

SENIOR  
SCHOOL  
2025



**Rules & Procedures**  
**Student & Parent Handbook**



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## **INTRODUCTION**

This booklet contains information relating to VCE, VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) and VET scored units 1&2 and units 3&4 Rules and Procedures.

It is important that students and parents read and are familiar with this information.

The “2025 VCE and Vocational Pathways Handbook” accessible on Compass explains, in detail, the guidelines for the successful completion of the VCE/VCE VM and VPC, and outlines the different subjects and pathways on offer at Trafalgar High School.

Please note that it is school policy that full time VCE students complete a program of five Unit 3 & 4 sequences in Year 12 (extenuating circumstances may be considered to modify this). This policy also applies to students who completed one Unit 3 & 4 sequence in Year 11. However, students who completed two Unit 3 & 4 sequences in Year 11 may enrol in four Unit 3 & 4 sequences in Year 12.

THS provides a team of Year Level Coordinators, G4L Teachers and a Careers team who are available for advice, assistance and support for all senior school students. Subject teachers and tutors are willing to provide assistance to students out of class time and it’s hoped that students will take advantage of this help.

The information in this handbook will be of assistance to

- VCE/VCE VM/VPC students in Years 10, 11 and 12
- Year 9S students (SEALP) accessing VCE subjects in Year 10
- Year 9 students accessing VCE or VET in Year 10

If you have any concerns relating to the VCE/VCE VM or the VPC please don’t hesitate to call any of the staff members listed below.

Yours faithfully,



Jimi Hopkins  
Ananda McQualter  
Louisa Draper  
Gabrielle Evans

Assistant Principal - Senior Sub-School  
Assistant Principal – Curriculum and Programs  
Senior Sub School Leader  
VET and Careers Coordinator

## VCE

### VCE Units:

VCE units are numbered 1, 2, 3 or 4. Year 11 VCE student programs will be made up of predominately Unit 1 and 2 units and may include 1 or 2 Unit 3 and 4 subject/s. Year 12 VCE student programs will be made up of Unit 3 and 4 units.

### VCE Units 1 and 2

Units 1 and 2 may be undertaken separately or as a pair. The school will timetable Units 1 and 2 in a sequence.

### Units 3 and 4

Units 3 and 4 of all students must be undertaken as a sequence. Unit 3 is offered in Semester 1 and Unit 4 is offered in Semester 2.

## VET

The VCE can include components of nationally recognised VET qualifications from within the Australian Qualifications Framework (AQF).

Training from a nationally recognised VET or Further Education (FE) qualification can contribute towards the VCE through the following recognition arrangements:

- Through enrolment in a VCAA approved **VCE VET program**, or a **School-based Apprenticeship or Traineeship**.
- Through enrolment in any other nationally recognised qualification at AQF level II or above. This arrangement is called Block Credit Recognition.

### Entry to VCE Studies

Students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experiences, or be willing to undertake some preparation. Units 3 and 4 of studies are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of that study.

The minimum requirements to obtain a VCE is satisfactory completion of 16 units which must include:

- Three units from the English group, including a unit 3 & 4 sequence
- At least three sequences of Units 3 and 4 studies other than English.

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

## STATISTICAL MODERATION

To avoid the discrepancies associated with a teacher in one school marking course assessment either harder or easier than a teacher in another school, statistical moderation is used. The teacher's marks are statistically moderated against the exam results of the students in that study, in that school and the GAT.

**If the teacher's marks are higher than the exam results of the group, the student's marks are drawn down; likewise, if the teacher's marks are lower, the student's marks are pulled up.**

Students are given feedback on each SAC from their subject teacher. It is important to note that due to the moderation process, the mark awarded to the student by the teacher is likely to change.

HOWEVER, THE RANKING OF THE STUDENT BY THE TEACHER DOES NOT CHANGE.

More information is available at: [Pages - Statistical moderation \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au)

### **EARLY ACCESS TO VCE FOR STUDENTS**

Year 10 students at THS can access a VCE subject, or begin an applied learning pathway through application to the Year 10 Applied Learning Program.

