

Templestowe College

VCE Handbook

2024

The purpose of this handbook is to help students, parents, and staff understand how the Victorian Certificate of Education (VCE) works at TC.

TC follows the information and instruction as set out by the Victorian Curriculum and Assessment Authority (VCAA).

Information relating to the VCE includes the VCE Vocational Major (VCE VM), unless otherwise stated or when referring to scored school-assessed based and external assessments and related processes and results.

References

VCE and VCAL Administrative Handbook 2024

www.vcaa.vic.edu.au

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1 Satisfactory completion of the VCE (VCAA Rules)

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for determining the curriculum, assessment and reporting of the Victorian Certificate of Education (VCE).

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. Evidence of achievement is collected and authenticated by the teacher from a range of tasks throughout the course, including school-based assessments specific to the area of study. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

Where a teacher determines that a task will be used to generate a scored assessment, as well as demonstrate an outcome, students will be afforded additional opportunities to demonstrate the required skills and knowledge if the outcome is not met. **It is important to note that the initial score once submitted cannot be altered or reconsidered.**

Minimum Requirements

VCE

VCE studies offer a sequence of four units typically completed across two years. One unit equates to half a year or semester of study.

The minimum requirement for being awarded the VCE is the satisfactory completion of 16 units, which must include:

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

TC recommends that students plan to have a minimum of five (5) Unit 3 and 4 sequences upon completion of their VCE. This provides a 'safety net' for students in the event of unforeseen circumstances. Each year TC runs eligibility reports to ensure that all students are fully aware of their eligibility to achieve their VCE in the year they wish to graduate.

In many schools, the VCE is completed over two (2) to three (3) years, however at TC there is opportunity for students to attempt their first VCE units in their 3rd or 4th year. The decision to commence VCE units should be made/considered in consultation with the Community Executive Team (CET), student Connect Mentor and relevant subject teacher and family.

Unit 1 and 2 can be completed separately or as a sequence, whereas Unit 3 and 4 must be completed as a sequence. There is no time limit placed on achieving the VCE (i.e. students may accumulate units over any number of years).

VCE VM

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

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

1.1 Satisfactory achievement of a VCE unit

The decision determining satisfactory completion of outcomes is based on the teacher's judgement of the student's overall performance on a combination of coursework, core assessment tasks or any other documented evidence. Student work must be submitted on time, be able to be authenticated as their own work and meet the required standards.

For satisfactory completion of a VCE unit, students must demonstrate their achievement of set outcomes as specified by the VCAA subject Study Design. Students should familiarise themselves with the Study Design for each VCE subject they elect to study.

Teachers should be open to collaborate with students and ensure that students have agency in how they evidence their learning and attainment of key knowledge and key skills. Students should be provided with multiple opportunities to develop and demonstrate these requirements for the outcomes of the unit. Teachers will provide a framework for these opportunities but should encourage student agency where appropriate.

Satisfactory VCE unit result – 'S'

The student will receive a 'S' (satisfactory) completion of a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes and can be authenticated as their own
- observed the rules of the VCAA and TC
- met TC attendance requirements

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

Should a student submit work that does not meet the required standard for satisfactory completion, the teacher should consider other work relating to outcome undertaken by the student for the unit. This work may include, but is not limited to class work, homework, additional tasks, or discussions with the student that demonstrate their understanding.

Not Satisfactory VCE unit result – 'N'

Students receive an 'N' (Not Satisfactory) for the unit when one (1) or more of the requirements listed are not achieved:

- work does not demonstrate achievement of the outcomes, based on the Study Design and teacher judgment.
- The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated.
- There has been a substantial breach of rules.
- They have not met the college's minimum attendance requirements.

If a student is assessed as Not Satisfactory (N) for a unit, the unit will not contribute towards the overall achievement of their VCE. If it is part of a Unit 3/4 sequence they will also be ineligible for a study score for that subject.

1.2 Repeating VCE units

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition.

1.3 VASS Reporting Requirements

All students are required to confirm that their personal details and VCE/VET enrolment are recorded correctly each year. This process takes place early in the school year and is a requirement of enrolment in VCE. The collection of this student data is completed in line with the VCAA's collection policy which is provided to students at the time of completing the forms. All students who are undertaking the VCE are required to sign the General Declaration at the beginning of each year.

Staff are also required to check and sign off on VCE class lists to confirm student enrolments. Staff must ensure that all assessments are scheduled in such a way to enable them to meet TC and VCAA deadlines. VASS key dates will be available for staff via and the VCE Admin team on Teams. The VET/VASS Co-ordinator (TMCC) will also communicate key dates throughout the year.

2 Demonstrating achievement of outcomes at TC

All TC students will be required to provide evidence that they have completed the necessary coursework and outcomes specified in the subject's Study Design. At the commencement of a unit of study, teachers should be open to collaborate with students to develop a set of requirements that will enable teachers to meaningfully evaluate whether a student has satisfied unit outcomes and which take into consideration individual student interests, abilities and learning styles.

2.1 What is the difference between coursework and school-based assessment?

Coursework encompasses a range of classroom and homework activities developed collaboratively by teachers and students to scaffold, support and demonstrate student learning. Student agency in the development of coursework is designed to improve engagement, interest, and depth of understanding.

