



# Senior School Guide



# PREFACE

This handbook has been prepared to assist teachers at Mercy Regional College in matters relating to Victorian Certificate of Education (VCE) studies and as a resource to reinforce our desire to be consistent in our practices, expectations and assessment guidelines. It also contains some information based on the Mercy Regional College Student Code of Conduct.

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the VCE. The information in this booklet is based on the VCE Administrative Handbook, an official publication of VCAA.

Mercy Regional College is fully accredited to deliver the VCE. The College Principal is responsible for ensuring that all the requirements of VCAA are carried out and that staff and students are given a thorough understanding of the program and adequate support to effectively manage their teaching and learning. To this end, all VCE staff and students are given access to a copy of this Policy Handbook to ensure that they have ready access to the correct information and processes regarding senior school studies.

Students enrolled at Mercy Regional College must abide by the administrative guidelines and regulations of the VCE and also the MRC Student Code of Conduct.

It is the responsibility of teachers to be fully aware of VCAA and MRC rules relating to the VCE.

All issues regarding the VCE will be managed using the VCAA VCE and VM Administrative Handbook, updated annually by VCAA.

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# 1 UNDERSTANDING VCE, VCE VM & VET

## 1.1 VCE Units 1 – 4 Induction Package Guidelines

As a key platform for continuing to develop consistency of curriculum delivery, assessment processes and expectations for our VCE students it is the practice to have all VCE students receive a clear and informative 'Induction Package' (IP) during the orientation program in each of their classes.

The underlying reason for the preparation and provision of these Induction Packages is to provide students with a detailed plan for their learning for each subject.

It is the expectation that VCE students will be well organised, plan a study timetable and demonstrate a commitment to achieving the best outcomes that they can. It is intended that IP's provide students with a clear plan of what will be studied for each unit and when. They also provide information on the type of assessment that students will undertake and timelines for such assessment.

Induction Packages should include:

- A brief synopsis of the subject. (refer to the Study Design).
- A weekly timeline outlining the material to be covered in class. (Appendix A)
- The outcomes that must be achieved for each unit. (Appendix B)
- Minimum percentage scores to achieve an 'S for each SAT / SAC
- The assessment tasks and their contribution towards the total score. (Appendix B).
- References, textbooks and resources relevant to the subject and the Study Design.
- Holiday homework that is to be completed and submitted in the first class.

It is suggested that teachers new to a subject should consult the Learning Area Leader or Senior Pathways Leader for assistance if required.

## 1.2 Teacher Responsibilities and College Expectations

Students have responsibilities and these must be abided by. In addition, students can expect their teachers to do the following;

- Be punctual to class and organised
- Teach the Study Design and keep up to date with course requirements and changes
- Ensure all students have access to advice, support and feedback
- Return work in a timely manner (within two weeks) with formative feedback
- Be available to help them within class and, if previously arranged, out of class time
- Make sure that all students (in multiple classes) have the same conditions and

arrangements for assessment activities

- If a teacher is absent, wherever possible, work is left for students to complete
- Ensure all summative assessment is cross marked and moderated for procedural fairness.

It is the professional responsibility of the subject teacher to access the current Study Design and keep up to date with requirements of the subject and assessment activities. In the case of multiple classes and teachers all assessment tasks and coursework must be moderated.

Teachers must ensure that all students are treated in a fair and consistent manner, particularly in the case of assessment activities and tasks. Under no circumstances should subjects where there are multiple classes have different assessment tasks between classes. This includes the actual task, the time allowed for the task and the date/s of the task (as set out in the planner). Assessment task dates cannot be changed without a prior discussion with the Senior Pathways Leader and new arrangements must be clearly and efficiently communicated to students. This is only to occur due to unforeseen or unavoidable circumstances. It is the responsibility of the teacher to ensure that work is assessed and returned to students in a timely manner (within two weeks from the date of the task) with constructive feedback for students to act upon.

Where work is moderated individual teachers cannot make comments about the marks given (or in some cases how these marks might have changed) by the group or individual teachers to students.

It must also be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by the VCAA and therefore may change. Subject teachers should not disclose marks until after the moderation process has taken place.

Final marks for School Assessed Coursework (SACs) in Units 3&4 will not be disclosed until assessment has been confirmed by the VCAA and the results forwarded to the school. All teachers need to meet the deadlines for marks and S and N results imposed by the school and VASS.

It is an expectation of the college that all teachers will be at school ready to teach their VCE classes as prolonged or frequent absences can interrupt the programs and learning of VCE students. Absences due to illnesses and other serious circumstances are clearly outside the control of teachers.

Teachers should be prepared to accommodate students within their classroom who display the full spectrum of application and engagement levels. This will range from those students who are self-directed, ready to work and fully motivated to those students who are not. However, MRC sets high expectations for students and endeavours to offer all students the opportunity to succeed at the highest level. As part of the role and responsibility of a teacher it is necessary for teachers to plan their classes and activities using the agreed MRC Instructional Model to cater for a range of student learning preferences and abilities.

Teachers should not hesitate to discuss any issue with the Senior Community Leader or Senior Pathways Leader if classroom expectations are not being met.

Teachers are also expected to communicate with parents by phone and email and record on SIMON when students are at risk, not completing work, or will not receive a redemption task.

## 1.3 School Rules

The rules and expectations for students completing a VCE subject are exactly the same as for ALL students of the school. This applies equally to the student's conduct and behaviour in the school yard.

It is strongly suggested that whilst the best outcomes will always be achieved by establishing positive, respectful relationships between students and teachers, both teachers and students are fully aware of the MRC Student Code of Conduct and that this document be enforced consistently and students be aware of the consequences of certain behaviours within the classroom. The MRC Student Code of Conduct is strictly enforced at all year levels.

## 1.4 Student Responsibilities and College Expectations

It is an expectation of MRC that all VCE students will take their studies seriously and achieve their best in everything they do. Students are responsible for their own learning and behaviour and must work in partnership with their subject teachers. All VCE students are expected to follow the school rules set out in the Student Code of Conduct.

It is also a requirement that no student will interfere or stop students from learning or the teacher from teaching. Students who do not follow the Student Code of Conduct or who continually interfere with the learning of others may find that they are not able to continue their learning at MRC. If a student is experiencing difficulties with either the teacher or other students they should talk to the teacher first (out of class time where possible) and if there is a serious issue they should contact their Senior Years Community Leader or Senior Pathways Leader.

Students must complete and submit the relevant Student Personal Details form to their home school for each year in which they enrol. The accuracy of student details should be audited against information provided on a student's form and schools should check details. Before undertaking any studies all students must sign an agreement to abide by VCAA regulations.

The mechanisms of the VCE contain a curious blend of terminology, acronyms and procedural requirements. It is the responsibility of both teachers and students to be informed with this information using the resources provided. If teachers or students have any questions in relation to these issues they should ask the relevant teacher, Senior Years Community Leader, Senior Pathways Leader or Deputy Principal.

## CHANGE OF SUBJECT & WITHDRAWAL FROM A SUBJECT

### Change of Subject

Students will only be permitted to change subjects within the first teaching cycle of starting

Units 1 to 4 so they are able to meet the attendance requirement for that unit. Changes will not take place mid-way through completing units to limit the disruption to the school program. Units 1 and 3 commence at the end of the previous year.

Students may choose to withdraw from their studies at any time. The records of their enrolment can only be withdrawn from a unit if the enrolment date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment. Students withdrawing late will receive an 'N' (Not Satisfactory) for the unit.

