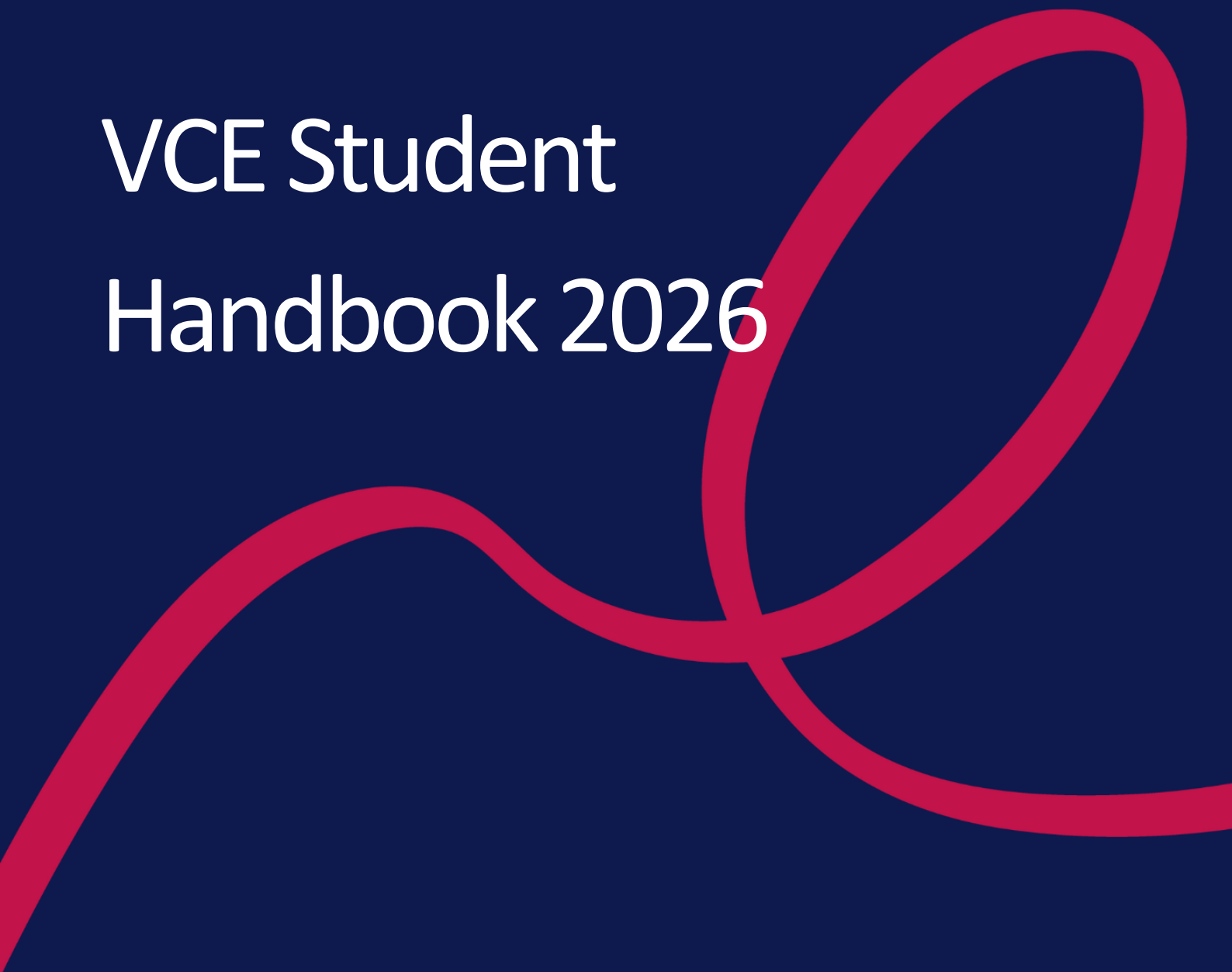




Overnewton
Anglican Community College

VCE Student Handbook 2026



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Welcome to the Senior School

This handbook is designed to help you understand the expectations and opportunities of your VCE years. Refer to this document for the following:

- Know whom to ask for information
- Know what you have to do
- Be aware of what you are not allowed to do under the VCE regulations
- Plan your program and know where you are heading

Communication is essential. Contact your subject teacher or the VCE Coordinator if you are having difficulties with time constraints, course content or completion of assessments.

The Senior School team look forward to working with you as the senior students at Overnewton Anglican Community College.

Neil La Rocca	Acting Head of Senior School
Pasquale Molluso	Acting Deputy Head of Senior School
Lisa Field	Head of Learning Senior School
Jenny Young	VCE Coordinator
Laura Bonini	VCE Vocational Major Coordinator
Brandon Fuga	Year 12 Leader
Nathan Cutajar	Year 11 Leader
Sarah Incani	Acting Year 10 Leader
Kate Runciman	Career Development Leader
David Rosel	Career Development Practitioner
Carol van der Burgt	Career Development Practitioner

Victorian Certificate of Education

The VCE is a program of study leading to an award for completion of secondary education and an application to graduate to tertiary education. It will also help prepare you for life beyond school.

VCE subjects require consistent, systematic, and focused effort over all four units of the specific subject to maximise the score at the completion of that subject.

The VCE Vocational Major (VCE VM) is a program within the VCE. This certificate recognises vocational and applied learning pathways as equivalent to a traditional VCE but provides a more hands-on option for students in Years 11 and 12. Units taught are designed to develop student skills for those wishing to pursue a vocational pathway.

For more information about subjects and pathways, please refer to the Senior School Course Information booklet - <https://www.overnewton.vic.edu.au/resources/publications>.

What is the VCE?

The Victorian Certificate of Education (VCE) is usually undertaken during Years 11 and 12 to complete secondary education in Victoria. It is administered by the Victorian Curriculum and Assessment Authority (VCAA). To gain the VCE, you must satisfactorily complete at least 16 Units, including three Units of any English (English, EAL, English Language or Literature or VM Literacy) with at least two units being at Unit 3 and 4 level, and including three sequences of Unit 3 and 4 subjects (additional English studies may be included here).