Coursework should be designed to ensure students are:

- Documenting a written, visual or audio record of their developing knowledge and skills
- Consolidating their knowledge and skills through practice
- Demonstrating their understanding of the material covered in the course
- Creating a study resource for exam revision (applicable for scored students)

The completion of coursework is vital in demonstrating student understanding or ability for each outcome. This is central to teachers making judgments in relation to satisfactory completion of the unit.

School-based assessments consist of any teacher-assigned tasks that determine each student's level of achievement in outcomes as specified in the Study Design. In VCE Unit 3 and 4 studies, scores for these school-based assessments, usually School Assessed Coursework (SAC's) and School Assessed Tasks (SAT's), are submitted to VCAA and are used along with external examination scores to determine a single total subject study score for each student.

Note: an expectation is that students have completed coursework prior to the completion of the school-based assessments and proficiency tasks, to inform teacher judgement relating to satisfactory completion of outcomes.

In certain circumstances, school-based assessments may also be used to determine of a students' successful completion of outcomes /a unit.

2.2 Documenting coursework requirements at TC

At the beginning of each VCE unit of study, students must be provided with a completed Coursework Requirements document outlining what key knowledge and skills must be demonstrated for each outcome of the unit. This documentation should also indicate summative coursework tasks that will be used to determine whether students have achieved unit outcomes.

Differentiation and student agency should be considered when planning coursework requirements, so that additional or alternative tasks can be developed collaboratively, in order to demonstrate achievement of outcomes.

3 Completion of VCE Units – SCORED or UNSCORED

For all VCE students, successful completion of outcomes is based upon teacher judgement. Central to this is the expectation that coursework is fulfilled, and evidence of learning is provided to inform this teacher judgement.

Scored students complete SAC's, SAT's and external end-of-year exams for the determination of the subject study score. In some instances, unscored students will complete SAC's and SAT's to demonstrate outcomes. However, no score will be reported to VCAA and the conditions of how these assessments are undertaken may vary from scored students.

The VCAA recommends that schools encourage all students to undertake scored assessment wherever possible. Scored assessment provides a more detailed record of student achievement and is currently considered to be the best way to maximise opportunities and pathways to further education and training.

However, TC understands the need for flexibility in building individual student programs and is very supportive of students who elect to satisfactorily complete Units 3 and 4 of a study without completing all or any graded assessments.

It is important to note that levels of achievement for Units 1 and 2 of a study are determined by schools, and there is no reporting to VCAA beyond the allocation of an S or an N for each unit. As such, there is no unscored option available in Units 1 and 2.

The following table compares the scored and unscored pathways at TC:

	SCORED	UNSCORED
Units 3 and 4 of a study	Encouraged	Supported
Units 3 and 4 contribute to the achievement of the VCE if satisfactorily completed	Yes	Yes
Study score is calculated upon satisfactory completion of Unit 3 and 4	Yes	No
Contributes to an ATAR (Australian Tertiary Admission Rank)	Yes	No
Teacher judgment determines satisfactory completion of outcomes based on Study Design	Yes	Yes
Minimum attendance requirement must be met for satisfactory completion of a unit	Yes	Yes
Graded, school-based assessments (SACs)	Yes	No
Coursework required to demonstrate key skills and knowledge	Yes	Yes
Graded, portfolio school-based assessments (SATs) and Proficiency Tasks must be attempted	Yes	Yes
External, end-of-year VCAA examinations must be attempted	Yes	No
GAT (General Achievement Test)	Yes	Yes

Key points:

- In the case where an unscored student does not complete a SAC, where the SAC is a key component of the outcome, unscored students will be asked to complete an equivalent task.
- Students must meet the coursework requirements and the minimum attendance requirement in order to achieve an S for any unit of study, regardless of whether they are attempting the study scored or unscored.
- In Units 3 and 4 of a study, graded school-based assessments which contribute to a study score calculation along with the end-of-year examinations must be attempted by students who have chosen to attempt a VCE study scored. Achievement on these tasks is used to calculate the subject Study Score (which contributes to the ATAR). If a student is planning on repeating a subject, they are highly encouraged to carry out these assessments in preparation of the following year.
- **TC advice regarding the Unscored pathway – *if in doubt, don't opt out!***
TC advises all students to attempt a VCE subject scored if they are in any doubt. Why? A student can always decide to opt-out at a later date; however, you CANNOT change your mind and opt-in to completing a Unit 3 and 4 subject scored part-way through an academic year.

3.1 Process for selecting an Unscored subject / pathway

Students wishing to study a subject/entire pathway unscored must undertake the Unscored Process (Appendix 5). This process is in place to ensure that students have a number of pathway options that are not dependent on an ATAR Australian Tertiary Admissions Rank (ATAR) or specific study score for a subject.

3.2 What is a VCE Study Score?

A study score is calculated using the student's moderated SAC scores, scores for school-assessed tasks, and examination scores for each study. This score is used by the Victorian Tertiary Admissions Centre (VTAC) for the calculation of the student's ATAR.

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

To receive a study score, students must complete two (2) or more Graded Assessments in the study and receive an S for both Units 3 and 4 in the same year.

To ensure comparability of assessment of school-assessed coursework from different schools, the VCAA applies statistical procedures to each cohort of students in each school undertaking the study. This moderation adjusts the level and spread of each school's assessment of its students in a particular study to match the level and spread of the same student's scores on a common external score.

For further information, see www.vcaa.vic.edu.au.

3.3 What is an ATAR Score?

The ATAR is a ranking of graduate results that measure a student's overall academic achievement compared with all other final year students in Australia (excluding Queensland). The ATAR is not a score out of 100 – it is a rank. The ATAR allows tertiary institutions to compare the overall achievements of all students who have graduated from secondary school in that year.