## **Compassionate Late Withdrawal**

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. The principal or principal's delegate must apply to the Manager, Student Records and Results Unit, on the student's behalf, for permission to withdraw from one or more VCE Units 3 & 4 studies. Documentation of the exceptional circumstances must be included.

Compassionate Late Withdrawal is not available to students who are simply not coping with the demands of VCE studies. This provision is designed to assist students who have made a genuine attempt to continue with their VCE studies while suffering major adverse circumstances, but find that they cannot complete their studies. If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person, for example a general practitioner or psychologist, is required as part of the application. Compassionate Late Withdrawal from a Unit 3 and 4 study will not be approved if a student has a final, reported grade for an examination or School based Assessment.

Any student wishing to change or withdraw from a subject must complete the Application for Subject Change / Subject Withdrawal (appendix F) and have the application supported by a parent or guardian. All decisions in regard to these matters will be communicated to the parent or guardian in all instances.

## **Total withdrawal from the VCE or VCE-VM**

Students wishing to withdraw from the VCE or VCE-VM must first complete the appropriate form in consultation with the Senior Pathways Leader or Senior Community Leader.

## **What is the decision making process?**

1. Application completed by student and submitted to Senior Pathways Leader
2. Reviewed by Deputy Principal with Senior Pathways Leader
3. Decision communicated

See Appendix F for Withdrawal Form

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

The VCE includes Vocational Major (VM) & VET studies

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies, there are multiple options for students to choose from, such as a choice of mathematics studies. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence. It is not a requirement to study Unit 1 and 2 to then study Unit 3 and 4.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.

Levels of achievement for Units 1 & 2 are determined by schools and not reported to the VCAA. Levels of achievement for Units 3 & 4 sequences are assessed using School-based Assessment and external examinations. Each VCE study has three graded assessment components: either one School-based Assessment and two examinations, or two School-based Assessments and one examination. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have only two graded assessment components, comprising one School-based Assessment and one examination. Graded assessments are reported on an 11-point scale as grades A+ to E or UG (Ungraded).

There is one examination period each year. The performance and oral examinations occur in October and the written examinations are held in October and November. The General Achievement Test (GAT) is usually conducted in June.

There are three forms of School-based Assessment for Units 3 & 4:

School-assessed Coursework is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

School-assessed Tasks (SACs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

## 2.1 Eligibility for award of the VCE

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements, as set out in accredited study designs. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Students are required to demonstrate achievement of study outcomes. For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include School-based Assessments that are designated for the study, and examinations. School-based Assessment is generally used to determine both satisfactory completion of the unit and assessment for a study score. However, it is not a requirement that these be scored for the student to be eligible for the VCE.

A student may be eligible for the award of the VCE where they have submitted School-based Assessments for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not sat examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the evidence provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any part of the study, a student will not have a study score calculated.

If no score is provided for the unit, the student will not receive a study score. When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Absence of graded assessments may limit a student's options for further training, study and work. Students should be encouraged to attempt all graded assessments, wherever possible. Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. It is possible for students returning as adults, and students who have received credit equivalent to a full Year 11, to complete their VCE in a single year.

Most students will be advised to complete a total of 22 units. Generally, students will do 12 units in Year 11 and 10 units in Year 12. Some students also complete two units in Year 10 therefore a total of 24 units may be completed in their VCE program.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE.

## 2.2 Minimum requirements for the award of the VCE & VCE-VM

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

- three units from the English group, with both Units at 3 & 4 level
- at least three sequences of Units 3 & 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Units 1&2 may be completed separately (although usually completed as a Unit 1&2 sequence) whereas Units 3&4 must be completed as a sequence.

*Note: The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of both Units 3 and 4 of an English sequence is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).*

Students undertaking atypical programs may have their previous studies or experience counted towards the awarding of the VCE. These students are adult students with no Year 12

results, adult students with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET qualifications or credit from VCE-VM.

VCE-VM Students must complete

- Two units from the Maths group
- Three units from the English group with both units at 3 & 4 level
- 2 units each of Work Related Skills and Personal Development Skills

## 2.3 The Structure of the VCE-VM

The VCE Vocational Major (VCE-VM) is a two-year applied learning program that's part of the VCE.

You will get skills for work and life and hands-on experience in one or more industries, finishing school with an employability edge.

Your teachers will assess your progress through a range of activities. Your only exam is the General Achievement Test (GAT) (Part A only).

The four VCE VM study areas use a different form of assessment to other VCE studies. The assessment is completed by your teacher in class, who'll support you to achieve the requirements.

VCE-VM subjects don't receive a study score, so they won't count towards an ATAR.

The VCE-VM is a great choice if you prefer to learn in a real-world environment and don't need an ATAR.

### 2.3.1 Where the VCE-VM can take you

The VCE VM will help you prepare for:

- an apprenticeship or traineeship
- further education and training
- university, through alternative entry programs
- going straight into the workforce.

### 2.3.2 Your VCE-VM subject options

To complete the VCE VM, you need to successfully complete at least 16 units. This needs to include:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 3 other Unit 3 and 4 sequences of your choice
- VET at a Certificate II level or above (180 nominal hours).

You could also spend time learning in a workplace as part of your VET. This is known as Structured Workplace Learning Recognition.

You can add other VCE studies to your VCE VM program.

## 2.4 The English requirement for the award of the VCE

The minimum English requirement is three units from the English group, with successful completion required of both Units 3 and 4. English units at Mercy may be selected from English Units 1 to 4, EAL Units 1- 4, English Language Units 1 to 4, and Literature Units 1 to 4 may usually be studied online. No more than two units at Units 1 & 2 level selected from the English group may count towards the English requirement.

The English group at this level comprises English Units 1 & 2, English Language Units 1 & 2, Foundation English Units 1 & 2 and Literature Units 1 & 2. English Units 3 and 4 and EAL Units 3 & 4 are equivalent sequences and a student may not count both towards the award of the VCE. Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units. Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than the English requirement.

Adult students, students with credit from interstate study, and students with credit from overseas study can use their previous studies and experience for the English requirement.

Students should refer to the table on page 5 of the VCE Administrative Handbook for possible combinations of this requirement.

## 2.5 Students completing VCE without a Study Score

At Mercy Regional College a student will only be eligible to complete the VCE without an ATAR calculation if they meet certain criteria which can include;

- Illness /absence
- Mental health and wellbeing issues
- Clear and well-supported post-school aspirations which do not require an ATAR.
- Other personal circumstances (not based on academic results).

Mercy students who complete the VCE without a study score will need to have completed the VCE - Non Atar form. The form will be signed by the student, parent/guardian and Senior Pathways Leader and be required for approval by the College Leadership team.

Students are still required to:

Be assessed for satisfactory completion.

Participate in school-based assessment for levels of achievement, even if the score is not provided to VCCA. The conditions for completing the school based assessment may vary from subject to subject.

## 2.6 VET Assessment

### Satisfactory VET unit of competency result

VET UoCs are reported as 'competent' or 'not yet competent'. Students will receive an S for a UoC if they have been assessed as competent in that unit. The student's RTO is responsible for determining final assessment results.

Satisfactory completion of VCE VET units is granted automatically as students satisfactorily complete UoCs. Most VCE VET courses consist of 4 VCE VET units containing one Unit 3–4 sequence. The exceptions are some Certificate II courses where the credit is only at Units 1 and 2 levels, and some Certificate III courses that provide 2 Unit 3–4 sequences.