The *Curriculum Handbook for Year 10* students outlines the number and type of subjects available to students. Please note that subject availability can change from year to year.

## **SCORED ASSESSMENT DETAILS**

The 2025 VCE and Vocational Pathways Handbook provides information on Scored Assessment. Each study includes at least one examination. Further information is available at <https://www.vcaa.vic.edu.au/Pages/vce/index.aspx>

## **2025 WRITTEN EXAMINATIONS AND THE GAT**

To be confirmed:

- General Achievement Test: Typically mid-year
- October – November Performance/VCE languages Oral - TBC
- October - November Examinations - TBC

Practice exams will run during the Term 3 school holidays (22<sup>nd</sup> September – 3<sup>rd</sup> October). Students are expected to attend these practice exams. Dates and further information will be provided at the beginning of Term 3.

## **CHANGES TO STUDENT PERSONAL DETAILS.**

Students should notify their Year Level Coordinator and the office of any changes to either their name, address or phone number as soon as these occur. VASS records and Students Details in the office need to be correct at all times. Students will check their VASS personal details at least once per term.

## **ENROLMENTS AND CHANGE OF UNITS**

- All VCE/VE VM students must complete the 'VASS Student Personal Details' form at the start of each year. Completed and signed forms are to be returned to the Year Level Coordinator.
- Students should make decisions about a change of units as early as possible in the semester. Students need to discuss changing units with their subject teacher and the appropriate Year Level Coordinator. A 'VCE/VCE VM/VPC Studies - Withdrawal/Changes to Units' form must be completed and signed by the student, a parent or guardian and the Year Level Coordinator. Changes will only be made to their VCE enrolment details after this form has been submitted.
- Any late withdrawal from a VCE unit will only proceed on either compassionate ground with supporting evidence or as a result of administration error.
- **Students wishing to enrol or withdraw from specific units must do so by the dates specified in the calendar.**

## **VCE Vocational Major (VM)**

The VCE VM is a pathway within the VCE that enables students to undertake a more applied and practical pathway. The VCE VM has been designed by the Victorian Qualifications Authority (VQA) to meet the needs of students who **do not wish to receive an ATAR score**, required for University entrance. It is also for students who prefer, or need, to learn in a more practical and hands on way. The VCE VM certificate is a two-year certificate.

The program covers four main strands:

- **Maths and English** – VCE Foundation Maths or VCE General Maths and VCE VM Literacy Units.
- **Work Related Skills** – Work Placement or School Based Apprenticeships & Traineeships, VET Courses and VCE VM Work Related Skill Units
- **Industry Specific Skills** – VET Course eg: Hospitality, Building, Hairdressing, Community Services, Engineering, Automotive delivered by TAFE or other provider.
- **Personal Development Skills** – Community Projects and activities to develop self-confidence, teamwork, organisation and other employability skills.

Students will be off-campus for up to 2 days each week – one at VET (Wednesday) and one in a structured work-placement (Friday). The work placement must be related to the student's VET & chosen career pathway. Students must attend all three components of the VCE VM, and meet satisfactory components.

There is a cost to the school for students to undertake the VET component of the VCE VM course. Families can contribute to this cost if they wish by paying \$450 to the school once the VET place has been confirmed.

Each completed VCE VM unit will be awarded an 'S' (Satisfactory). VCE units 1 – 4, once satisfactorily completed, can also contribute to the VCE VM, as do completed VET programs.

## **Victorian Pathways Certificate (VPC)**

The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification under the Education and Training Reform Act 2006 (Vic) and aligned to Level 1 in the Australian Qualifications Framework (AQF).

The VPC is a foundation secondary qualification designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

The VPC curriculum provides learning based on applied learning principles and serves as a practical pathway into further education, employment and training.