In Victoria, ATARs are calculated by the VTAC when students complete the VCE. VTAC uses the VCE results issued by the VCAA to calculate ATAR scores.

VTAC notifies students of their ATAR. If students apply for tertiary courses, VTAC forwards the ranking and applications to tertiary institutions. In addition to other course requirements, the ATAR score can determine a student's eligibility for tertiary courses. Each tertiary institution sets the ATARs required for its courses, as well as other course entry requirements.

3.4 How is the ATAR calculated?

The ATAR is calculated by VTAC based on up to six (6) VCE scaled study scores. Study scores are scaled up or down by VTAC according to the performance of students in a study in a particular year – which means scores change each year, making ATARs difficult to predict.

The ATAR is calculated from an aggregate, produced by adding together:

- a student's highest scaled study score in one of the English studies (English, English Language, English as an Additional Language (EAL), Literature),
- a student's highest scaled study scores for three additional permissible studies, and
- 10% of the scaled study scores for the fifth and sixth permissible studies.

Students are then ranked in order of their aggregate and a percentage rank is assigned to distribute students as evenly as possible over a 100-point scale.

Finally, the percentage rank is converted to an ATAR score. The ATAR is an estimate of the percentage of the population that a student outperformed. So, if a student receives an ATAR of 60, it means they performed better than 60% of students that year.

The ATAR is a number from 0 and 99.95 in intervals of 0.05. The highest rank is 99.95, the next highest 99.90, and so on. The lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as 'less than 30'.

4 Assessment and Feedback

4.1 Graded, School-Based Assessment

In Units 3 and 4 where students undertaking a scored pathway, SACs and SATs are the most commonly used forms of graded assessment. These are used to measure each student's level of achievement based on the assessment tasks specified in the relevant VCAA subject Study Design. Graded assessment will take place mainly in the classroom under teacher supervision over a specified period of class time to meet authentication purposes.

Students will receive feedback, from the subject teacher, on their graded school-based assessment. Students will not receive feedback on their ranking or their indicative exam grade.

It is important to note that coursework scores are forwarded to the VCAA and are subject to statistical moderation.

In Units 1 and 2, outcome achievement will be assessed and graded using the key knowledge and skills designated by the VCAA. In these units, S or N results only are reported to the VCAA. Teachers will provide students with grades and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Grades are not reported to the VCAA and are not subject to moderation.

4.2 Procedures for administering graded, school-based assessments at TC

For all graded school-based assessment, students must be provided with a completed VCE Assessment Notification template outlining relevant assessment details no less than two weeks prior to the SAC date. In addition, a Compass Learning Task must be made available to parents and students.

In addition, It is imperative that Unit 3/4 students are aware that if they are absent from an assessed task (without a medical certificate) they will receive a Not Applicable (NA) for this component and a score of zero (0) will be recorded.

School-based assessments must be returned to students once all students in the study have completed the task and it has been marked and cross-marked as required. The actual tasks can be annotated. Staff must ensure that they are able to meet VCAA audit requirements to submit sample work, if they occur. Staff are encouraged to keep copies of student work. Ideally students should receive feedback within two weeks of completing the task. Students should then be encouraged to seek personalised feedback in addition to any teacher feedback routinely provided.

In accordance with VCAA rules, scored Unit 3 – 4 students cannot resit SAC's or SAT tasks to produce a different assessment score. The score achieved at the original SAC sitting is the only score that can be recorded. If the task is designed to contribute to the completion of an outcome, then the students must be afforded additional opportunities to work toward completion of the outcome.

If a student chooses to reattempt/resubmit a work requirement task that has not received a satisfactory level they should be encouraged to do so, to demonstrate a satisfactory understanding/standard. This must however be completed within the required time frame. Where completion of the SAC is required to demonstrate completion of the outcome, students whose SAC is unsatisfactory will have the opportunity to complete an equivalency task (or another supporting task) to gain a S for the outcome. This will not change their original score for the outcome.

For Unit 1 & 2 studies there will be end of year exams. It is a school policy that all students studying Unit 1 & 2 subjects will attend and attempt these end of year exams to the best of their ability. The exam, and revision process, serves to prepare students for Unit 3 & 4.

The Unit 1/2 exams will be not reported on and **do not contribute to satisfactory completion of the Unit, except in exceptional circumstances**. Exam content should be communicated to students in writing three (3) weeks prior to the exam process.

Staff are required to undertake the SAC Booking Process and have SAC dates approved, prior to notifying students of dates and times of assessment. All SACs are to be approved by the Director of School Operations (MHA) to manage potential conflicts.

Refer to Appendix 3 – SAC Booking Process

4.3 Feedback and Reporting

At TC, students will receive feedback on their learning in VCE subjects in any number of the following ways:

1. Regular discussions with their classroom teachers

As all students are required to complete the coursework requirement for a unit of study, classroom teachers may schedule appointments with their students during class time. During these informal feedback sessions, student progress and understanding of learning outcomes will be evaluated by their teacher. Strategies for improvement and providing advice on particular problem areas should be a major focus of these discussions.

2. Work and Study Habits Index (WASHI)

The WASHI provides the opportunity for each student to receive regular feedback on the progress towards work and study habits vital for VCE success.