At Mercy we offer many VCE VET units which are scored and count towards an ATAR.

### Not yet competent VET result

Students will receive an N (not yet competent) result for a UoC if they have not yet demonstrated competence. This may be due to not completing the unit or being unable to demonstrate competence as required by the UoC. If a student has not met sufficient UoCs to the nominated hour value to be awarded satisfactory completion of a VCE VET unit, the result will be left blank.

## 2.7 Satisfactory Completion of a Unit

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an 'S' for the unit. The decision to award an 'S' for the unit is distinct from the assessment of levels of achievement.

The student receives 'S' for a unit when the school determines that all outcomes are achieved satisfactorily. A student must:

- produce work that demonstrates achievement of the outcomes
- submit work on time
- submit work that is clearly their own
- observe the VCAA and school rules.

If a teacher judges that all outcomes have been achieved, the student satisfactorily completes the unit. The student receives 'N' for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcomes
- 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, including school attendance rules.

The 'N' result should be used for students who only partly complete work or whose attendance records breach school rules.

## **2.7.1 Applying for an extension of work**

Students are required to complete and submit all assigned work by the deadlines set by the College. If any changes to these dates occur, students will be informed of the revised deadlines before the task begins. Catch-up classes form part of this process. Late submissions will only be accepted where an approved extension has been granted and/or appropriate supporting documentation is provided.

Students seeking an extension must:

- Complete the required application form (Appendix J)
- Provide a valid reason.
- Obtain approval at least 48 hours prior to the due date from the classroom teacher and/or the Senior School Pathways Leader, where applicable.

Failure to meet a deadline, including an approved extension, will result in a 'Not Satisfactory' outcome for the assessment task.

As most assessments are conducted in class, extensions should only be requested in cases of illness or other serious circumstances. Students must provide appropriate documentation for any absence and arrange an alternative time in a Sub-SAC to complete the task. The subject teacher will organise the student to complete the task in the Sub-SAC time on a Tuesday or Thursday afternoon. This can only occur through Special Provision and/or with approval from the Senior School Leader.

## **2.7.2 Redeeming outcomes: submitting further work**

If, in the judgement of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. However, students may not submit further tasks for the reconsideration of School-based Assessment scores awarded by the school.

Students usually complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Decisions regarding redemption tasks or activities will be made by the Senior Pathways Leader in consultation with the subject teacher. When deciding whether or not redemption should be permitted, the subject teacher and Senior Pathways Leader should consider factors such as student illness, absence from class, whether set classwork and homework was completed by the student and the general attitude of the student in class. Also, in some cases, students may not be allowed to undertake multiple redemption tasks in one semester or Unit. Again, the Senior Pathways Leader and subject teacher should discuss this and make a decision with advice from the relevant Deputy Principal. Three examples on managing

redemption in the following table:

Student A	<p>Has NOT demonstrated an Outcome via the SAC or SAT.</p> <ul style="list-style-type: none"> <li>• Student has submitted all practice work and class tasks.</li> <li>• Student has worked hard in class and actively sought assistance from teacher.</li> </ul>	Student eligible for task redemption
Student B	<p>Has NOT demonstrated an Outcome via the SAC or SAT.</p> <ul style="list-style-type: none"> <li>• has not completed all classwork/ homework/ practice sacs</li> <li>• is distracted and has a poor work ethic</li> <li>• asks for special provision after the SAC</li> <li>• has extended absences</li> </ul>	Student NOT eligible for task redemption
Student C	<p>Has NOT demonstrated an Outcome via the SAC or SAT.</p> <ul style="list-style-type: none"> <li>• Has a known and documented long term illness or personal circumstance that has impacted studies and has applied for special provision</li> </ul>	Student eligible for redemption Task

If redemption is an option, the teacher may do one or more of the following things: set a similar task, ask the student questions about the task or topic and/or check student notes and workbooks. This will normally take place when the teacher realises that the student is unlikely to gain a satisfactory result of the outcome. The marks allocated for the original submission will not be altered. Individual Learning Areas will determine the most appropriate redemption tasks for the requirements of their subjects. In cases where the student must undertake redemption to obtain an 'S' for that particular outcome, the subject teacher should communicate this to parents.

If the student does not complete the redemption task at the agreed time and does not supply a medical certificate, they forfeit the right to the redemption process.

## Computer work

A student who uses a computer to produce work for assessment is responsible for ensuring:

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved as a backup file, which should not be stored on the computer.
- Declaration relating to use of Artificial Intelligence (AI) is completed

## 2.8 Appeal Against Unsatisfactory Unit Result

A student who is awarded an 'N' for a unit has a right of appeal to VCAA if the N was awarded because:

- They have contravened the assessment and authentication rules of VCAA.

No appeals will be heard by VCAA for any other reasons. For example, students are unable to appeal to VCAA on the following grounds:

- A breach of the school's attendance policy
- An unsatisfactory completion of a unit (see 2.5.1)
- Failure to meet a published deadline
- They have not followed the procedures outlined in this policy

### 2.8.1 MRC Internal Appeal Procedure for an unsatisfactory unit result

The student must lodge a written appeal with the Senior Pathways Leader within 14 days of receiving the unit result.

The Senior Pathways Leader will notify the Deputy Principal who will convene an appeals committee.

The appeals committee will consist of the Deputy Principal, Senior Pathways Leader and a teacher other than the teacher who awarded the unit result. It may include the Principal.

The appeal committee will consider all records relating to the case and may interview the student. The student will be given not less than 24 hours' notice of the interview and may have a friend, parent or guardian present in a support role.

The student will be notified in writing of the outcome of the appeal within 14 days.

*NB - There is no appeal to the VCAA over decisions of unsatisfactory completion of units.*

### 2.8.2 At Risk Students

If a classroom teacher believes that a student is at risk of not successfully completing their

VCE Units the relevant Senior Pathways Leader needs to be informed immediately. The teacher will also contact parent/s by phone or in person to inform them that their child is at risk of receiving an 'N' for an Outcome and the Unit. The teacher must make contact with the parent. Any incomplete work or work that is not completed will also be entered on SIMON so that a record of the student's progress (or lack of progress) is kept. The Senior Pathways Leader will also be informed.

Teachers will use the schools preferred method of contact being email and SMS through the SIMON system to inform the parents of the late submission. This process is to be completed by staff using the 'Notice of Low Academic Achievement – Years 11 and 12' template in SIMON. The SMS and email will automatically be generated by the system and sent to the primary family contact. However, depending on the family circumstances, staff may need to contact home via a phone call or letter. The two previous contact methods must be recorded on SIMON under 'Parent Communication' so a record of the contact is kept by the school. Once this has been completed, teachers should inform the relevant Senior Pathways Leaders via email that they have made contact with a parent and recorded this on SIMON.

If contact with parents cannot be made after repeated attempts, the teacher must inform the Senior Pathways Leader of the student's circumstances.

Any student who is consistently performing at a low academic level in a number of subjects will be contacted by the Senior Pathways Leader.

### **2.8.3 Notification of an Unsatisfactory Result**

All teachers who believe that a student has received an N for an Outcome or a Unit will follow the MRC process for communicating this result.

## **3 SCHOOL ASSESSMENT (UNITS 1 – 4)**

### **STUDENT OBSERVANCE OF VCAA RULES FOR SCHOOL-BASED ASSESSMENT**

At the beginning of each year, student's sign a declaration that they agree to abide by and observe the rules and instructions relating to the VCE/VCE-VM assessment program and all matters of discipline therein.