What is a VCE Study?

Each VCE study is designed to provide a two-year program. VCE studies comprise four units; numbered 1, 2, 3 and 4.

Units 1 and 2 may be completed as single units and are usually studied at Year 11, but Units 3 and 4 must be taken as a sequence and are usually studied at Year 12.

What is a Unit?

A Unit is a semester's work in a subject, i.e., approximately half a year. Thus Units 1 and 2 are usually done in Year 11, and Units 3 and 4 in Year 12. A sequence is two Units done one after the other in a single subject. For example, Units 1 and 2 in Geography make a sequence. Units 3 and 4 must be taken as a sequence. Units 1 and 2 can be taken separately, and Unit 2 may be taken without a study of Unit 1. Units 3 and 4 can be taken without first completing Units 1 and/or 2 in some subjects. For some subjects this may not be appropriate e.g., languages.

What is a Learning Outcome?

For every subject there is a series of learning outcomes. For example, in English at Unit 1 there are three outcomes. The outcomes relate to the demonstrated ability of a student to

- identify and discuss key aspects of a set text and to construct a response,
- create and present texts taking into account the audience purpose and text and
- identify and discuss how language can be used to persuade

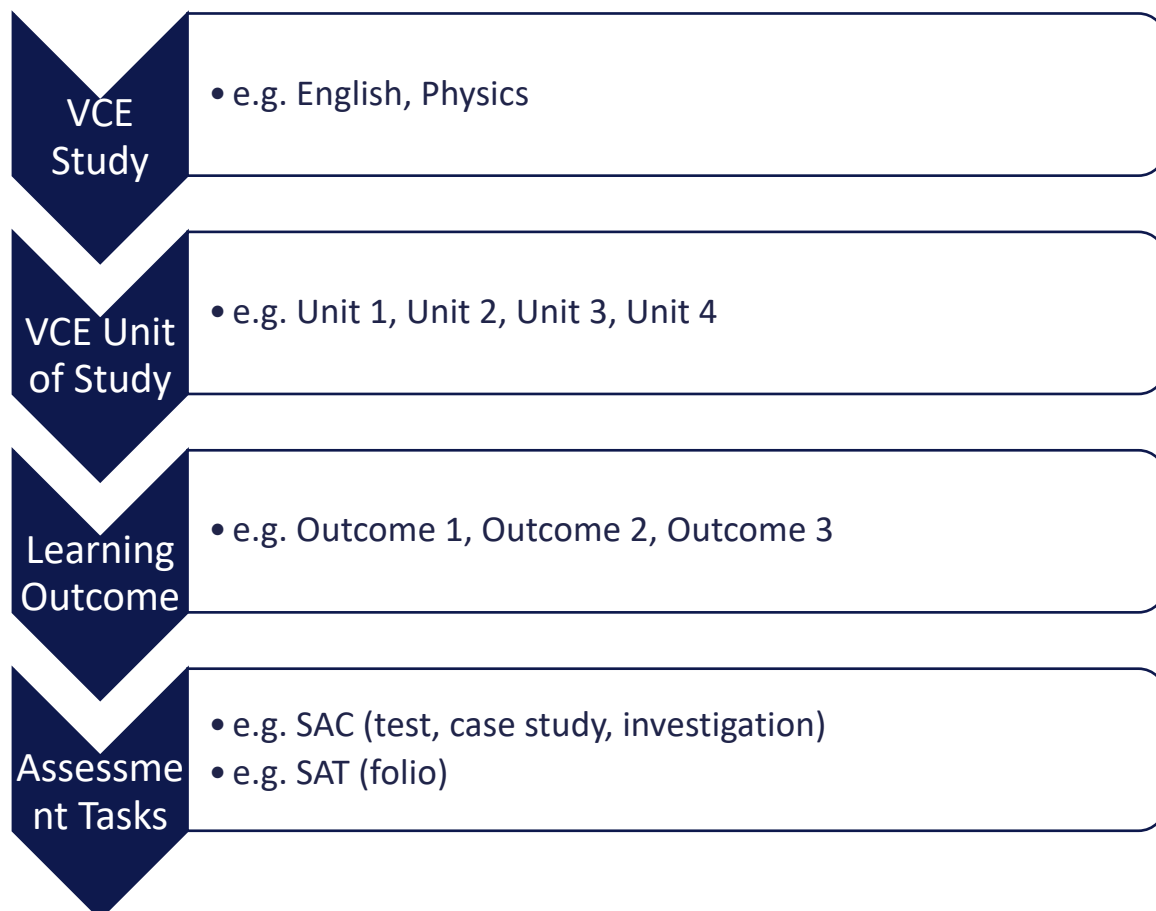
These outcomes state what will be studied during the Unit and what students should be able to do by the end of the semester. These are the areas that will form the basis of assessments and students must satisfactorily complete all of them.

What is an Assessment Task?

Within each Learning Outcome, there are several assessment tasks a teacher may use to determine if a student has achieved satisfactory completion. These can include folio(s) of exercises, case studies, class tests, assignments, and research projects.

An assessment task may assess more than one Learning Outcome. All tasks must be satisfactorily completed to be awarded this Outcome.

How do they all fit together?



The VCE at Overnewton

Entry into VCE Studies and VCAA Student Numbers

Each year all VCE students must sign a general declaration that they will obey the rules for the VCE and accept disciplinary provisions as set out by VCAA and the College.

Each term students must carefully check and sign their official VASS Student Details and Assessment Summary sheet. Students are responsible for accurately checking their VCAA enrolment details and for advising the College of errors in subject enrolments, enrolment in studies offered by external providers, change of address, etc.

VCE students have their own identification number provided by VCAA.

Year 10

All Year 10 students undertake Introduction to VCE Religion and Society over the full year.