The minimum requirement for the VPC is satisfactory completion of 12 units, which must include:

- at least 2 units of VPC Literacy (or units from the VCE English group, including VCE Vocational Major Literacy)
- at least 2 units of VPC Numeracy (or units from the VCE Mathematics group, including VCE Vocational Major Numeracy)
- at least 2 VPC Personal Development Skills units
- at least 2 VPC Work Related Skills units.

The remaining 4 units may include other curriculum, such as VCE units, VCE Vocational Major units and units of competency from nationally recognised VET.

Students suitability and entry into the VPC will be assessed on an individual basis with a member of the senior school team.

### **ATTENDANCE – ALL VCE/VM and VPC STUDENTS**

- STUDENTS ARE EXPECTED TO ATTEND ALL SCHEDULED CLASSES.
- **Students must have 90% of classes to be awarded an S for the Unit, unless there are extenuating circumstances.**
- **If there has been a breach of the 90% attendance, the school can assign an “N” to the unit and review the student’s enrolment in VCE, VCE VM, or VPC programs.**
- Students may be absent from school for various ‘legitimate’ reasons eg illness, visiting tertiary institutes, family crisis etc.
- A note from a parent or guardian must be supplied explaining the absence.
- The note should be given to the Level Coordinator the day the student returns to school.
- Students should inform the Year Level Coordinator and the subject teachers if they know they to be absent from class for ‘legitimate’ reasons.
- Staff will record student attendance each session.
- Parents/Guardians will be notified of unexplained student absences. Parents/Guardians will be required to indicate the reason for the absence. **Parents need to be aware of and approve all student absences. Parents should inform the school of foreseeable absences.**
- Refer to the relevant section for absence from SAC assessment in either Unit 3 or 4.
- Students will acknowledge attendance requirements by signing “Guidelines and Expectations” document early in the year.



## **UNIT REQUIREMENTS: Satisfactorily Meeting Outcomes**

For the satisfactory completion of a unit, the student must demonstrate achievement of learning outcomes for the unit as specified in the study design.

Students will be required to complete work regularly during the semester, both in and out of class, that will enable them to achieve outcomes on school based assessment.

Teachers of each unit will provide students with a description of the outcomes relevant to their particular study. Whether a student has achieved an outcome or not is based on the teacher's judgement of the student's performance on hurdle tasks, set coursework and School Assessed Coursework (SAC's), School Assessed Tasks, VM Assessment Tasks (VMAT) or VPC Folio Tasks as outlined for each unit.

## **ACHIEVING OUTCOMES - WHAT THE STUDENT MUST DO**

To achieve an outcome a student must:

- Produce work that demonstrates achievement of the outcomes
- Submit coursework on time
- Submit work that is clearly their own
- Observe all VCAA and School Rules

### **Satisfactory Result - S**

- The student receives S for a unit, when the subject teacher certifies that all outcomes are achieved satisfactorily

### **Not Satisfactory Result - N**

The student receives N for a 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, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules including school attendance rules

Refer to: *REDEMPTION – Converting an N to an S by meeting Outcomes (page 15)*.

## **VICTORIAN CURRICULUM & ASSESSMENT AUTHORITY RULES**

Students must comply with the VCAA rules.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise the work of someone else or other source
- not cheat
- acknowledge all resources used, including:
- texts, websites and other source material
- the name and status of any person or source who provided assistance and the type of assistance provided
- not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work.

### Acceptable levels of assistance include:

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

### Unacceptable forms of assistance include:

- use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
- use of or copying sample answers provided by their teacher, another person or another source
- corrections or improvements made or dictated by another person, including their teacher, or another source
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

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

- is atypical 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.

## **Exam Rules**

1. Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
2. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
3. Students must not present for a VCE external assessment in another student's place.

4. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
5. Students must obey and observe all instructions or directions given by their supervisor.
6. Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
7. Students attending a VCE external assessment may bring only the materials and equipment approved for that external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.
9. Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the VCAA or its agents to enable the interrogation of the device.
10. Students must not bring into or possess in the examination room any drinks or food, except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the VCE external assessment is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
13. Students must not remove or tear out any part of a bound reference, answer book, question/task book or question and answer book except where permitted, for example, formula sheets.
14. Students must not remove any response material, used or unused, from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wish to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.
18. Students will not be permitted to leave the VCE external assessment before 30 minutes have elapsed from the start of writing time.
19. Students will not be permitted to leave in the last five minutes of the VCE external assessment.
20. Students must cease writing when instructed to do so by a supervisor.
21. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.

## **SAC rules**

*Students are required to observe the following rules for the conduct of SAC's during SACs at Trafalgar High School*

1. Students must not cheat or assist other students to cheat including taking any action that gives or attempts to give them or another student an unfair advantage.
2. Students must obey and observe all proper instructions or directions given by their supervisor.
3. Students attending a SAC may bring only materials and equipment approved for that assessment into the SAC room.
4. Students must not possess mobile phones, SMART watches and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a SAC.
5. Students must not bring into or possess in the SAC room any drinks or food except under special circumstances as approved and directed by the VCAA. Bottled water is permitted.
6. Students must not communicate with any other student while the SAC is being conducted.
7. Students must not cause any nuisance, annoyance or interference to any other student during a SAC.
8. Students must not remove any SAC material, used or unused, from the SAC room.
9. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
10. Students must raise their hand if they wish to communicate with a supervisor.
11. Students must not leave their place until permitted by a supervisor.
12. Students will not be permitted to leave the SAC period before the end of the period. There are no exceptions for train travellers.
13. Students must cease writing when instructed to do so by a supervisor.

*Supervisors have the right to check any authorised materials that are taken into a VCE external assessment.*

## **TIMELINES AND DEADLINES**

- Teachers will provide students with details of the nature of the assessment and the time allocated to complete the task.
- Teachers will provide students with dates as to when School Assessed Coursework and School Assessed Tasks are to be completed.
- Students must submit work by the specified date and time.

- **Only under extreme circumstances will work be accepted after the due date.**

### **SCHOOL ASSESSED COURSEWORK (including VMAT's)**

- The nature of the tasks will vary from study to study.
- Generally, School Assessed Coursework will be completed primarily in class time over a fixed period of time.
- Teachers will provide students with **written details** of the nature of the task before the task is started. **Details will be distributed at least one week before the assessment begins. The information will also be available on Compass.**
- The time allowed for the tasks and the conditions under which the task will be completed will also be specified.
- Teachers will also specify what work may be completed out of class (where appropriate) and what resources may be used.
- Word ranges act only as a guide to students, however if the lower end of the word range is not met, the student may not be providing enough material to show that the outcomes have been achieved.
- *Teachers **will not** correct drafts of work that are to be submitted as School Assessed Coursework. Also, teachers will not provide feedback or make comments on work that is being submitted for assessment while the work is being produced.*
- Students must ensure that work being submitted for assessment is in fact their own work. Authentication rules apply. Please refer to the section on Authentication.
- Students must sign a Declaration of Authenticity form for School Assessed Coursework where some work is completed outside the classroom. The subject teacher will provide this form.

### **VPC assessed coursework (Folio Work)**

- Students must ensure that work being submitted for assessment is in fact their own work. Authentication rules apply. Please refer to the section on Authentication.
- Teachers will consider all Folio Work and other classwork as “Evidence” for awarding a satisfactory mark.
- Teachers will consult student’s IEP’s and other support documentation to ensure assessment tasks are appropriately modified and enable students to demonstrate their learning
- Most VPC tasks are not completed under timed conditions – work will be produced in class time so the teacher and/or students Education Support worker can authenticate the work being produced by the student. Students will be discussing their Folio Work in an ongoing basis – any authentication concerns that arise need to be flagged with the Senior School team who will investigate and may need to follow a “Breach of Rules” process.
- Students are required to adhere to attendance requirements – whereby students are not regularly in attendance, it can be difficult to authenticate their work and a “Brach of Rules” process may be followed.