A student must sign an authentication record for work done outside class at the time of submitting the completed task

All School based assessment will be completed by students in silence with no assistance from any third party. Teachers conducting the assessment will give clear instructions on the following prior to the commencement of the task:

- Length of the task.
- Permitted materials.
- Reinforce any task completed must comply with the VCAA examination rules.

## **VCAA rules for School-based Assessment**

A student undertaking tests as part of School-based Assessment must comply with VCAA examination rules. In addition, the VCAA sets out rules related to authentication, which a student must observe when preparing work for assessment by the school:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.

A student must acknowledge all resources used, including:

- text, websites and source material
- the name/s and status of any person/s who provided assistance and the type of assistance provided.
- 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 has been transformed by the student and used in a new context
- prompting and general advice from another person or source, which leads to refinements and/or self- correction.

Unacceptable forms of assistance include:

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

A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.

A student must not knowingly assist another student in a breach of rules.

## **INVESTIGATION OF SCHOOL-BASED ASSESSMENT BREACH OF RULES**

Teachers who believe that a breach of rules (including authentication rules) has occurred in a School-based Assessment should report the incident in accordance with the school's policy and procedures. The school principal, or an authorised member of the principal class, must be notified of the allegations immediately.

Any matter that involves a breach of rules will be handled according to the current VCAA VCE Administrative Handbook.

## **School Based Assessment**

For most subjects' school based assessment consists of school-assessed coursework (SACs).

For some subjects, such as Arts and Technology based subjects, school based assessment includes School Assessed Tasks (SATs). Coursework assesses overall level of achievement on the assessment tasks as set down by the VCAA.

Assessment tasks will generally be completed in class and may include:

- tests
- essays
- written reports.
- folios
- oral presentation
- case studies
- data/media analysis
- laboratory reports

At the Units 3&4 level coursework results count towards a student's Study Score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR). Teachers will collect work in progress for extended school assessment tasks at the end of each lesson.

### **3.1 Reporting on Coursework and School Assessed Tasks**

Schools may provide feedback on School-based Assessment. It must be made clear to students that initial school assessment may change as a result of the statistical moderation process. This may include:

- Advice on particular problem areas
- Advice on improvement strategies
- Reporting – whether the student has gained an 'S' for the outcome.
- Graded assessment for the task provided in a confidential manner.
- General comments to the class.
- All students should receive a 'raw score' i.e. a mark for the task.

Where the student's work demonstrates achievement of the outcome an 'S' (satisfactory) will be awarded. Where an outcome has not been achieved the student will receive 'N' (not satisfactory).

However, it must be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by VCAA and therefore may change. Subject teachers should not disclose marks until after the moderation process has taken place.

Marks for School Assessed Tasks (SATs) in Units 3&4 will not be disclosed until assessment has been confirmed by VCAA and the results forwarded to the school. Teachers will provide written feedback via SIMON.

## 3.2 Attendance at School and at School Assessed Coursework Activities

All VCE units require approximately 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign an 'N' to the unit, the school must assign an 'N' for one or more outcomes and thus the unit.

A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. At MRC this is the sub SAC guidelines. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessment. In this case, the student should not be penalised for lack of attendance.

The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the Application for Special Provision for School-based Assessment and Unit Completion form (VASS) and retain this at the school together with the supporting evidence.

VCAA has directed schools to set the minimum class time and attendance rules. Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign 'N' for one or more outcomes and thus the unit.

Students are required to attend at least 90% of all classes. Subject teachers will mark an attendance roll and notify the Senior Pathways Leader or Senior Community Leader of a student's absence for two consecutive lessons. Overall attendance will be monitored by the Senior Pathways Leader and Senior Community Leader and parents and students informed when students are at risk. (See Section One).

The 90% requirement does not include approved absences. However, a minimum attendance requirement is necessary to meet authentication rules. Students who are absent from school without a medical certificate or for prolonged periods of time (even with an approved medical certificate) are in danger of failing unit/s.

It is essential that students meet the Mercy Regional College attendance policy requirements as outlined by VCAA. The VCE involves frequent deadlines for work. Outcome Tasks and some School Assessed Coursework (SACs) specify that particular tasks are to be done at the college so that the student's work can be authenticated and student's skills can be assessed by their study teacher. Students absent from SACs must provide a medical certificate and complete the required application (see appendix C) for their application to be considered. This must be done within three days of returning to school. Backdated medical certificates will NOT be accepted. If a medical certificate cannot be obtained from a GP, a statutory declaration on the day of the absence is acceptable.

Student absence may be deemed approved by the Senior Pathways Leader when documentation substantiates that the absence is due to:

- illness

- personal environment
- physical disability
- significant hardship

Absences must be supported by relevant documentation such as

- a medical certificate (please note backdated medical certificates will not be accepted)
- other documentation including:
- Psychologist report/letter.
- A qualified medical practitioner's letter/report.

The onus is on the student to obtain and submit medical certificates and other documentation to support absences from school.

### **3.3 Breach of 90% class attendance rules**

The relevant Senior Pathways Leader will make a recommendation to the Deputy Principal regarding a student's breach of the 90% class attendance rule. The Deputy Principal will then decide whether or not to award the student an 'N' for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an 'N' for the unit. (See Section Two for further detail).

### **3.4 Procedures relating to absence from School Assessed Tasks**

The student, or a parent, must notify the school via the Senior Pathways Leader on the day of the absence.

The student, or a parent, must also notify the subject teacher on the day of the absence.

Student must collect relevant form from the Senior Community Leader the first day of attendance following the absence. (refer to Appendix C).

The student must contact the Senior Pathways Leader and return the form with any relevant documentation.

If the Senior Pathways Leader determines the absence is approved then the student and the subject teacher will be notified of this.

If the absence is approved then the student will be booked into the next Sub-SAC session to complete the task (See Appendix H)

It is important that both the student and the subject teacher inform the Senior Pathways Leader of an absence from an assessment task.

If the absence is not deemed to be approved then the student is not entitled to receive a grade for the assessment task. This may result in an 'N' for the unit. The task will not be awarded any marks and this is likely to have an impact on Study Scores for a Unit 3&4 subject. (Refer to Appendix D)

### **3.5 Consequence for unapproved absence from school assessed coursework**

Students will be awarded "0" (zero) towards their study score for that school assessed coursework task and a student will receive an N for the Outcome and therefore the unit.