3. Continuous Feedback

Continuous feedback on all school-based assessments and proficiency tasks will continue to be provided using Compass Learning Tasks. Appropriate feedback is timely (ideally within two weeks of task date), and must include:

- An individualised feedback comment, outlining the skills and knowledge demonstrated, next steps for learning, and strategies to achieve the next level of achievement.
- A rubric comprised of the VCAA performance descriptors for the Outcome, as applicable.
- An indication of students' level of achievement on the assessment, expressed either as a percentage or an achievement statement (High, Medium, Low).
 - Where a percentage is used for Unit 3 and 4 school assessed tasks, a disclaimer stating that the grade is a raw score that may change during VCAA statistical moderation must be included

5 Authentication at VCE

The rule is very simple: **All VCE students must submit work for assessment that is their OWN.**

5.1 VCAA Rules for School Assessed Coursework and School Assessed Tasks

Students must observe and apply rules for the authentication of school-based assessment. Students must sign an authentication record for work done outside (mainly applies to SATs) of class when they submit the completed task.

The VCAA authentication rules state:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person who aided and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which 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.
- Unacceptable levels of assistance include:
 - use of, or copying, another person's work or other resources without acknowledgement
 - corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.

Identifying authentication problems:

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

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

Strategies for avoiding authentication problems:

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

- Teachers should ensure that tasks are kept secure prior to administration.
- Ensure that a significant amount of class time is spent on the task so that the teacher is familiar with the student's work and can regularly monitor and discuss aspects of the work. Regular written records should be made of when student work was checked.
- Ensure that students are working with a current copy of the accredited study design, the current assessment guide/criteria and advice so that they fully understand the requirements of the set task
- Assessment tasks should not be recycled from year to year unless significant modifications are made to ensure that students are unable to use other student's work from a previous academic year. **Remember it is school policy to return all assessed tasks to students once marked and feedback has been provided.**
- Ensure internal moderation and cross marking procedures are applied where there is more than one class in a study. Cross marking often reveals possible breaches of authentication. Where there is only one class in a study, endeavor to partner with a teacher from another school where possible to moderate.
- Where commercially produced tasks are being used for school-based assessment it is very important that modifications are made for authentication purposes. You should assume that a commercially produced task has been shared online, and it is therefore NOT APPROPRIATE to use such tasks without significant modification.
- Encourage students to acknowledge tutors, if they have them, and to discuss and show work done with tutors. Make sure tutors are aware of authentication requirements.

5.2 Breaches of authentication rules

Principals are responsible for the administration of VCAA rules and instructions in their schools. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely their own. **If any part of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.**

Suspected breaches of VCAA rules will be handled by the Principal, or their delegate. Students will be notified of the nature of the suspected breach of rules and will be given an opportunity to respond. A meeting consisting of the Principal or delegate, member of the CET team and the Subject Teacher, the student and parent will be organised.

This meeting will be used to determine the consequence of the breach. If the student disagrees with the decision, they may formally appeal to the VCAA.

Students or staff who believe that a breach of rules has occurred, or that a student has behaved inappropriately, should report the incident to the Director of Senior Certificates (LONE) immediately.

For further information see the VCE and VCAL Administrative Handbook 2023 (www.vcaa.vic.edu.au).

6 Special Provision

Special Provisions can apply when students have legitimate reasons (i.e. circumstances outside their control) for not working to the best of their ability, including the submission of work or attendance at school-based assessments.

Special provisions are designed to allow students who are experiencing significant hardship to demonstrate both what they know and what they can do. These provisions are not allowances and does not change the work requirements of a student. The objective is, as far as possible, to remove the barriers which may prevent a student demonstrating their capabilities in a study.

Each student's case will be evaluated individually. The guiding principles which must be satisfied in all forms of special provision are:

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

See **Appendix 8 and 9– VCE External SEA or Internal Special SEA**

6.1 Eligibility for special provision

Students may be eligible for Special Provision if, they are adversely affected in a significant way by:

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

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

6.2 Types of special provision

Special provision is available to students completing the VCE for: classroom learning, school-based assessment, the General Achievement Test (GAT) and VCE external assessments.

Special Provision at a Unit ½ level

For SACs/SATs at a Unit ½ level, the school is primarily responsible for determining eligibility and the nature of the provisions granted. All provision applications must be submitted with supporting evidence. This is done to avoid providing students with provisions at a ½ level (that they become reliant on) only to find that the VCAA will not approve it/them the following year due to insufficient evidence. To apply for an internal special provision (Unit ½ level), students and/or parents should initially contact Liam O'Neill (LONE@tc.vic.edu.au) and complete an Internal Special Provisions application form. **(See Appendix 9)**

Special provision at a Unit $\frac{3}{4}$ level (SACs, SATs and VCE external assessments (Exams and GAT))

Any student who is studying one or more Unit $\frac{3}{4}$ subjects and wishes to apply for a special provision, must submit an application with the VCAA. The VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements. All communications regarding Special Examination Arrangement applications should be forwarded to Liam O’Neill (LONE@tc.vic.edu.au).

6.3 Derived Examination Scores (DES)

Where a student is unwell or has been affected by a physical or mental trauma (such as injury, death of a close relative, family breakdown) at the time of their examination, they may be eligible for a DES. A DES is calculated based on the student’s performance in other graded assessments and the GAT. If a student was predicted to receive a higher grade based on these measures than they obtained, then their grade is adjusted upwards accordingly. A DES never reduces the grade received.