Some students may wish to apply to undertake an accelerated VCE Units 1 and 2 study. Applications are reviewed by a panel, taking into account academic results, attendance and learning behaviours.

Year 11

In Year 11, students' study SIX subjects (12 units over 2 semesters).

- There must be at least ONE of either English, English Language or English Literature
- ONE may be a Unit 3 & 4 sequence.
- ONE may be a VET (Vocational Education & Training) sequence (e.g., Fitness).

There is a range of subjects offered for students to select from. Students must satisfy the prerequisites set by the College to be permitted to study a Unit 3 and 4 sequence at Year 11.

Year 12

Students typically study FIVE Unit 3 & 4 sequence subjects (10 units over 2 semesters).

- There must be at least ONE of either English, English Language or English Literature or VM Literacy (if undertaking the VCE Vocational Major).

A student may also wish to study

- A Higher Education Study OR
- A VET unit

In selecting a course of study for VCE it is important to understand that where there is more than one subject in the following Study Areas: English, Mathematics, History, Information Technology, Languages, and Music

- Only two may be included in a student's best four subjects for calculation of the ATAR.
- Three at most can be included in the calculation of an ATAR.

This applies regardless of whether a subject is a VET subject, a VCE subject, or a Higher Education Study.

To be eligible to receive their VCE, students must satisfactorily complete:

- 16 units including 3 units of an English study
- 4, Unit 3 and 4 sequences

VCE Vocational Major

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program.

Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition. Most students will undertake 16–20 units over the two years.

VET (Vocational Education & Training Programs)

VET subjects provide students with the opportunity to combine their VCE or VM studies with vocational training.

Most VET subjects are two-year programs and successful completion result in credit for VCE Units 1 to 4. It is important to note that some programs are scored (that is, the students attain a study score which contributes to their ATAR) whilst others are not.

A VET subject will contribute to the 180-hour requirement for VM students.

Successful completion of a VET subject requires students to:

- demonstrate a competency in their understanding of the specific skills and tasks being studied.
- adhere to minimum attendance hours – students must attend **all** VET classes punctually. Illnesses must be accompanied by a medical certificate and absences for school activities

such as school camps or excursions must be communicated to the VCE Coordinator and the trainer/employer as soon as possible.

- attend make up classes during school holidays if requested.
- complete all assigned tasks punctually.
- complete structured workplace learning as per the requirements of their training provider/employer.

As a student of Overnewton College, there is also an expectation that any student undertaking a VET program catches up any missed work from their VCE/VM program when away from school.

Please note: any students enrolled in a VET program after the defined Census date by that learning provider will be billed for this program even in the event they choose to withdraw or not attend.

Subject Selections

Student subject selections for the following year are completed during Term 3 each year. Students are encouraged to consult with appropriate Heads of Faculty, Careers Practitioners, their parents/guardians and mentors before selecting their subjects.

Most students will have finalised their VCE program by the start of the new school year; however, if a student is experiencing difficulty, they should first see their VCE subject teacher. If a student needs to change a subject, they must consult with the VCE Coordinator to determine if changes are possible. A subject change of request form is available from the VCE Coordinator and may be processed if submitted:

- Prior to commencement of Jumpstart
- Before the end of the school year, so that students can receive all holiday homework
- Before Semester 2 commences for Unit 2 subjects only

A subject change will be given consideration where:

- Class size and timetable feasibility permit the change; and
- The change is approved by parents/guardians and the current subject teacher has reported on the student's progress; and
- The student has investigated the effects on tertiary course selection and career choice of the change.

A subject change may not be possible when:

- It requires changes to other subject groupings
- The class the student wishes to enter is already full
- Subjects have begun assessment, and too much content has been covered to reasonably allow changes; and/or
- The student has not successfully completed prerequisite studies or demonstrated subject readiness.

Note: VCAA also imposes deadlines for enrolment and withdrawal from subjects.

Attendance

It is expected that students will attend all scheduled classes and school commitments. All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work. Work done in class time is necessary to allow student material to be authenticated.

At Overnewton, students must attend 90% of timetabled classes for each Unit. Failure to meet this attendance benchmark may jeopardise a student's ability to satisfy the requirements to demonstrate an 'S' for the Unit.

It is expected that all students will inform the VCE Coordinator, as soon as they are able, of absences due to illness which cause them to miss an assessment task or SAC. This is to be in writing and with supporting medical or specialist documentation. For all absences, as per the school rules, an attendance note is to be added to Compass by 8.30am on the day of any absence by a student's parent or guardian.

Home Leave Arrangements (Year 12 only)

Home Leave may only be taken by students who have no further classes or commitments for the day.

Students who do not have classes at the end of the day but who must remain at School for ACS sport or music rehearsal should spend that time studying. This should be done in the library. Under no circumstances is such time to be spent socialising.

All students are to be at school for morning Mentor, Pastoral Care sessions, Chapel and Assemblies. They are to attend timetable Private Study groups in the library when they do not have a class in Period 1. There is no 'late arrival' Home Leave in Periods 1-5.

Important Semester 1 Dates in 2026

**** Please regularly refer to Compass as some of these may change ****

Month	Date	Event
February	Monday 2	Term 1 commences
	Monday 9	School Photos
	Monday 16	Yirramboi Campus Parent Information Evening
March	Tuesday 10 – April 24	Year 10 Morrisby Interviews
	Tuesday 12	House Performance
April	Thursday 2	Term 1 concludes
	Tuesday 21	Term 2 commences
	Tuesday 28	Unit 3 & 4 Written Examinations commence
May	Wednesday 4	Parent Teacher Interviews
	Wednesday 27	End of Year 10 and Unit 1 assessment (VCE) Year 10 & Unit 2 Examinations commence
June	Monday 1	Year 10 Examinations commence
	Friday 5	End of Assessment Unit 1 (VCE VM)
	Tuesday 9	Unit 1 Examinations commence VCE VM Structured workplace learning commences
	Friday 12	End of Unit 3 Assessment
	Monday 15	Year 10 Work Experience commences
	Friday 19	Unit 2 Examinations conclude Unit 1 VCE VM Structured Workplace Learning concludes Year 10 Work Experience concludes
	Monday 22	Year 10 Semester 2, Units 2 & 4 commence Unit 3 VCE VM Structured Workplace Learning concludes
	Friday 26	Athletics Carnival Term 2 concludes