## Implications of Student Absences on Assessment

EVENT	CIRCUMSTANCES	ACTION	RESPONSIBILITY
Student does not present for the SAC or SAT.	Medical certificate supplied and/or Special Provision granted and/or school based activity verified.	Student will sit the task in a make-up/ Sub SAC session. The work will be graded. An alternate task must be set.	Approval given by Senior Pathways Leader. Time and date to be set by subject teacher within 14 days of approval. The student must sit the alternate time set and be prepared for the task on their first day back at school.
Student does not present for the SAC or SAT.	No medical certificate supplied and/or no Special Provision granted.	Student will receive a mark of zero for the task, an N for the task and risks receiving an N for the outcome.	Senior Pathways Leader and subject teacher to inform parents.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	Medical certificate supplied and/or Special Provision granted and/or school based activity verified.	Student sits the section of the task in a Sub SAC makeup session. The task will be graded.	Approval given by Senior Pathways Leader. Time and date to be set by subject teacher within 14 days of approval. The student must sit the alternate time set.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	No medical certificate supplied and/or no Special Provision granted.	The student loses the marks for this section only. The incomplete task is assessed. This may lead to an N for the outcome.	Subject teacher to mark according to the action listed.  Parents/guardians need to be contacted by subject teacher.
Work is submitted for a SAC but it does not reach the word limit or is not satisfactory.	All assessment task procedures were followed.	The SAC is graded according to what has been completed. This may lead to an N for the outcome. The SAC may be redeemed in the Sub-SAC for a 'S' but the grade remains.	Subject teacher to inform Senior Pathways Leader and contact parents with the outcome of the task.
A School Assessed Task (SAT) is not submitted on the due date.	Student contacts the Senior Pathways Leader and special provision is granted if the student has supporting documentation and has been submitted before the task is due.	The SAT may be accepted and graded.	Student must contact the Senior Pathways Leader. The Senior Pathways Leader will contact the subject teacher on the special provision provided.
A School Assessed Task (SAT) is not submitted on the due date.	Contact is not made and/or Special Provision is not granted.	The student will need to make an application to the Senior Pathways Leader for the work to be submitted for assessment. It is likely the work will receive a "0", although it may be accepted for Satisfactory completion.	Subject teacher to inform the Senior Pathways Leader of student's incompleteness. Senior Pathways Leader to inform student of the consequences and provide the relevant information of the outcome to the subject teacher. Approval sought from Learning team.
A School Assessed Task (SAT) is not submitted on the due date prior to the Term 3 holiday period.	Special provision will not be granted under any circumstances.	The SAT will be graded on the most recent date of Authentication between the student and the subject teacher. This may lead to an N for the outcome and Unit.	The student must ensure the SAT is submitted on the last day prior to the holiday period. The subject teacher must report to the Senior Pathways Leader if a student has not submitted the SAT by the due date.

## 3.6 Teacher Absence

In the case of a short-term absence published SAC dates and timelines will be adhered to. Teachers, where possible, will leave work and instructions for the teacher taking the class to follow. Where a teacher is absent for an extended period of time, the Principal, in consultation with the Senior Pathways Leader and Learning Area Leader, will make a decision on the procedures to be followed and if necessary changes to assessment tasks and dates will occur.

## 3.7 Moderation

### 3.7.1 Determining initial school-based assessments where there is more than one class in the school.

Where there is more than one class in a study, teachers will engage in consultation to arrive at a school assessment. The following approaches will be used to ensure consistency in assessments when there is more than one class.

#### Approach 1

- Teachers meet to discuss assessment criteria, topics and the approaches used for the task.
- Teachers grade the work from their own classes.
- Teachers swap samples and carry out blind marking.
- If necessary, teachers mark further work or reassess their own class work.
- Difficult cases are further discussed before results are entered.

#### Approach 2

- Teachers combine and distribute the student work among themselves for assessment.
- The results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results.
- Unusual cases are considered by all teachers concerned.

#### Approach 3

- Samples from all classes are distributed.
- All teachers assess the same pieces of work.
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the criteria.
- When all teachers are confident they have a consistent understanding of the application of the criteria, each teacher assesses his/her own class.

In all approaches, an external moderator may be engaged.

### **3.7.2 Moderation requirements of single teacher and small cohorts**

All teachers at MRC are required to moderate assessments with their colleagues when there are multiple classes. Raw scores cannot be supplied to students prior to moderation.

In subjects where there is only one teacher, staff are expected to build relationships with teachers in other schools to discuss, set and moderate the SACs. The Deputy Principal and Senior Pathways Leader will assist in creating collaborations with teachers from other schools if needed.

Where there is what is considered a 'small cohort' (less than 5 students) teachers are required to form a formal partnership with a teacher of the study in another school and meet (in person or virtually) regularly to discuss course design. It is a requirement that SACs are collaboratively designed and moderated as part of this formal partnership.

### **3.7.3 Moderation requirements when teaching own child or relative or when child is in cohort when teacher is teaching a study**

Where possible, teachers shall not teach the class where their child or a relative is included in the study or subject cohort.

Where there is only one class of a study and the child or relative of the teacher teaching the subject is in that class (and there is no other alternative teacher available), the teacher shall ensure that all assessed work is cross marked and moderated by another teacher of the subject, be that a suitably qualified and experienced teacher within the school or teaching the subject at another school.

If it is required that the class a teacher teaches has within it their own child or a relative, measures will be made to ensure that no advantage could be perceived in favour of the child or relative. It is assumed that a teacher will always act to maintain their professionalism and integrity when in this situation.

#### **Measures to address unintentional bias or favour will include but are not limited to:**

- Identification of the situation and potential risks by the school with the teacher when classes are assigned in the previous year or at the start of the academic year
- Communication and understanding that teaching your own child or a relative requires careful balance to maintain professionalism and integrity
- Ensuring that there are well-defined grading criteria for assessments, SACs and exams and making sure these criteria are communicated to all students, including your child/relative, to maintain transparency
- Use techniques like blind marking, where the identity of the student is hidden during the grading process to help mitigate any unintentional bias
- Ensuring that all assessment task, SACs and exams completed by your child/relative are marked and moderated by another teacher/leader or teacher external to your school

## 4 SCHOOL ASSESSED TASKS GUIDELINES

VCAA sets down eight rules which students must observe when preparing work for School-Assessed Tasks (SATS). They are:

- 1. Students must ensure that all unacknowledged work submitted is genuinely their own.**
- 2. Students must acknowledge all resources used, including:**
  - Text and source material.
  - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
- 3. Students must not receive undue assistance from any other person in the preparation and submission of work.**

Acceptable levels of assistance include:

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

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment.
  - Actual corrections or improvements made or dictated by another person or AI.
- 4. Students 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 circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.**
  - 6. Students who knowingly assist other students in a breach of rules may be penalised.**
  - 7. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.**
  - 8. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.**

**When completing School-Assessed Tasks students must also:**

- Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student's own.
- Submit evidence of the development of each School-Assessed Task, for example, a

draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.

- Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

**Students should observe:**

All rules relating to word limits. The word limit should include all material provided by the student which is presented for assessment. Material which is not for assessment itself but is submitted to accompany the task will not be counted. School set deadlines must be adhered to for all School Assessed Tasks.

# 5 AUTHENTICATION

## 5.1 Teacher Responsibilities

Teachers must satisfy themselves about the authenticity of any student work that

- 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.

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student's own.

Teachers must retain the original of the final version of the student's work until notified by the relevant Senior Pathways Leader.

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form (refer to the Authentication Records for School-assessed Tasks form on VASS). All changes made in the various stages of development of a School-Assessed Task must represent the student's own work. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies. However, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.

For Visual Communication Design, the teacher's formal written comments should be made on only one draft of the written component of the School-Assessed Task. Where written comments are made, the draft containing the teacher's comments must be initialled and dated by the teacher and made available to the VCAA if required. There is no drafting requirement for the other School-assessed Tasks.

**The following forms of teacher assistance are not appropriate:**

- Providing detailed advice on, corrections to, or actual reworking of, students' drafts or productions or folios
- Providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
- Providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

### 5.1.1 School-Based Assessments (VCE)

VCE teachers must ensure that all assessment tasks, including those currently in progress, are secure and inaccessible to students. All assessment materials should be stored within the designated school domain on Google Drive or in a secure, restricted-access drive. Copied assessments are required to be filed away, preferably in a locked drawer or space without student access.

Teachers are required to develop new assessment tasks for each outcome on an annual basis

to maintain assessment integrity.