The student’s application for a DES must be received by VCAA within 7 days of the student’s original exam date. The application must be supported by documentation from a professional such as a medical doctor or psychologist. There is no guarantee that students will be granted a DES, so they are always encouraged to sit all examinations and to assume the mark they obtain will be their final grade.

6.4 Special provision if absent from school-based assessments

School-based assessments cannot be completed/submitted ‘late’. Only students who provide a medical certificate, are involved in an approved school-based activity, or who have a relevant Special Provision, will be able to make up a missed SAC or have an extension on a SAT, *and still have the score awarded.* This school policy applies to all VCE studies, Units 1 – 4 inclusive. Students who do not meet these conditions will have to complete the task but will be awarded a score of 0. Completing the task still allows the student to demonstrate the outcome (and achieve an S for the Unit).

Rescheduling an assessment or applying for an extension

When a student needs to request any alteration to a VCE assessment task date they must complete the SAC Reschedule form online (Pinned to the top of the VCE Student team on Teams).

If a student is absent from an assessed task, they must complete the SAC Reschedule form and submit the required evidence. If the absence is planned, this should occur before the assessment date. If the request has been approved, both the student and teacher will be notified. A new assessment date will be arranged as close as possible to the original assessment date.

Extensions of time will only be given under extreme circumstances. Once an online form has been completed and approved, consultation will then take place between the student and subject teacher to determine a revised date.

Students who move into a Unit 3 or 4 subject after the subject has commenced must demonstrate their ability to catch up on any work missed. Extension of time for SACs will not be granted to students on the basis of late commencement of the study.

7 Interventions

7.1 VCE Attendance

2023 saw the introduction of a hard-line minimum attendance requirement of 80% (VCE Attendance) for satisfactory completion of all Unit 1-4 subjects.

Students no longer have the opportunity to redeem attendance through catch-up classes and are encouraged to obtain medical certificates for all absences (where appropriate). All supporting documentation should be returned to the front office for processing. Absences supported with medical documentation will not negatively impact on a student's overall VCE attendance percentage.

Absences will continue to be communicated via Compass Chronicles. Students and families should be liaising with their CET to discuss all attendance-related issues.

In addition to CET support, the Learning Review team meets each Wednesday to identify and support students who are at risk of not satisfactorily completing a subject/s, due to not meeting the required outcomes of the unit and/or not meeting the minimum attendance requirement (80%). The team will formulate and action a timely response to support the student in remedying their situation.

APPENDIX 1 - VCE Teacher Checklist

VCE TEACHER'S CHECKLIST

This checklist will assist VCE teachers to identify key processes and practices that support the effective delivery of the VCE. The items are based on the processes and practices set out in the *VCE and VCAL Administrative Handbook* and reflect the most frequent type of queries to which the VCAA responds.

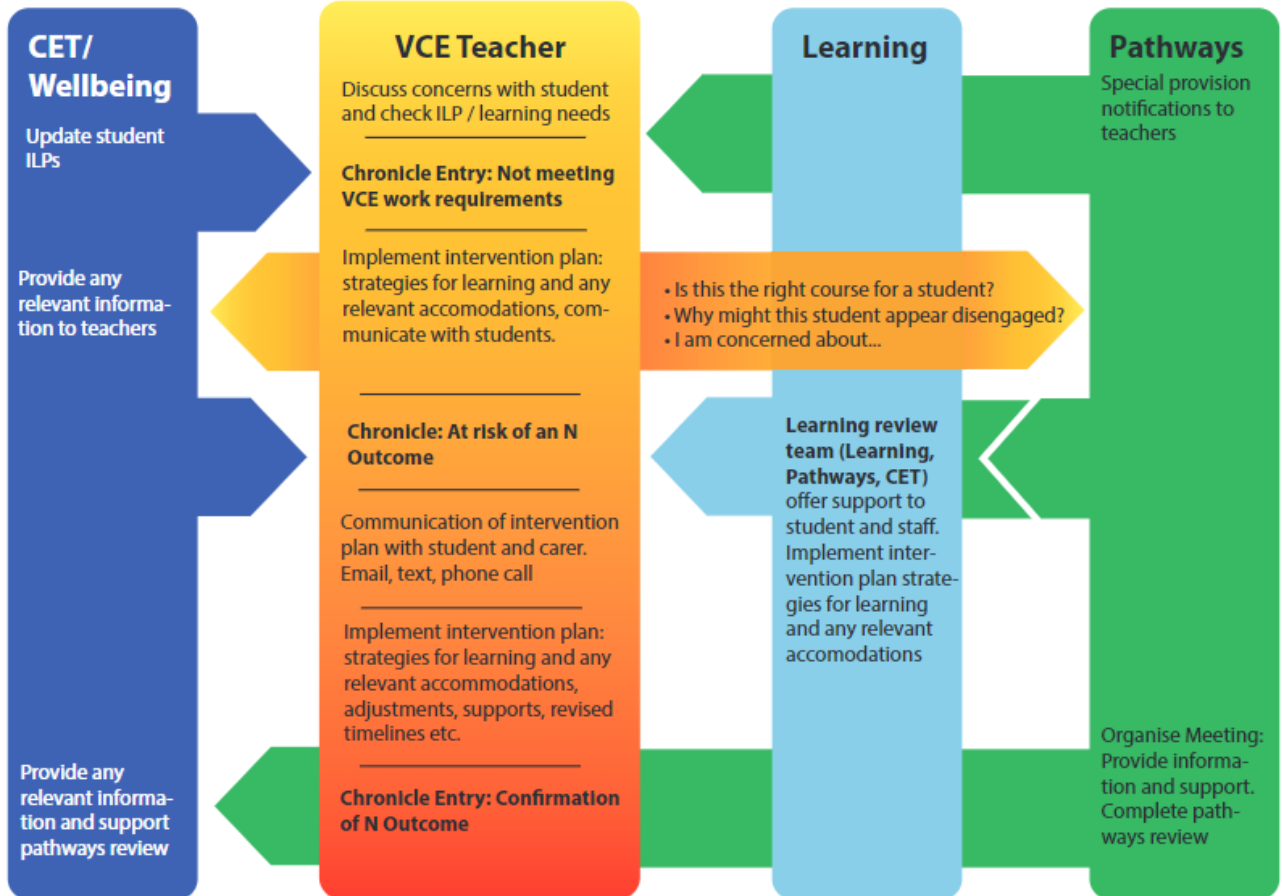
<p>VCE study development and delivery</p> <p>Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs.</p>	
1	<p>In developing a course of study, I have:</p> <ul style="list-style-type: none"> used the current study design selected a text from the current text list, where applicable prepared a range of tasks that enable students to <ul style="list-style-type: none"> develop the listed knowledge and skills demonstrate the listed outcomes.
2	<p>Where a student has been identified as needing special provision for classroom learning and school-based assessment, I have liaised with the VCE coordinator.</p>
<p>Satisfactory completion</p> <p>The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes.</p>	
1	<p>I have explained clearly the work a student must do to achieve an S for a unit and the conditions under which the work is to be done.</p>
2	<p>I separate S and N judgments from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student's overall performance on a combination of set work and assessment tools related to the outcomes.</p>
3	<p>I have provided students with opportunities (including additional opportunities, where appropriate) to develop and demonstrate the key knowledge and skills required for the outcomes of the unit.</p>
4	<p>Where the work submitted by the student does not demonstrate the outcome, I have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met.</p>
5	<p>In the case of lost or stolen work, I retain a written statement explaining the circumstances.</p>