- Students need to sign an Authentication Record for any work completed outside of the classroom.
- Should the teacher have concerns about the student's suitability for the VPC program or their capacity to meet the standards for an "S", they must raise this the Senior School team so a Student Support Group (SSG) meeting can occur to ensure appropriate adjustments are in place to support the student.

### **SCHOOL ASSESSED TASKS**

These are pieces of work produced in Art, Studio Art, Product Design and Technology and Visual Communication Design, Media and Informatics.

- These tasks are generally completed over an extended period of time.
- Teachers will monitor and record each student's development of work.
- For details – refer to the section on *Authentication*.
- Teachers can give 'appropriate' assistance during the development of this work.

### **VISUAL COMMUNICATION AND DESIGN TASK**

- This is the only task in which a work limit is specified.
- The teacher will provide details of this limit.
- Teacher's formal written comments will only be made on one draft of the task.

### **RETENTION OF SCHOOL ASSESSED COURSE WORK AND SCHOOL ASSESSED TASKS**

- Students must keep all pieces of School Assessed Coursework and School Assessed Tasks. Some examples of student work may be required by VCAA as an audit of work being completed in the school. **Students may be required to submit work at short notice, so assessment pieces should be stored carefully.**
- All students whose work is to be submitted, will be notified by the date given in the calendar.

### **FEEDBACK TO STUDENTS**

- After School Assessed Coursework and School Assessed Tasks have been submitted and marked, teachers will provide feedback to students via Compass learning tasks. Appropriate feedback includes: advice on problem areas, advice on where and how improvements can be made.
- Teachers will give students a percentage on School Assessed Coursework.
- The work will be awarded an S or N on students' performance against work submitted for the outcome (coursework, homework, hurdle tasks, SAC tasks and other evidence of knowledge and skills).
- **It is important to note that due to statistical moderation the grade obtained by the student on a piece of School Assessed Coursework in Units 3 & 4, is very likely to change.**
- **Students should be aware that it is their ranking within the group that is important.**

- For each subject internal marks on School Assessed Coursework are moderated against the external exam result(s) of the group and the GAT. Very briefly, if the internal marks are lower than the exam results the internal marks will be moved up. Likewise, if the internal marks are higher than the exam results the internal marks will be moved down.
- Further information on Statistical Moderation is available from the Senior Sub-school Coordinator.

### **RESUBMITTING ASSESSMENT**

- Students **may not** resubmit work (including redemption tasks) to improve the numerical mark given by the teacher.
- Students **may** resubmit work (including redemption tasks) to demonstrate achievement of outcomes and thus convert an N to an S.

### **REDEMPTION – Converting an N to an S by meeting Outcomes**

- Students will be informed by the subject teachers if an assessment piece and other work submitted does not demonstrate achievement of an outcome(s).
- The teacher will provide documentation via Compass to the student detailing the nature of the task if they are to attempt a redemption and the date when this task is to be completed.
- **Students may be given an opportunity to convert an N to an S after the initial piece of work has been assessed.**
- The resubmitted task will be corrected by the subject teacher who will then give feedback to the student as to whether the outcome(s) have been achieved or not.
- If a student is at risk of being awarded an N, the student and parents will be notified and the student will be required to discuss his/her progress with a panel consisting of the subject teacher and the level coordinator. “Notification of an unsatisfactory unit completion” paperwork to be completed.
- No redemption tasks will be completed during the week directly preceding the exam period.

### **STUDENT ATTENDANCE FOR SCHOOL ASSESSED COURSE WORK**

- **Students must attend scheduled classes for all School Assessed Coursework.**
- If a student misses an assessment task that is completed on a given day, a medical certificate or other documentation to verify extreme hardship must be supplied by the student. If this documentation is not given to the year level co-ordinator when the student returns to school, the student is awarded an NA for that piece of School Assessed Coursework.
- *If a student misses one or more sessions of an assessment task, being completed over more than one day, and no documentation is provided, an extension of time is not granted and the student is assessed only on the work that has been completed.*