If a student is absent on the day of a School-Assessed Coursework (SAC), an alternative version of the SAC must be provided. This version must differ in a meaningful way from the original task, such as through changes to data, stimulus material, and/or questions.

All students must be provided with the same conditions when completing assessments, including equal time allocations and consistent rules regarding permitted resources. Variations to these conditions may only occur where a student has been granted Special Provision or is completing the assessment unscored.

## 5.2 Students' Responsibilities

The student must provide evidence that the work submitted is their own and was completed in accordance with the VCAA's requirements.

**In order to obtain the necessary evidence, students will be required to:**

- Provide evidence of the development of work.
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- Provide samples of other work.

**and may**

- Complete, under supervision, a supplementary assessment task (or test) related to the original task.
- Attend an interview to demonstrate an understanding of the work.

### 5.2.1 Coursework and School-Assessed Tasks - Appropriate Penalties.

The Principal has the power to:

- i Reprimand a student or
- ii Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA.

**or**

- iii Refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder. The sections not accepted for assessment should be crossed out.

**or**

- iv Refuse to accept any part of the work if the infringement is judged by the Principal to merit such a decision. The student should be awarded 'N'.

If the student's work was accepted for assessment, and a breach of VCAA rules was discovered after the work had been assessed, the principal shall determine the penalty that should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an 'S' to an 'N'. If an 'N' is awarded for an outcome, an 'N' will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet (SAS).

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a School-based Assessment task conducted under test conditions.

### **5.2.2 Notification of penalty to the student**

If a decision is made to impose a penalty then the Principal will notify the student in writing within 14 days of the decision being made.

#### **This notification will include:**

- The nature of the breach of rules by the student.
- The reasons for a decision being made that a breach of rules has occurred and the evidence supporting this.
- The penalty to be imposed.
- Advice about the student's right to appeal to the VCAA

Advice that this appeal must be lodged within 14 days of receipt of notification from the Principal.

## **OUTLINE OF THE PROCESS OF AUTHENTICATION**

- Students must ensure all work submitted for assessment is their own.
- Students and staff informed of the Authentication Policy in term one of each year.
- Teachers keep a record of the development of all student work – following the Authentication procedures outlined by VCAA for their subjects.
- Students to keep evidence of the development of all their work and acknowledge all material used.
- If there is a suspected or possible breach of authentication the teacher will inform the Senior Pathways Leader. The procedure for suspected or possible breach of authentication will be followed.
- If there is a breach of authentication then the Procedure for a breach of authentication will be followed & students will be interviewed.

## 6 GENERAL ADVICE

Each year the VCAA audits Coursework Assessments in each study. This includes examination of the coursework tasks and assessment guidelines. School Assessed Tasks can also be audited by VCAA.

### 6.2 Timelines and deadlines

An important feature of VCE studies is the adherence to due dates for the completion of School Assessed Coursework (SAC). Students will be given the dates set for all subject SAC's by the Senior Pathways Leader each semester. Specific details of the task will be given to all students in writing prior to them undertaking the task.

### 6.3 Special Provision – Units 1 – 4

Special Provision provides students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Although there is no limit on the period of time allowed for a student to achieve the VCE, the provisions available seek to help a student complete the requirements in a timeframe comparable to that of their peers. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

At the same time students 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 examinations

The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances. Special Provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

Specific eligibility criteria apply to the granting of Special Provision for the VCE. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE.

## Types of Special Provision

Special Provision is available to students completing the VCE for both School-based Assessment and VCE examinations. Specific eligibility requirements apply for each type of Special Provision:

For School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Schools are encouraged to consult the VCAA if they are unsure about appropriate arrangements. The school's policies and procedures should be clearly documented and communicated to students. It is strongly recommended that schools keep records of all decisions made for each student.

For VCE examinations, the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

### Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time while studying the VCE, they are adversely affected in a significant way by:

- Acute or chronic illness (physical or psychological)
- Any 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, arrangements described in this section are applicable to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a 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.

All special provision applications will be managed according to the criteria listed in the current VCAA VCE Administrative Handbook. Anybody wishing to apply for special provision must do so in accordance with the information supplied under this section.

## 6.4 Examinations

It is Mercy Regional College policy that all students are encouraged to attend and attempt the examinations to the best of their ability and stay until the conclusion of each exam attempted.

If the student is unable to attend an examination it is imperative that they notify the Senior Pathways Leader as soon as possible. Where a student is eligible, an application for a Derived Examination Score (DES) for Units 3&4 subjects can be made to VCAA through the Senior Pathways Leader.

The examinations are conducted under VCAA Rules. There is one formal exam period for Unit 3&4 subjects in November. Students undertaking a Unit 3&4 subject at MRC will also undertake practice exams during September. There are two formal Unit 1&2 exam periods during June and November.

All students undertaking a Unit 3&4 study will complete the General Achievement Test (GAT) in June. It is important that all students attempt the GAT and aim to do their best. VCAA will use a student's GAT score to:

- Contribute to statistical moderation of School Assessed Coursework.
- Review school assessments of School Assessed Tasks.
- Calculate a Derived Examination Score if required.
- Check the accuracy of examination marking.

The November examination timetable is available from [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au). VCAA examination rules are also published on the website, and will be given out to students prior to the examination period.

Students should be aware that no allowances are made by VCAA for students missing examinations due to misread timetables, late buses, broken down cars etc. The onus is on the student to get to all exams in a timely manner with the correct equipment, for example, calculators, pencils and pens.

## 6.5 ATARs and Study Scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's final School-Assessed Coursework scores, School-assessed Tasks, the Externally-assessed Task (Music Style and Composition only) and examinations for each study. To receive a study score students must achieve two or more Graded Assessments in the study and receive 'S' for both Units 3 and 4 in the same year unless they have Interrupted Studies status and have met these requirements over two years.

### 6.5.1 Study Score Calculation (Units 3&4)

The final score for each Graded Assessment is standardised. This is done by subtracting the state mean for a Graded Assessment from the student's final score for that Graded Assessment and dividing the result by the state standard deviation for the Graded Assessment. Students' weighted standardised scores are summed. For the VCE studies up to three weighted standardised scores are added together. Students receive a Study Score out of 50. Students who receive a score over 40 are in the top 7% of the state. The Study Scores are taken and then scaled up or down depending upon the 'difficulty' of the subject. These scaled scores are used in the determination of the ATAR.

# APPENDIX A – EXAMPLE OF A TIMELINE

MERCY REGIONAL COLLEGE

2018 TIMELINE - YEAR 12 SUBJECT: ENGLISH

Term 1			Term 3	
Week	Content		Week	Content
1	Introduction to Course		1	Text: Tracks
2	Text: This Boy's Life		2	Tracks
3	This Boy's Life		3	Tracks
4	This Boy's Life		4	Tracks—Practice Essay
5	This Boy's Life		5	Into the Wild
6	This Boy's Life		6	Into the Wild
7	<b>SAC: Analytical Essay This Boy's Life</b>		7	Into the Wild
8	Text: The Golden Age		8	Into the Wild
9	The Golden Age		9	Into the Wild
10	The Golden Age		10	<b>SAC: Comparative Essay</b>
Term 2			Term 4	
Week	Content		Week	Content
1	The Golden Age		1	Revision
2	The Golden Age		2	Revision
3	The Golden Age		3	Revision
4	<b>SAC: Creative Response The Golden Age</b>		4	Revision
5	Analysing Argument		5	
6	Analysing Argument		6	
7	Analysing Argument		7	
8	<b>SAC: Analysing Argument</b>		8	
9	Presenting Argument		9	
10	Text: Tracks			
11	<b>SAC: Oral Presentation, Tracks</b>			

# APPENDIX B – EXAMPLE COURSE OUTLINE

## MERCY REGIONAL COLLEGE

### UNITS 3 AND 4 ENGLISH 2020— COURSE OUTLINE

#### Areas of Study—Unit 3

##### 1. Reading and Creating

Students should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

This Boy's Life (memoir)

The Golden Age (novel)

##### 2. Analysing Argument

Students will write a coherently constructed piece of prose analysing the use of written and visual language in persuasive media texts. The year 12 English teachers will select the issue relating to the written task. This will be determined early in 2019.