Who to see in 2026

Deputy Principal Director of Teaching & Learning	Michael Weier John Lee
Acting Head of Senior School Acting Deputy Head of Senior School	Neil La Rocca Pasquale Molluso
Head of Learning Senior School VCE Coordinator VCE Vocational Major Coordinator	Lisa Field Jenny Young Laura Bonini
Year 12 Leader Year 11 Leader Acting Year 10 Leader	Brandon Fuga Nathan Cutajar Sarah Incani
Senior School Learning Development & Support Leader Talent & Potential Leader VCE Pathways Coordinator	Nujan Durali Jeannette Barry Merryn McLeish
Career Development Leader Career Development Practitioner Career Development Practitioner	Kate Runciman David Rosel Carol van der Burgt
VCE Coordinator Administrative Assistant	Angela Antonakakis
House Coordinators: Curie Edison Newton Pasteur	Grant Yates Maddy Pepperell Jarrod Portelli Simona Ceranic
Heads of Faculty English English English Language Literature	Andrea Goetz
Health and Physical Education Health and Human Development Physical Education Outdoor and Environmental Studies	Clayton Martin
Humanities Accounting	Carli Bonavia

Business Management	
Economics	
Geography	
Global Politics	
History	
Legal Studies	
Sociology	
Languages	Sunny Huang
Chinese	
German	
Mathematics	Brennan Garcia
Foundation Mathematics	
General Mathematics	
Mathematical Methods	
Specialist Mathematics	
Performing Arts	Carolyn Hernandez
Dance	
Drama	
Music	
Religious Studies	Kate Mansell
Religion: Religion and Society	
Philosophy	
Science	Nicole Webster
Biology	
Chemistry	
Physics	
Psychology	
Technologies	Peter Steele
Applied Computing	
Applied Computing: Data Analytics	
Applied Computing: Software Development	
Product Design and Technology	
Visual Arts	Michael Kapadia
Art Creative Practice	
Visual Communication and Design	
VCE Vocational Major	Laura Bonini
Literacy	
Numeracy	

Personal Development
Work Related Skills

Rules of the VCE

A student undertaking assessment as a part of School-based Assessment must comply with VCAA (Victorian Curriculum and Assessment Authority) examination rules. These rules are updated each year. Please refer to your VCE Exams Navigator 2025 which will be issued to you prior to undertaking the GAT in June. In addition, the VCAA sets down rules related to authentication, which a student must observe when preparing work for assessment by the school:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including:
 - text, websites, and source material. This includes the use of generative AI.
 - the name/s and status of any person/s who provided assistance and the type of assistance provided.
3. 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 notetaking), 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 refinement 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.
4. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
 5. A student must not knowingly assist another student in a breach of rules.

What happens if I breach the VCE rules?

In the event that an allegation is made that a student has breached the VCE rules, they will be expected to attend an interview explaining the breach's circumstances. The interview will usually be conducted by the VCE Coordinator, Year Level Leader, and the subject teacher.

Students should understand that the onus of proof is on them to demonstrate that work submitted by them is their own and was completed in accordance with the VCAA's requirements.

This interview will occur within 5 school days of the allegation being made.

If a decision is made to impose a penalty on the student for a breach of rules, then the student

and parent will be notified in writing. This notification will outline the nature of the breach of rules, including:

- the reasons for the decision made by the school, including the evidence supporting the school's decision,
- the penalty imposed
- A statement informing them of the right of appeal.
- Penalties may include but are not limited to; a documented warning, marks being deducted from the assessment, a 0 grade being awarded for the assessment with redemption required, or an N being awarded for the outcome.

If a student wishes to appeal the outcome of an investigation, they need to put their request, in writing, to the Director of Teaching and Learning. This request should include reasons for the appeal.

Reports and Assessments

Throughout a semester, student assessment results are available via **Learning Tasks** on Compass. In Year 10 and Units 1 and 2, Learning Tasks results include a percentage and a grade. For Unit 3 and 4, Learning Task results include a percentage.

End of Semester Reports are published at the end of Semester One for Year 10, Unit 1 and Unit 3. In Semester Two, End of Semester Reports are published for Year 10 and Unit 2.

Results for Units 3 and 4 studies are released by the VCAA in December.

Parents should contact a student's Subject Teacher, Mentor or Year Level Leader with any concerns as a result of these assessments.

There is one Parent-Teacher evening per semester. Subject teachers complete progress checks during the year as well as an end of semester report.

How are units assessed?

All studies are assessed in two ways:

1. to determine whether a student attains Satisfactory completion of ALL learning outcomes for a unit (S or N).
2. to determine the level of achievement for each of these learning outcomes for a unit (marks and grades).

Unit 1 and 2 Subjects

Students must satisfactorily complete all outcomes in a Unit. This will be shown on the

semester report as S or N and will be reported to the VCAA. A Satisfactory Completion (S) indicates that various subject-specific tasks have been completed; it does not indicate a level of performance. Non-Satisfactory (N) indicates that one or more Learning Outcomes have not been satisfactorily completed.

Performance will be assessed on a A+ to UG scale on semester reports. The performance grade is not reported to VCAA but will be used by the school to determine suitability to study the corresponding Unit 3 and 4 subjects. Students undertaking Unit 1 and 2 subjects should aim for the best possible grade and not be satisfied with only a Satisfactory Completion.

Grading Scale					
A+: 90-100%	B+: 73- 79%	C+: 58 -64%	D+: 43 -49%	E+: 28 -34%	UG: 0 – 20%
A: 80 – 89%	B: 65 – 72%	C: 50 - 57%	D: 35 - 42%	E: 21 - 27%	

Assessment Tasks for the VCE Vocational Major will be assessed using the criteria: Excelling, Achieving, Satisfactory, Not Yet Satisfactory, Not Submitted.