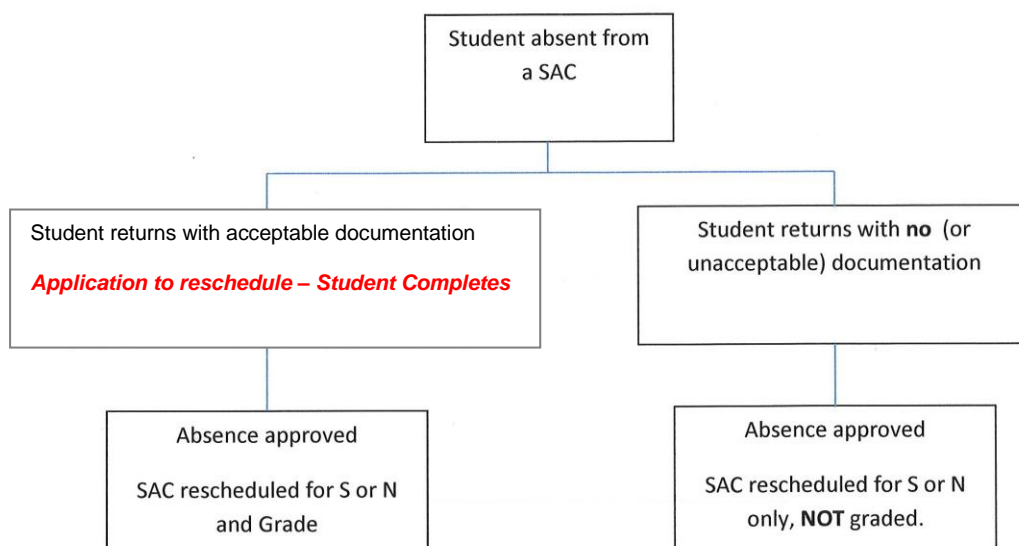
- Acceptable documentation is a letter from: a medical practitioner, a counsellor, social worker or other professional. **A parent/guardian letter is not adequate for absences from scheduled School Assessed Coursework.**



## **EXTENSION OF TIME FOR SCHOOL ASSESSED COURSE WORK AND SCHOOL-ASSESSED TASKS**

- Students may, in extreme circumstances, apply for an extension of time to complete School Assessed Coursework and School Assessed Tasks.
- Grounds for appeal are either illness or cases of extreme hardship.
- If the student was absent for a task that was completed on a given day, the student must approach the subject teacher as soon as he or she returns to school.
- If the student has missed some class time of a task that is to be completed over an extended period of time, the student should approach the subject teacher before the due date for the submission of the task.
- The subject teacher will inform the Senior Sub-school Coordinator that a student is applying for an extension of time.
- The student must complete an 'Application to Reschedule an Assessment Task' form detailing the reason why an extension is being sought.
- The Senior Sub-school Coordinator, in consultation with the teacher and the student, will decide whether an extension will be granted.
- The maximum period for an extension is equivalent to the time that was missed. The length of the extension granted will depend on the time required for the original task, the amount of time missed by the student and the nature of the grounds for appeal.
- The student will be informed in writing of the decision. If an extension has been granted, specific details for completing the task will be outlined in writing.
- **Students who have transport problems, sleep in or have other similar reasons for missing a School Assessed Coursework will not be granted an extension of time.**

### Attendance



**Rescheduled SAC must be set for next class (or SAC period). If this is not possible for any reason, reschedule date must be agreed with Senior Sub School Leader.**

**Failure of SAC Task:**  
(Score below subject requirements)  
Parent and coordinators are notified by classroom teacher.

Has the student satisfactorily demonstrated all subject outcomes through course work and hurdle tasks?

Yes

No

Redemption Task Set  
Proforma D

**Satisfactory**  
'S' awarded and initial grade stands  
Year level coordinator and parents notified

**Not Satisfactory**  
Students and parents are notified  
'N' grade awarded  
Year level and VASS Coordinator notified  
Proforma H and Compass template completed

## **LOST, STOLEN OR DAMAGED WORK**

The teacher or student who has lost work or has had work stolen or damaged, must make a written statement of the circumstances (the statement must be signed and dated). The Principal, acting on advice from the teacher and on the basis of the records will determine the unit result for the student.