6	I know the school-based process to delay satisfactory completion and apply it where appropriate.	
School-based Assessment School policies and procedures, including the conditions and rules under which School-based Assessment will take place, must be communicated to students and parents at the beginning of the academic year or when a student enrolls in any VCE unit at the school.		
1	To the best of my knowledge, the School-based Assessment I deliver does not replicate any existing material.	
2	I use the Authentication Record for School-based Assessment form to monitor and record student progress on school-based assessment work conducted outside of class time.	
3	I have not marked or provided comment on any draft submitted for School-assessed Coursework.	
4	When assessing student work, I use performance descriptors or an assessment rubric.	
5	After assessment is submitted and marked, I follow school-based procedures in relation to the provision of feedback to students.	

APPENDIX 2 - VCE Student Work/Attendance Concern Escalation



VCE Escalation Flowchart



APPENDIX 3 – SAC Booking Process



Individual staff/teaching teams review the whole school Compass calendar and identify an appropriate time and date.



Staff submit SAC Requests via the SAC Request Form (pinned to the top of the VCE Admin Teams page). Staff will receive a receipt indicating the request has been received.



Staff will be notified if SAC has been approved or declined. Approved SAC's will now be visible on the Compass calendar.



Staff should create and publish a Compass Learning Task, a minimum of two weeks prior to the assessment date, to enable families to see upcoming assessment tasks. A completed VCE Assessment Notification should be attached.

APPENDIX 4 - VCE Unscored Pathway

2024 Unscored VCE Pathway

There is no unscored at Unit 1 and 2:

Unit 1/2 students must complete **all** outcomes as prescribed by the subjects study design in order to achieve satisfactory completion of a unit. Coursework tasks designed by teachers along with evidence of additional work must be completed in order to inform teacher judgement of satisfactory completion.

Unscored option at Unit 3 and 4:

Unscored Unit 3 - 4 students still need to complete the requirements as specified by the subject study design for satisfactory achievement of unit. There is flexibility for unscored students to negotiate, with their classroom teacher, the formation of proficiency tasks designed to demonstrate satisfactory completion of outcomes.

Unscored can be done for one (1) subject or multiples of subject.

Points of clarification:

- 7.1.1 A student who selects unscored for **English will not receive an ATAR** score even if four (4) other sequences are completed.
- 7.1.2 A student who completes less than four scored sequences including English will not receive an ATAR but will receive a study score for scored subjects and an S or N for unscored subjects.
- 7.1.3 Undertaking an alternative pathway program may prohibit an ATAR.
Note: Some of these require a study score of 25 in English.
- 7.1.4 **The Application to go Unscored in a Unit 3/4 sequence process must be completed.**

Reasons for undertaking a subject non- scored may include:

