module when they have demonstrated achievement of all the learning outcomes as assessed by the RTO and administered by the subject teacher.

When a satisfactory completion of a VET unit is recorded on the VCAA database, credit for the VCE is calculated automatically.

VET Not Satisfactory Unit of Competence result
Students will receive an N for a Unit of Competence if they have not yet demonstrated competence. Students will be allowed to submit further work for satisfactory completion of a Unit of Competency; students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

SUBJECTS AT HCC WITH VCE SCHOOL-ASSESSED TASKS
This section applies to students undertaking subjects with School-assessed Tasks (SAT) for:

- Art
- Design and Technology
- Food and Technology
- Systems Engineering
- Visual Communication and Design

In these subjects students are required to produce work that is completed over an extended period of time. These SATs are assessed by the teacher in accordance with published criteria. These criteria include as-
Students must complete all parts of the assessment by the due date set for each part of the SAT.

**Topic Selection**
The Study Designs set out the details of the SATs to be completed for assessment purposes. Topics are selected by teachers in accordance with these details.

**Advice on development stages**
Students are required to make and keep consultation appointments on the progress of the SAT with their teachers and record these in their diaries. Discussion at these consultations provides sound evidence to your teacher of the authenticity of your SAT work. These times are to be negotiated with the teacher concerned and may not be whilst the teacher has another class or duty or the student has a timetabled class.

Teachers are required to provide feedback to students on SAT work in progress. At least one set of comments will be in written form on the VCAA authentication form that is to be used. **Students must not lose this form.**

All changes made in the various stages of development of a SAT must represent the student’s own work.

It is appropriate in the development stages of the work for the teacher to ask questions and to offer general advice; for example, about alternative strategies that might be tried. However, the teacher must not dictate or make changes in such a way as to put into question the student’s authority or ownership of the work.

For **Visual Communication and Design**, the teacher’s formal written comments should be made on only one draft of the written component of the SAT. Where written comments are made, the draft containing the teacher’s comments must be initialled and dated by the teacher and made available to the VCAA as required. There is no drafting requirement for the other SATs.

The following forms of teacher assistance are not appropriate:
- providing detailed advice on, correction to, or actual reworking of, student’s drafts or production or folios.
- providing structured outlines with detailed suggestions or instructions for completing work.
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

For SATs the teacher will ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual students’ work and therefore to assist in the authentication process.

In addition, teachers will also observe the following procedures for authenticating students’ work:

For SATs teachers will 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. Therefore students must ensure that they are always up to date with SAT production.

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. The Declaration of Authenticity Proforma needs to be signed by the student and teacher when work is submitted.

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 e.g. Teachers should check resource material brought into class for use.
in assessment tasks; collect all materials (plans); notes; and assessment task at the end of the lesson. They will redistribute this for the next assessment lesson.

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.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach as set out in Investigation of a breach of rules or of school requirements.

Storage of SATs

VCAA requires secure storage of Assessment Tasks until results are published. After the results are published students can collect their work from the school.