## **COMPUTER WORK**

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

- 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 onto a back-up file. The back-up file should not be stored with the computer.

## **TEACHER ASSISTANCE**

### **School Assessed Coursework.**

- “Undue assistance” should not be provided to students while undertaking assessment work.
- Teachers do not correct or mark drafts.

### **School-Assessed Tasks** (in Art, Product Design & Technology, Visual Communication Design and Media)

- All changes made in the various development of a School Assessed Task must represent the student’s own work.
- During the development of the task the teacher may ask questions and offer general advice, for example, about alternative strategies that might be tried.
- The teacher must not dictate or make changes in such a way as to put into question the student’s ownership of the work.
- Drafting: in Visual Communication and Design. 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 attached to the piece of work that is finally submitted.
- There is no drafting requirement for any 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
- Proving or interpreting data, providing content or concepts not already mentioned by the student in draft work or in their design briefs

## **AUTHENTICATION**

All work submitted by students for assessment must be the student's own work. Students must adhere to the VCAA rules stated on page 11. Authentication rules apply to both School Assessed Coursework (where most of the work is completed during class time), School Assessed Tasks and VM/VPC tasks.

The outlined procedures will be followed if a suspected Breach of Rules has occurred.

### **School Assessed Tasks:**

Teachers will observe the following procedures for authenticating students' work for *School Assessed Tasks*:

- Teachers must monitor and record each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.
- Teachers are required to use the Authentication Record proforma to record the monitoring of each student's work. Three recorded observations of individual work done in class are required. Both the teacher and student sign this sheet.
- The teacher will complete and sign the Declaration of Authenticity form when students submit the School Assessed Task.

### **School Assessed Coursework/VM Assessment Tasks:**

Work that is submitted as *School Assessed Coursework*, will only be assessed if the teacher can attest that, to the best of his or her knowledge, all unreferenced work is the student's own.

If any part or all of the work cannot be authenticated then the matter will be dealt with as a Breach of Rules.

- Again, students must sign a Declaration of Authenticity form for all work completed out of class for School Assessed Coursework.

## **EXAMINATIONS**

- It is the students' responsibility to read the Examination timetable and make sure they are on time for their exams.
- Students who arrive late for an examination will be admitted into the room providing they arrive within half an hour of the commencement of writing time.
- VCAA provides all student enrolled in a Unit 3 & 4 sequence with a booklet on external exams. This booklet contains the November exam timetable, list of approved equipment and examination rules.
- **All examinations will be held at the school, unless otherwise notified.**
- **All students enrolled in a Unit 3 & 4 sequence are expected to sit practice exam(s) during the September holidays.**
- Each student enrolled in a Unit 3 & 4 sequence will be give an individual exam timetable.

## **GENERAL ACHIEVEMENT TEST (GAT)**

All students enrolled in one or more Unit 3&4 sequence or VCE VET scored Units 3/4 must sit the GAT.

The use of calculators is not permitted in the GAT.

Copies of past GAT are available from the VCAA website.

**It is important that students do as well as they can on the GAT, as the GAT result is used in the Statistical Moderation and Derived Exam Score processes.**

### **SPECIAL PROVISION**

- Students may apply for Special Provision if they have a long-term illness, disability or personal difficulties. Appropriate arrangements will be made to assist students to complete school assessment without being disadvantaged.
- **Students with a long-term illness, disability or personal difficulties should speak with the Level Coordinator as soon as possible so that arrangements can be put in place before an assessment begins.**
- When a student is absent from school for prolonged period of time or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may grant Special Provision.
- The student will not be penalised for lack of attendance.
- Students may be granted additional time, special arrangements to complete assessment tasks or tasks may be rescheduled or reduced.
- In exceptional circumstances the Principal may grant S for the unit.
- Students are required to complete an 'Application for Special Provision' form available from the VCE Coordinator.
- Students undertaking the VM or the VPC are eligible for Special Provisions and arrangements – students should speak to the VCE Coordinator to set up a meeting to explore Special Provisions. Students will require documentation from medical professionals and/or teacher observations and supporting letters to support their applications.