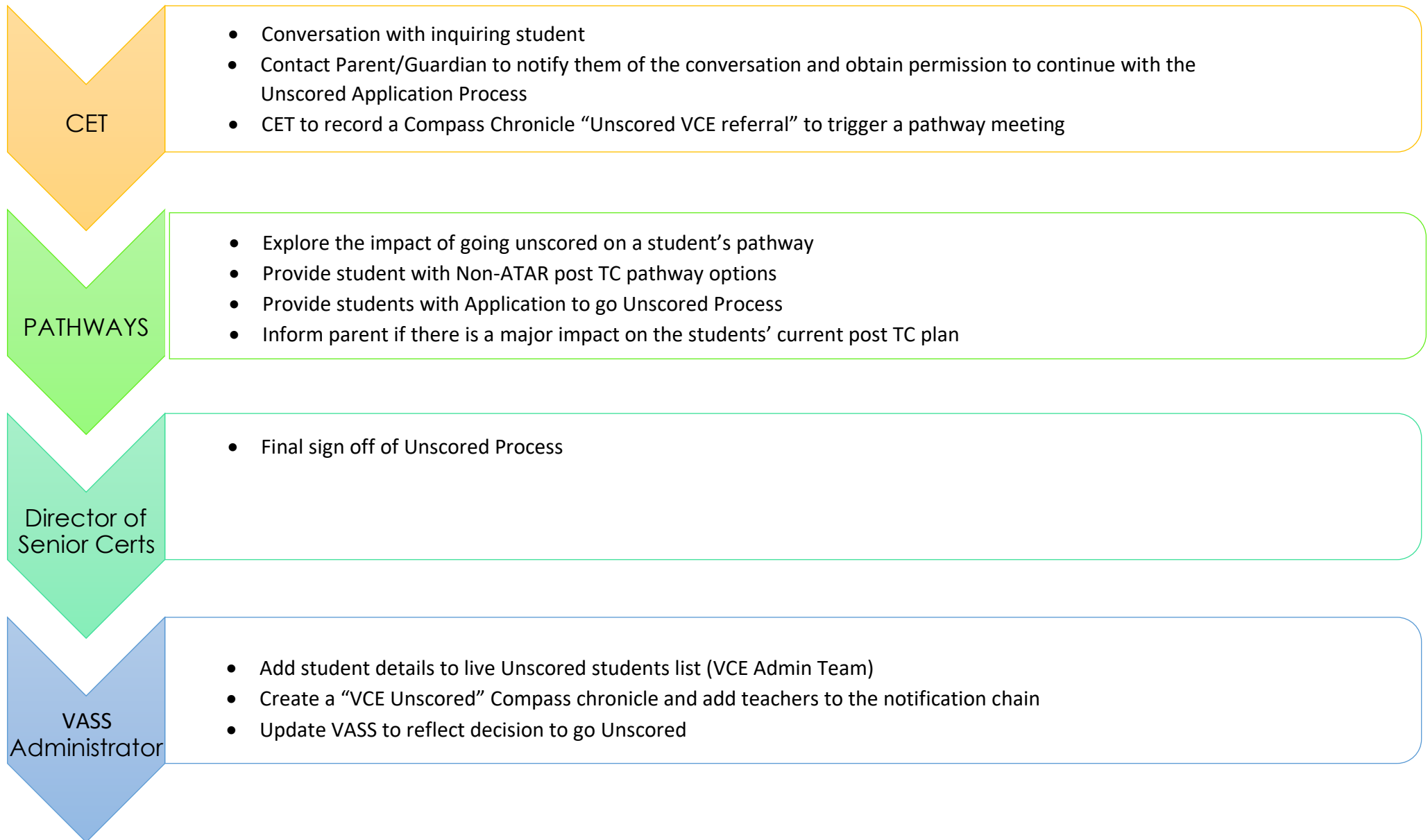
- 7.1.5 A student not needing a study score/ATAR for their desired pathway.
- 7.1.6 A student who can successfully demonstrate all of the required outcomes, but who is likely to receive a study score that will negatively impact on their wellbeing.
- 7.1.7 Students who have a clinical condition that cannot be accommodated by special provision.

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

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

The minimum 80% attendance is still a requirement.

APPENDIX 5 - VCE Unscored Process (Staff)



APPENDIX 6 - VCE Unscored Process (Student)

CET

- Visit your CET and have a conversation about going Unscored.
- Your CET will contact your Parent/Guardian to notify them of the conversation and get their approval to continue the Unscored process.
- Your CET will notify Pathways, who will contact you to arrange a time to meet and further discuss the Unscored application process. Parents/carers are welcome to attend this meeting.

PATHWAYS

- You will meet with Olivia Bontempelli (Director Careers and Pathways) to explore course/study/pathway options should you choose to go Unscored.
- Should you still wish to go unscored, Olivia will provide you with an Application to go Unscored form.
- Pathways will notify your Parent/Guardian if there is any major impact on your current pathway plan.
- Complete the form and return it to Liam O'Neill (Director of Senior Certificate).

Director of Senior Certs

- Liam will sign off on your completed Application to go Unscored form.
- You are now officially Unscored in the subject/s you have nominated.
- A Compass chronicle will be created and your teachers will be notified of your decision to go Unscored.

APPENDIX 7 – Application to go Unscored Form

VCE 2024 – Application to go Unscored in a Unit 3 & 4 Sequence

Student Name: _____

- I understand my decision may impact my ATAR or result in me not receiving an ATAR.
- I understand my decision may limit tertiary study options and am aware of alternative pathways that are available to me.
- I understand I am still required to demonstrate the key skills and knowledge to be deemed satisfactory for the required outcomes.
- I wish to go unscored in all future 3/4 subjects unless I communicate otherwise.