Progression to units 2 and 3 subjects is dependent upon successful completion of units 1 and 2. If a student receives an N for either unit 1 or 2, they will be required to have a meeting with the VCE Coordinator to discuss a subject change.

Units 3 and 4 subjects

The award of an “S” for satisfactory completion of a unit is separate from the levels of achievement. The satisfactory completion of all outcomes will be reported as S or N. Students must attain an “S” in all outcomes to achieve the particular Unit. Attendance and a minimum of units must be achieved to be awarded the VCE Certificate.

Subject scores are numerical assessments achieved by the student provided by the school to VCAA. School Assessment Tasks/Coursework may be in class or undertaken in whole cohort SAC settings. They may take the form of essays, tests, projects, practicals, etc. The numerical results for these in a particular subject constitute the school assessed task/coursework mark and will be sent to VCAA. The total mark for these will then be statistically moderated, by VCAA, against the external examination which are finally combined to determine a student’s result. This will be reported by VCAA as a Study Score. VTAC use these Study scores to calculate the student’s ATAR.

Assessment Tasks for the VCE Vocational Major will be assessed using the criteria: Excelling, Achieving, Satisfactory, Not Yet Satisfactory, Not Submitted.

Satisfactory completion of units

To satisfactorily complete a unit, a student must demonstrate achievement of each of the learning outcomes for that unit as specified in the relevant Study Design. Satisfactory Completion is based on the teacher’s judgement of the student’s performance on selected Assessment Tasks for these Learning Outcomes. Assessment tasks are referred to as School Assessed Coursework (SACs) OR School Assessed Tasks (SATs) and are used to assess performance of a study's Learning Outcomes.

Students who attend fewer than 90% of classes in a Unit may place their Satisfactory completion of that unit in jeopardy.

Satisfactory Achievement of an Outcome means

- the work meets the required standard
- the work was submitted on time
- the work is clearly the student’s own
- there has been no substantive breach of the rules including school attendance rules.

Students at risk of receiving an N

A student is at risk of receiving an N for the unit when one or more of the requirements is not achieving:

- the work is not of the standard required
- the student has failed to meet a school deadline for the assessment task/s
- the work cannot be authenticated

- there has been a substantial breach of rules including not meeting class attendance requirements
- medical documentation has not been supplied to verify an assessment absence

Students are actively monitored and flagged via Academic Progress Notifications if they are at risk of receiving an N. Where a student does not meet an Outcome as articulated in the subject study design, a redemption opportunity will be provided.

Redemption of an outcome

A student will be given an opportunity to redeem an N result for an Assessment Task by completing a comparable task. However, this redemption will only alter an N to an S; it will not alter the initial score for this Assessment Task. Attention is focused on the requirement that to attain Satisfactory Completion of a unit, all Learning Outcomes must be assessed as Satisfactory (S). Prior to presenting for a redemption task, a student must complete further preparatory work.

The redemption of the task will be held at a time selected by the VCE Coordinator in consultation with the student's teacher.

If the result is still considered to be unsatisfactory, the student will be counselled, and an alternative assessment task set to encourage them to demonstrate achievement of the Learning Outcome. The decision to award an N for a Unit will be made by a panel consisting of the subject teacher, VCE Coordinator, Head of Faculty, and the Head of School.

If any outcome is not achieved (i.e., an N is awarded) then the student will receive an N for the entire Unit, and it will not count towards their final VCE result.

Special Consideration and VCE Provisions

VCAA recognise that students may experience acute or chronic conditions which negatively impact their VCE performance. These conditions may include illness, difficult circumstances, significant tragedy, an existing impairment, disability or learning disorder.

Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. VCE Provisions are provided by VCAA to enable a student to demonstrate their capabilities in a subject if student's learning and assessment programs are affected by illness, impairment, or personal circumstances. VCE Provisions provide equivalent, alternative assessment arrangements for students in specific circumstances.

Provision applications require supporting evidence, and students should discuss their eligibility for provision with the VCE Coordinator.

Note that simply being absent for an extended period does not qualify a student for any Special Provision. All absences must be supported by evidence.

Students who have been granted Special Provision are not exempt from meeting the

requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. They are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

Some students will be afforded the provision of Small Group Room. Small group rooms will have a maximum of 16 students. In the event a class have 16 students or less, the class will be deemed a Small Group Room and students will complete their assessment with the remainder of their class.

Scheduling of School-based assessment

School based assessments normally occur during class time. This is the case for most Year 10 and Units 1 & 2 graded assessments. Where possible, subjects with multiple classes will undertake their Unit 3 & 4 graded assessments at the same time as the VCAA advises. This may occur at the following times:

- Monday and Thursday afternoons: 3:35pm – 5:00pm
- Tuesday Extended Assessment (Week A) – Period 6 up until 5:00pm
- Wednesday Periods 5 & 6 – where there is no scheduled ACS

To support both student and teacher planning, an Assessment Calendar is released each semester. The assessment calendars can be found under the School Documents section of Compass.

As much as possible, teachers attempt to spread assessments to avoid multiple SACs on each week or day. However, to allow for sufficient study and mastery of course content, SACs often occur at the end of the term. Students should be mindful of these peak periods and manage their study in advance of the assessment period. The assessment calendar is a guide only, as teachers may make changes to SAC and assessment dates to accommodate unexpected events. Any changes to SAC and assessment dates will be communicated both verbally and in writing (via Compass).

Absence from school-based assessments

All students are expected to be present on the day a SAC is scheduled. **An unexplained absence may result in a score of zero for the task.** Students cannot defer a SAC on the grounds that they believe they are not ready.