#### Areas of Study—Unit 4

##### 1. Reading and Comparing

Students should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes

Tracks (memoir)

Into the Wild (film)

##### 2. Presenting Argument

Students will present a point of view orally in relation to an issue debated in the Australian media since September 2016.

#### Assessment Tasks - Unit 3

1. This Boy's Life – Text response essay, 3 periods, 800 – 1000 words, 30 marks. (Outcome 1)
2. The Golden Age – Creative response, 3 periods, 800 – 1000 words (150-200 words written statement), 30 marks. (Outcome 1)
3. Language Analysis task—written task, 4 periods, 1000-1200 words, 40 marks. (Outcome 2)

#### Assessment Tasks - Unit 4

1. Comparative Essay, 4 periods, 900-1200 words, 60 marks. (Outcome 1)
2. Oral presentation (persuasive), 5-10 minutes, 40 marks. (Outcome 2)

# APPENDIX C – ABSENCE FOR SCHOOL ASSESSED COURSEWORK

MERCY REGIONAL COLLEGE

STUDENT NAME		FORM	
DATE(S) OF ABSENCE			
SUBJECT		TEACHER	
COURSEWORK MISSED			

REASON FOR ABSENCE: *Please tick the relevant box.*

- Illness
- Personal environment
- Physical disability
- Significant hardship

DOCUMENTATION: *Please tick the relevant box and attach documentation.*

- Doctor's certificate
- Professional document *\*Students must provide a supporting statement.*

STUDENT'S SIGNATURE: ..... PARENT SIGNATURE:.....

DATE:...../...../.....

<p><b>OUTCOME - SENIOR PATHWAYS LEADER TO COMPLETE</b></p> <p><input type="checkbox"/> <b>APPROVED</b> <i>If approved a course of action sheet must be filled out by The Senior Pathways Leader.</i></p> <p><input type="checkbox"/> <b>NOT APPROVED</b></p> <p>SENIOR PATHWAYS LEADER'S SIGNATURE: .....</p> <p>DATE:...../...../.....</p>
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# APPENDIX D – COURSE OF ACTION – APPROVED ABSENCE

MERCY REGIONAL COLLEGE

STUDENT NAME		FORM	
DATE(S) OF ABSENCE			
SUBJECT		TEACHER	
COURSEWORK MISSED			

PLEASE TICK THE RELEVANT BOXES

The assessment task's due date will be:

Extended. (If some of an extended Assessment Task is missed).

NEW DUE DATE:...../...../.....

Rescheduled. (If all of an extended Assessment Task is missed or the day of the assessment task is missed).

Classroom teacher to have task completed by the following date: ...../...../.....

A new task of comparable scope and demand may need to be set in either of the above circumstances.

Original task to be completed. (If student will have no advantage over other students by doing the same task later)

New task of comparable scope and demand to be completed. (If some advantage may be gained by the student doing the same task later).

\*On completion of this sheet a copy must be given to the student & classroom teacher.

SENIOR PATHWAYS LEADER'S SIGNATURE: .....

DATE:...../...../.....

# APPENDIX E – UNIT 3 / 4 NON- INSTRUCTIONAL HOMEWORK POLICY

## MERCY REGIONAL COLLEGE

### Focus:

The Unit 3 / 4 Holiday Homework Policy focuses on the following:

- To establish commitment from all students completing a Unit 3 / 4 subject at Mercy Regional College.
- Promote greater communication between teacher / school expectations and parents.
- Ensure students are adequately prepared to complete their VCE studies to the best of their ability.

### Procedure:

1. A letter will be sent out to all parents during the Year 12 Orientation period at the conclusion of the regular school year outlining what is required from their child in relation to the homework set over the holiday period. Students are also expected to complete homework for the start of Unit Four.
2. Students will receive a printed copy of the holiday homework during the scheduled class time of their allocated subjects.
3. All tasks will be measurable. Not exceeding 500 words per subject.
4. The due date for all work will be the first day of scheduled classes for each subject the student is enrolled in.
5. Faculties will provide the same work for all scheduled classes of the same subject.
6. Any student who doesn't complete the holiday homework will then be reported to the Senior Pathways Leader and Senior Community Leader on the first day of the scheduled class.
7. All students who do not complete the work will have a letter sent home to their parents/guardian outlining what homework has not been completed.
8. If students do not complete homework for 2 or more subjects they will be asked to remain home to complete the work. Students will be able to return when they can show they have completed the work. a parent meeting may be arranged to discuss the student's commitment to their studies.
9. If after three days the student has not completed the work, there will be a parent meeting organised before the student can return to school. The student will also receive a Saturday detention. During the detention all outstanding work will be completed. The student will also be required to complete any work they have missed during regular classes held at the commencement of the school week.

# APPENDIX F – APPLICATION FOR SUBJECT CHANGE / WITHDRAWAL

MERCY REGIONAL COLLEGE

STUDENT NAME		HOME GROUP	
WITHDRAWN SUBJECT			
NEW SUBJECT			

Please provide a supporting statement detailing the reasons for the application.

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.....

.....

.....

.....

.....

Consultation with the Careers Advisor has taken place. (VCE Use Only).

CAREERS ADVISOR SIGNATURE: .....

PARENT NAME: ..... PARENT SIGNATURE: .....

STUDENT NAME: ..... STUDENT SIGNATURE: .....

DATE OF SUBMISSION:...../...../.....

OUTCOME - LEADERSHIP TEAM TO COMPLETE

APPROVED     NOT APPROVED    DATE OF DECISION:...../...../.....

REASON.....

SENIOR PATHWAYS LEADER'S SIGNATURE: ..... INITIALS: .....

PRINCIPAL/DEPUTY PRINCIPAL SIGNATURE: ..... INITIALS: .....

# APPENDIX G – APPLICATION TO COMPLETE A VCE/VET SUBJECT IN YEAR TEN

## MERCY REGIONAL COLLEGE YEAR 10 APPLICATION TO COMPLETE A VCE SUBJECT

STUDENT NAME		HOME GROUP	
SUBJECT(S) APPLIED FOR			

### Semester One Results

SUBJECT	ASSES. TASK 1	ASSES. TASK 2	ASSES. TASK 3	ASSES. TASK 4	S/N
ENGLISH					
MATHS (please indicate the Maths group or set you are currently in).  Teacher Name - Group .....					
SCIENCE					
HUMANITIES					
LANGUAGE/ LITERACY SUPPORT  LANGUAGE (SPECIFY) .....					
H&PE					
SPECIALIST SUBJECT 1 .....					
SPECIALIST SUBJECT 2 .....					

### Requirements for early enrolment in a VCE subject.

Students should have passed all core and specialist subjects at Year 9. In addition students must achieve 75% or above average in English.