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

SUBJECT	TEACHER SIGNATURE
VET:	

Student signature: _____

Date: _____

Parent signature: _____

Date: _____

Pathways signature: _____

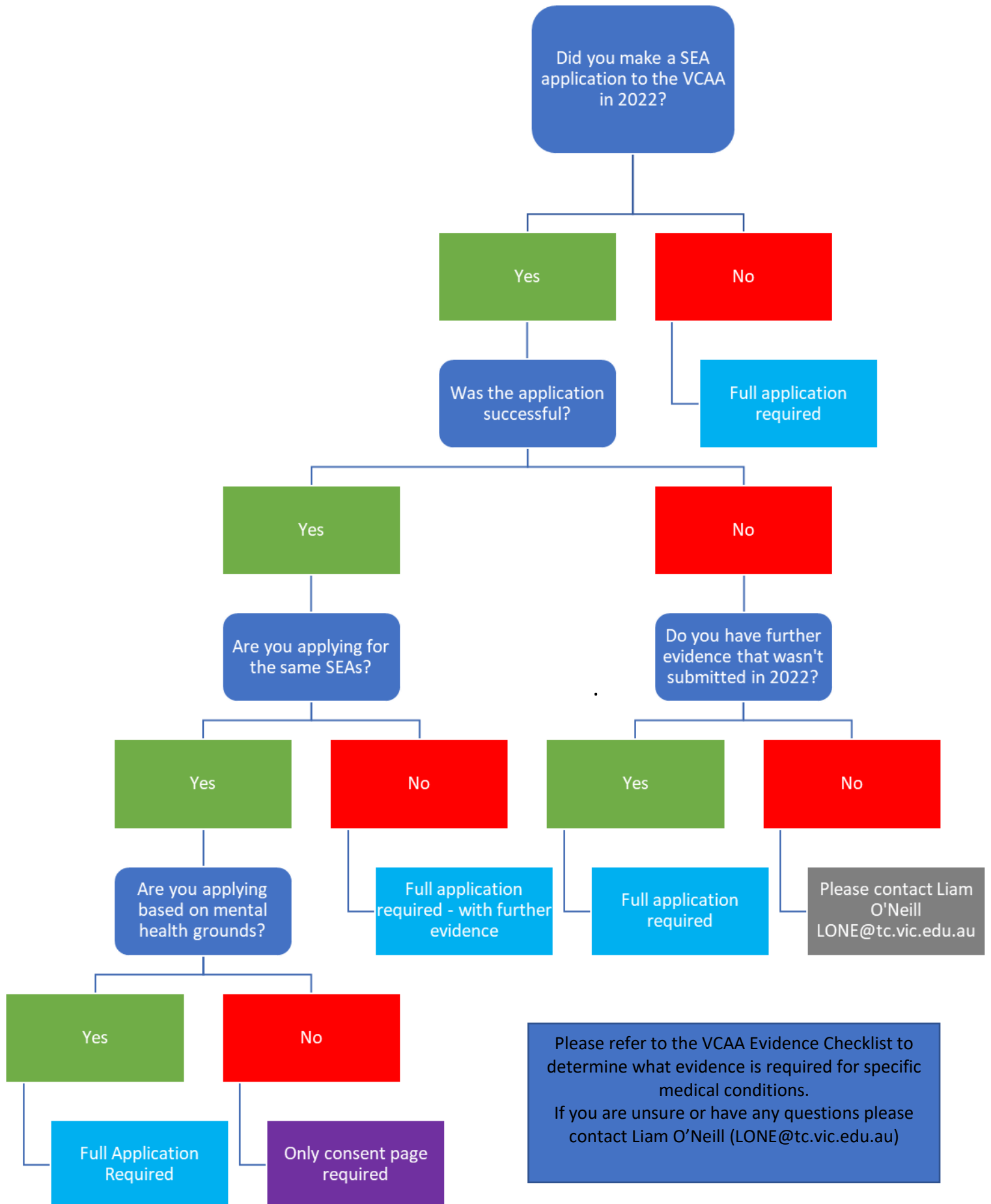
Date: _____

Director of Senior Certificate signature: _____

Date: _____

APPENDIX 8 – VCE Special Exam Arrangement (SEA)

2024 TC VCAA SEA APPLICATION PROCESS



APPENDIX 9 - Internal Special Provision Application Form



VCE Internal Special Provisions Application

Under the VCAA guidelines, schools may approve special provisions and arrangements for both classroom learning and school-based assessments for their students. The VCAA recognises that specific school personnel, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances. The VCAA recommends that schools approve arrangements for classroom learning and school-based assessments that are consistent with the Special Examination Arrangement (SEAs) likely to be approved by the VCAA.

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

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

There are a number of ways in which schools can make alternative arrangements to assist students with their learning and to enable them to be assessed against the unit outcomes. A comprehensive list of these is provided on the VCAA website

<https://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/schoolassess.aspx#eligibility>.

Personal Details:

Student Name	
Community	
Subjects Currently Studying	

Reason for application:

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Special Exam Arrangements Requested:

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Additional Information:

Are you seeking an exemption to the minimum attendance requirement?	Yes	No
Have you previously been approved for an exemption to the minimum attendance requirement?	Yes	No
Have you previously been approved for any Special Exam Arrangements (SEA)?	Yes	No
If Yes – were they approved by TC or the VCAA?	TC	VCAA
Are you currently applying for VCAA External Special Examination Arrangements (SEAs)?	Yes	No
Do you have documented evidence (practitioner report etc.) to support this application?	Yes	No
Are you completing your classes scored or unscored?	Scored	Unscored

Student signature:	
Guardian signature:	
Director of Senior Certificate signature:	

Application to be completed and returned to Liam O'Neill in The Hub.

Families will be notified via email of the outcome of this application.

Outcome:

Office Use Only

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