Absence may occur for one of two reasons:

1. Unexpected absence e.g. illness.
2. Approved absence e.g. School-based approved activity.

In the case of an unexpected absence, the student must have a medical or other professional certificate, provided by an independent practitioner who is not a family member covering the date

of the SAC. Medical certificates must be either uploaded to Compass or provided to Senior School administration with 48 hours of the absence date.

SAC Reschedule Process

Unexpected absence:

- Parent/guardian to add an attendance note to verify the absence
- Within 48 hours a medical certificate is provided to the College to approve the absence
- The subject teacher will issue a Rescheduled Assessment APN.
- The student will be booked into the next available Rescheduled Assessment Session

Approved absence:

- Student to notify subject teacher and VCE Coordinator of the absence at least 48 hours prior to the assessment date
- VCE Coordinator will organise a time for the rescheduled assessment to occur. This is likely to be during the Rescheduled Assessment session or during a student's study period.

Rescheduled assessments are expected to be completed within 5 school days of the original scheduled date. Students cannot negotiate the timing of the rescheduled SAC. VCAA stipulates that rescheduled assessment must be conducted within a timeframe comparable to their peers. Students who fail to attend their rescheduled SAC are likely to receive a result of '0.'

To ensure that the assessment can be delivered in authentic conditions, all **rescheduled assessments** take place on either **Monday or Thursday afterschool**. This also ensures that students do not miss any additional learning within the classroom.

Where a student is unable to complete a rescheduled assessment within 5 school days, the College reserves the right to:

- derive a score (Year 12 only)
- exclude the result from the student's report (Year 10 and 11 only) OR
- award a '0' result for the task (where appropriate medical paperwork has not been submitted)

Unexpected illness during an assessment

If a student feels unwell during an assessment they should follow this process:

- alert a supervising teacher during the assessment
- where possible continue to complete the task
- provide a medical certificate within 48 hours to the VCE Coordinator

The VCE Coordinator and subject teacher will review the assessment to determine if moderation needs to be applied to the final score.

Time Extensions and Outcomes

Outcome tasks must be submitted on time to achieve an "S" grading. A late submission or non-submission will result in an "N" (not satisfactorily completed) for an outcome and therefore the Unit.

Unit 3 or 4 subjects do not permit time extension other than under exceptional circumstances. The VCE Coordinator must be consulted so that the necessary VCAA administration is completed, and any issues may be considered and monitored. Medical documentation must be sourced and submitted to the VCE Coordinator.

Home Study Expectations

Whilst learning begins in the classroom, consolidation of learning occurs outside of the classroom and at home. It is difficult to quantify the amount of study required, however, the following guidelines are recommended:

Year	Duration	Type
10	11 hours per week	90 minutes per subject each week
11	15 hours per week	120 minutes per subject
12	18 hours per week	180 minutes per subject

Types of Home Study:

Knowledge consolidation: Consolidation in the educational context refers to the process of revising and reinforcing information pertaining to a recently covered topic in class. This involves:

- Spaced and retrieval practice: engaging in tasks assigned by the teacher which are specifically designed to commit learning to long term memory. This may include the use of flashcard and completing quizzes.
- Elaboration tasks: activities intended to review and develop knowledge, through consolidating study notes or making mind-maps.
- Revision tasks: completing practice questions and writing tasks that specifically rehearse examination skills.

Research and knowledge development: This type of homework typically requires students to utilise various resources, such as books, articles, online databases, and other educational materials, to collect relevant data and deepen their understanding of subject content.

Wider reading: Proficient reading skills are indispensable for a student's academic achievement and future endeavours. Emphasising the significance of home reading, the College advocates for daily reading habits across all age groups to foster continual growth in literacy. As part of the Senior School English and Literature programs, students will be assigned texts that serve as the foundation for much of their learning. It is essential for students to read these texts before starting a new unit to fully participate in classroom activities. These readings may be assigned during holiday periods.

Reading beyond the classroom remains crucial in the senior years, as it reinforces learning, supports critical thinking, and deepens students' comprehension and analysis of complex material.

Technology

Using a computer to submit work

Students using computers to submit work for assessment are responsible for ensuring that there is an alternative system in case of computer or printer unavailability, that hard copies of work in progress are produced regularly, and that work is regularly backed up to a file not stored on the computer. Work is only regarded as being satisfactorily electronically submitted when it is received by the teacher in good condition and accessible by school programs. Students have a responsibility to ensure that their school email account is serviceable and that they have sufficient print credit to be able to print their work.

Calculator use

In many subjects a calculator is permitted to be used in School-Assessed Coursework (SACs) and in internal and external examinations. However, where permitted, only a scientific calculator may be used in subjects other than specific Mathematics.

In Mathematics, where a CAS Calculator may be used, only approved VCAA models may be taken into assessment tasks and examinations. The Casio Classpad II CAS calculator is used for General Mathematics, Mathematical Methods and for Specialist Mathematics

Only ONE CAS calculator is permitted in Mathematics examinations. A scientific calculator may also be used. If using a CAS calculator other than these students must confirm with their teacher to confirm the calculator is approved for use by the VCAA.

Second Language Applications (EAL)

Students are eligible for second language status if they meet the criteria for their chosen language. An application form must be completed and be supported by evidence to show:

- date of arrival into Australia (e.g., passport)
- country of birth (e.g., passport or birth certificate)
- period of education (e.g., school reports or a letter from the school indicating period of enrolment).

Application forms are available from the VCE Coordinator. To be enrolled in the study of a second language at Units 3 and 4 level, applications must first be submitted through the Student Services Office and are then sent to the VCAA to be approved externally.

Second Languages offered at our school are German and Chinese.

External Examinations

The GAT

The GAT, or General Achievement Test, is run by the VCAA for all students studying a Unit 3 and 4 subject. On examination day, approximately 85,000 students will sit the GAT across the State.

The purpose of the GAT is to allow the VCAA to measure a student's performance against their ability. GAT results will be used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. If a student does well in the GAT, they are likely to do well in their other assessments.

The GAT will provide specific information on each student's key skills for life beyond school and will be split into two sections:

Section A will assess literacy and numeracy skills.