In determining whether a student is eligible to enrol in an early VCE study, the following will be taken into consideration;

VCE Psychology – Science 75% or higher average

VCE Business Management – Humanities 75% or higher average

VCE Health & Human Development – H&PE 75% or higher average

VCE Studio Arts – 75% or higher average in Visual Arts specialist subjects

VCE Physical Education – H&PE 75% or higher average

**APPENDIX G CONTINUED: MERCY REGIONAL COLLEGE YEAR 10 APPLICATION TO COMPLETE A VCE SUBJECT**

**Selected VCE Unit 1&2 Subject**

PREFERENCE ONE	
PREFERENCE TWO	

Please provide a supporting statement detailing the reasons for the application.

.....

.....

.....

.....

.....

STUDENT SIGNATURE: .....

PARENT NAME: ..... PARENT SIGNATURE: .....

DATE OF SUBMISSION:...../...../.....

**OUTCOME - SENIOR PATHWAYS LEADER TO COMPLETE**

APPROVED     NOT APPROVED

SENIOR PATHWAYS LEADER'S SIGNATURE: ..... INITIALS: .....

**OFFICE USE ONLY – SENIOR PATHWAYS LEADER/S COMMENTS, TEACHER FEEDBACK & REASONS FOR DECISION.**

.....

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# APPENDIX H – SUB-SAC GUIDELINES

## VCE Substitute School Assessed Coursework Session (Sub-SAC) Guidelines

### PURPOSE AND AIMS:

- To allow for greater consistency and fairness in how catch up SACs are administered; reducing the chance of creating the conditions of a case for unfair disadvantage among students
- To ensure rigour and control around SAC administration
- To provide a structured, timely and rigorous process for redeeming 'N' results
- To encourage more rigorous attendance on SAC days
- To ensure that no further class time is missed catching up on SACs
- To support the workload of VCE teachers
- To provide a means of data and monitoring patterns around SAC completion

### EDUCATIONAL OUTCOMES:

- Contribute to a culture of rigour, accountability and high expectations
- Improve attendance

### Details:

McAuley Library 3.10 - 4.30pm (80 minutes).

Supervision: Library Staff

### Eligible students:

- Any student who misses a VCE SAC for any reason (including school events).
- Any student who has not completed hurdle tasks required to meet the unit outcomes
- Any student who has not satisfactorily met the requirements for a SAC / coursework and needs to redeem an 'N' result

### Process:

- Teachers register the student for a session via a Google doc. Cut off is Thursday 4pm for letters to be issued. The Google doc will be managed by the Senior School Office. .
- Administration to send letters home via PAM on Fridays
- Teachers complete the Sub-SAC cover sheet with instructions and leave it in the 'IN' box in the Senior School Office before Wednesday afternoon.
- The 'IN' and 'OUT' boxes are taken down to the Library at 3pm on Wednesday.
- Library staff take the roll on the Google doc. Any student who does not attend will have this indicated on their cover sheet before it is placed in the 'OUT' box.
- Students complete SAC / coursework under the required conditions and these are returned to the 'OUT' box at the end of the session. Both boxes are locked in the Library cupboard, picked up and returned to the Senior School Office on Thursday morning for teachers to collect.
- Students who fail to attend the session will receive an 'N' notification (parents to be notified via official letter / form) and be registered to attend the next session to redeem the 'N' but will not receive a score for the SAC. The SAC will be 'ungraded'.
- A medical certificate is a valid reason for not attending the session but must be provided to the Senior School Office as soon as the student returns to school. The students can then automatically be scheduled to attend the next session.
- Sport, work or travel concerns are not valid reasons for not attending the session. These must be adjusted.

# APPENDIX I – UNSCORED VCE APPLICATION

## MERCY REGIONAL COLLEGE UNSCORED VCE APPLICATION

- At Mercy Regional College, we understand that some students may request to undertake an unscored VCE program. An unscored VCE program entails a student satisfactorily completing their School Based Assessments (SACs), however not being assessed for an ATAR score. This means their SACs are not graded. It also means the student does not complete examinations at the completion of their Unit 3 & 4 studies.
- An unscored program results in a student not receiving a study score for a subject and this can impact on their ability to achieve an ATAR. An ATAR is received when a student gains a study score in a minimum of four Unit 3 & 4 subjects, including English or Literature. Not achieving graded assessments or an ATAR may limit a student's options for future training, study and work. However, an unscored VCE program does not impact a student's ability to receive their VCE Certificate, as long as they complete the outcomes of all their units of study to a satisfactory standard.
- At Mercy Regional College, the following process needs to be completed before a student will be eligible to complete a non-scored VCE.

SENIOR PATHWAYS LEADER TO COMPLETE	
STUDENT NAME	
COMMENT	
<p><b>PARENT/GUARDIAN CONTACT:</b></p> <p> <input type="checkbox"/> PHONE CALL           <span style="margin-left: 200px;"><input type="checkbox"/> MEETING</span> </p> <p>             DATE:...../...../.....             <span style="margin-left: 100px;">DATE:...../...../.....</span> </p> <p> <b>SENIOR PATHWAYS LEADER'S SIGNATURE:</b> .....           </p> <p>             DATE:...../...../.....           </p>	

<p><b>PARENT / GUARDIAN TO COMPLETE</b></p> <p>I understand that my son/daughter will be completing a non-scored VCE, meaning they will not receive an ATAR</p> <p><b>PARENT/GUARDIAN SIGNATURE:</b> .....</p>
--

<p><b>STUDENT TO COMPLETE</b></p> <p>I understand that I will be completing a non-scored VCE, meaning I will not receive an ATAR. I am aware I need to ensure I have satisfactorily completed all School Based Assessments (SACs) to gain my VCE certificate.</p> <p><b>STUDENT SIGNATURE:</b> .....</p>
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# APPENDIX J – APPLICATION FOR EXTENSION TO COURSEWORK

## MERCY REGIONAL COLLEGE APPLICATION FOR EXTENSION TO COURSEWORK STUDENT DETAILS

STUDENT NAME		FORM	
SUBJECT		TEACHER	

## ASSESSMENT DETAILS

ASSESSMENT TASK NAME	
TYPE OF TASK (EG. SAC, ASSIGNMENT)	
ORIGINAL DUE DATE	...../...../.....

## EXTENSION REQUEST

REQUESTED NEW DUE DATE	...../...../.....
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## REASON FOR EXTENSION

.....

## SUPPORTING DOCUMENTATION ATTACHED

MEDICAL CERTIFICATE    PARENT/GUARDIAN NOTE    OTHER.....

<p><b>STUDENT TO COMPLETE</b></p> <p>I declare that the information provided is accurate and I understand VCE assessment requirements.</p> <p>STUDENT SIGNATURE: .....      DATE:...../...../.....</p>
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<p><b>PARENT/GUARDIAN TO COMPLETE (IF REQUIRED)</b></p> <p>SIGNATURE: .....      DATE:...../...../.....</p>
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<p>TEACHER DECISION:   <input type="checkbox"/> APPROVED   <input type="checkbox"/> NOT APPROVED</p> <p>COMMENTS:.....</p> <p>TEACHER SIGNATURE: .....      DATE:...../...../.....</p> <p>SENIOR SCHOOL LEADER DECISION   <input type="checkbox"/> APPROVED   <input type="checkbox"/> NOT APPROVED</p> <p>COMMENTS:.....</p> <p>LEADER SIGNATURE: .....      DATE:...../...../.....</p>
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