Section B will assess skills in mathematics, science, technology, the arts, and humanities, with an increased focus on critical and creative thinking skills.

Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy, and reasoning.

No special study is required.

Students will be able to judge how they performed on the GAT relative to other students in the State. In some subjects it may be used to assist in the statistical moderation process. Students will be able to show their GAT statement of results to employers, which will indicate whether they have met the literacy and numeracy standards. The GAT Statement of Results will include standardised GAT scores reported on a scale of 0-50, with an average (mean) of 30. This information will be included with your final results and certificates in December, but the scores per se do not count for tertiary selection.

All students undertaking the GAT will receive a statement indicating if they have met National Literacy and Numeracy standards.

For students who are granted a DES (Derived Examination Score) the GAT will play an important part in the determination of the score.

Students will be given practice questions prior to the GAT date.

Who is required to sit the GAT?

Sections A & B: Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment

Section A only: Students enrolled in one or more VCE Vocational Major (VM) Unit 3–4 sequence but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences

Absence from a VCE Examination

VCAA requires students to attend all their scheduled examinations. Specific circumstances may allow for a Special Examination Arrangement application to assist students to complete their examination. These applications are completed close to the relevant examination date.

VCAA does not expect students to attend an examination against medical advice. Specific VCAA administration documents must be completed by a medical professional.

Students may be advised to complete a Derived Examination Score application.

Special Examination Arrangement applications and Derived Examination Score applications require specific medical professionals or specific persons to complete detailed VCAA proforma.

Students must immediately notify the VCE Coordinator if they are unable to attend an examination.

Derived Examination Score

A Derived Examination Score is available for end-of-year external Unit 3 and 4 examinations, for students who can demonstrate that their performance in the examination(s) was significantly affected by illness, personal trauma, or other circumstances.

These circumstances must affect the student at the examination(s) or in the period immediately before an examination.

Application forms must be sent by the school to the VCAA, and they will determine eligibility. Forms are due to the VCAA within 7 days of the final examination.

Students cannot submit an application on the basis of:

- absence from school or study for prolonged periods
- unfamiliarity with the English language
- long-term loss of examination preparation time
- teacher absence or other teacher related difficulties
- conditions that have been present for the entire year
- matters that could have avoided, e.g., misreading the examination timetable or instructions, or matters of your own choosing such as involvement in social events, sporting activities
- the same grounds for which students have received Special Examination Arrangements unless they have experienced additional difficulties during the examination.

This applies to all examinations - written, oral and performance.

Preparation for VCE Examinations

Trial examinations for all Unit 3 & 4 subjects are held in the last week of the September holidays. All students studying a Unit 3 & 4 subject are expected to complete trial examinations. Only students with obtained pre-approval in writing from the Head of Senior School can be absent from trial examinations.

Any student missing the trial exam period will be provided with a practice paper and may undertake the paper for their own learning, however there is no guarantee feedback from their subject teacher will be provided prior to the VCAA examination.

Year 11 students studying a Unit 3 & 4 Subject

There is likely to be an overlap between the Year 11 Semester 2 examination period and VCAA examinations in November. If there is a clash with the Year 11 and 12 examinations, then the Year 11 examination will be rescheduled. Students are asked to note any clashes and alert the Year Level Leader and VCE Coordinator immediately to arrange a reschedule of the Year 11 examination. A Year 11 student may use the day prior to their Unit 3 & 4 examination, as a study day with the exception of exams scheduled for a Monday as the weekend is deemed adequate preparation for the exam.

Students are responsible for notifying their classroom teacher of their impending absence.

Study Scores

What is a Study Score?

Each scored Unit 3 and 4 subject will be reported as a Study Score (a RANKING in the range of 0-50).

50 is the top achievable score, while 0 is the lowest. All students, in subjects with significantly large enrolments, will be ranked between these as follows:

Study Score	Percentage of students on or above this score (approximate)
45	2%
40	9%
35	26%
30	50%
25	78%
20	93%

Study Scores are based on a combination of three graded assessments as outlined in the relevant Study Design.

Study Score Calculation

The Victorian Curriculum Assessment Authority (VCAA) is responsible for calculating Study Scores and uses External Examinations and School Assessed Coursework to make this determination.

EXTERNAL EXAMINATIONS

The VCAA follows these steps in marking external examinations:

- Assessment is based on published criteria.
- Examination scripts are subjected to independent double marking in most studies.
- Where necessary, discrepancy marking by a third assessor will occur. The third assessor will assess the task without knowledge of the previous assessments.
- The VCAA then automatically reviews examination scripts where the examination result is lower than is expected, and the difference is both statistically significant and at significant odds from that expected by the school.
- The mark awarded by the Chief Assessor's Panel becomes the final score and is converted to the appropriate grade.

However, students may request from the VCAA

- a Statement of Marks - marks obtained for each question or criterion of a paper.
- an Inspection of Script (the opportunity to reread the examination script in the presence of a teacher). Marks or assessors' comments do not appear on scripts.

The application form to request either of the above documents is mailed to the student with their final results package.

SCHOOL ASSESSED COURSEWORK

Schools are responsible for the initial assessment of coursework. This is determined by a teacher's rating of performance of each student on assessment tasks, as specified in the subject's study design. Marks are allocated as specified in the study design. The VCE allows teachers some flexibility in deciding exactly what teaching and learning activities and what coursework assessment tasks they will use to assess the learning outcomes specified in each Study Design.

All VCE studies have three graded assessments in Units 3 and 4. In each study the graded assessments will include a mix of school-based assessment and examinations, and the VCAA will combine each student's scores for these three assessments into a single Study Score.

Marks or grades on individual coursework tasks may be provided to students. It should be noted however that the total coursework score may change following statistical moderation against the external examinations. Any coursework assessment is therefore provisional until the completion of the unit and adjustments made as a result of the moderation process. This process is undertaken by the VCAA following the final examinations.

Moderation is needed to ensure that schools' assessments are comparable, and thus fair for all students throughout the State, whichever school they attend. Statistical moderation is a process for adjusting the level and spread of each school's assessments of its students in a particular study, while maintaining the students' rank order given by the school, to match the level and spread of the same students' scores on a common external examination.

Completing VCE units without calculation of a study score

1. What does this option mean?

Completing VCE units without calculation of a study score means that while students still receive a satisfactory (S) or non-satisfactory (N) result, they do not receive a study score for that subject—and consequently, it cannot contribute to an ATAR. These units are assessed holistically, with schools making an overall judgment of the student's achievement of specified outcomes—no numerical levels of performance or external examinations contribute to a study score.

2. Who might choose this option?

This approach is intended for individual student needs, not as a broad alternative program. Circumstances where it may be appropriate include:

- Serious illness or extended absences
- Mental health or wellbeing challenges
- Clear post-school pathways that don't require an ATAR (e.g., apprenticeships)
- Other well-supported, specific personal situations

Families must approach this decision collaboratively, using guidelines and support materials from VCAA, such as the Student and Parent/Carer Fact Sheet.

3. What will students still need to do?

Even without a study score, students must:

- Participate in school-based assessment (as adjusted if necessary)
- Teachers must use holistic judgment across a range of evidence to confirm outcomes have been met—this must be consistent with how they assess all students

4. What families need to know.

Choosing this pathway means no ATAR will be calculated—even if all other program requirements are met (e.g., the 16-unit minimum, including required English sequences).

Families understand the limitations on future pathways, given the absence of a study score and ATAR.

Application Process

Applications to complete a VCE Units Without a Study Score open in Semester Two. This timing allows students to experience their subjects fully before making such an important decision.

If a student and their family are considering this option, the following steps apply:

1. Student completes a consultation form.
2. The request is reviewed by the Year Level Leader.
3. The student meets with the Careers Practitioner to discuss post-school pathways.
4. The family is informed of the implications of completing a unit without a study score.
5. A formal letter outlining the decision is sent to the family.
6. The change is confirmed, and updates are provided to subject teachers.

The VCE-Baccalaureate

A student's Statement of Results may include an additional statement that recognises the award of the VCE- Baccalaureate. The VCE-Baccalaureate is attained by students who complete a higher-level mathematics and a language in their VCE program of study. To be eligible to receive the VCE-Baccalaureate the student must satisfactorily complete the VCE and receive a study score for each prescribed study component. The additional recognition of the VCE-Baccalaureate does not impact on the ATAR calculation.

The VCE program of study for VCE-Baccalaureate must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematical Methods or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

The ATAR

The ATAR is the Australian Tertiary Admissions Rank. It enables students to be compared nationally for tertiary entry.

An ATAR is allocated to all students who complete the VCE and who apply to VTAC (Victorian Tertiary Admissions Centre) for selection into courses at tertiary institutions.

It is a students' ranking of their position in the year group based on their VCE results (Scaled Results). Scaled Results allow for variances in competition between subjects. Some subjects' scores will increase; others will fall or remain the same.

The ATAR is calculated on a student's Unit 3 and 4 results and must include one of the English subjects (English, English Language, EAL or Literature) followed by the next best three subjects. Ten percent of the fifth and sixth subjects, if they are undertaken, are added. An unscored VET subject or a Higher Education Study may count as the fifth or sixth subject.

Glossary of Terms used in the VCE

ATAR - Australian Tertiary Admission Rank. The method of ranking VCE students to allow comparability over all students who apply for tertiary entrance. The ATAR is expressed as a percentile.

Derived Examination Score - Provision to obtain an examination score for Unit 3 and 4 students who have missed an examination or whose examination performance has been impaired due to illness or other circumstances.

EAL - English as an Additional Language.

GAT - General Achievement Test. This is taken by all students enrolled for any Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority as a measure of checking correct and fair assessment of school-based assessment for Learning Outcomes.

Higher Educational Studies Program – offered by higher education institutions and the VCAA. Subjects constitute the equivalent of at least 20% of a full-time first year university course. The study can contribute to the students ATAR as a fifth or sixth subject via an increment.

Learning Outcomes - the basic work required of VCE students in each unit to demonstrate achievement of a unit. Each piece earns ‘S’ or ‘N’ for the completion of assessment tasks as set out in study designs and decides if a student has successfully completed a unit or not.

Prerequisite Units - units which a student must complete satisfactorily before entry to a later unit or course is possible.

‘S’ or ‘N’ - satisfactorily completing or not satisfactorily completing individual assessment tasks and whole units. Granting of the VCE Certificate depends on gaining ‘S’ for all Learning Outcomes in the appropriate Units.

Semester - half an academic year. The time allowed for the completion of a VCE unit.

Sequence of Units - units to be taken in chronological pairs, usually referring to Units 3 and 4 of a study. Students have access to studies at three points; at the beginning of the first, second and third units.

Statement of Results - a cumulative statement reporting ‘S’ or ‘N’ for each unit enrolled in, as well as the GAT.

TAFE - Technical and Further Education. There are many campuses offering non-degree courses after secondary education.

Tertiary Education - study undertaken at University or TAFE College. This follows after the satisfactory completion of VCE.

Unit - a half-year’s length work in a study representing 100 hours of work

Units 1 and 2 - studies usually taken in Year 11 as the first half of a study.

Units 3 and 4 - studies usually taken in Year 12 as the second half of a study.

VASS - VCE Administrative Support System (computer database).

VCAA - Victorian Curriculum and Assessment Authority. The body responsible for administering the VCE.

VCE Study - individual subject approved by VCAA and offered at school to students in Units 1-4.

VET - Vocational Educational and Training. A nationally recognised vocational subject within the VCE program. The subject is integrated within the VCE program.

VM - Vocational Major

VTAC - Victorian Tertiary Admissions Centre. The body responsible for administering entry of students to tertiary institutions (TAFE Colleges and Universities)