Students **cannot** apply for a Derived Exam Score for a long term illness or disability. In these circumstances, the student should apply for SPECIAL PROVISION.

### **DERIVED EXAM SCORE (DES)**

Students who are ill or are experiencing personal difficulties around the examination period, may apply for a Derived Exam Score.

- The Derived Exam Score is calculated using all data available about the student. For example, GAT results, previous exam result(s) and school assessment.
- Students are strongly encouraged to sit an exam even if they are ill. They should speak to the chief examiner either before or after the exam.
- If a student's actual exam result is higher than the Derived Exam Result, the actual exam result is recorded and visa versa. The student will not be told which was the better result.

**Students need to see the Sub-School Leader as soon as possible if they are considering applying for a Derived Exam Score as the time period in which an application can be lodged is very short.**

**The date by when the application must be submitted to VCAA is printed at the bottom of each student's individual exam timetable.**

Students **cannot** apply for a Derived Exam Score for a long term illness or disability. In these circumstances, the student should apply for SPECIAL PROVISION.

## **SPECIAL EXAMINATION ARRANGEMENTS (Including GAT)**

Special arrangements may be made to meet the needs of students who are ill or have disabilities that would affect their performance in an examination.

Possible special arrangements:

- Extra reading time.

and/or

- Normal time but with appropriate rest periods.

and/or

- Extra time designated to complete the examination.
- Use of technology

Students with visual impairment or other severe disabilities may apply for a range of assistance.

Students requiring Special Examination Arrangement need to discuss their application with the Sub- School Coordinator.

Students requiring Special Examination Arrangements must have Special Provision arrangements in place for school assessment.

Application forms must be submitted to VCAA by the specified date(s).

## **VCE VET**

Students should refer to the Senior Handbook for information on VET. Students should check the status of any VET study with the VET coordinator before selecting a VET study.

Students should also read the handout VCE VET Study Scores and ATAR.

## **ADDITIONAL INFORMATION FROM THE VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY**

### **Statement of Marks**

Students may obtain a Statement of Marks for all their written work, examinations and GAT. Students can obtain the appropriate form from the VCE coordinator

### **Examination Results**

Where a student has concerns about the grade he or she achieved on the November examination, the student may request a Statement of Marks or an Inspection of the Script. Students should see their subject teacher or the Sub-School Coordinator as soon as possible after the grades or study scores are known.

## **PROCEDURES FOR BREACH OF RULES**

### **A. INVESTIGATION OF BREACHES OF AUTHENTICATION RULES**

#### **Identification**

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 will not accept such work for assessment until sufficient evidence is available to show that the work is the student's own. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Teachers will complete a Breach of Rules form outlining details and notify the principal class.

#### **Onus of Proof**

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

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

- Provide evidence of the development of the 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
- Complete, under supervision, a supplementary assessment task related to the original task
- Attend a hearing or complete a test to demonstrate understanding of the work.

#### **Informing students of the need of an Hearing**

If a student is required to attend a hearing the VCE Coordinator will give at least 24hrs written notification of the hearing.

The following information will be contained in the letter:

- The allegations against the student
- The purpose of the hearing
- The date, time, place and expected length of the hearing
- The composition of the panel
- Advice that a parent or friend may accompany the student to the hearing in a support role (though not as an advocate)
- The name of the person with whom the student may clarify procedures
- If applicable, advise that the student look at the copy of their work prior to the hearing and an instruction to take their copy of the work to the hearing. (The school should still be in possession of the original work.)

The interview panel will consist of: the Principal or nominee, Sub-school Coordinator and the subject teacher.

The VCE Coordinator is available to clarify any points of procedure to students.

## **B. INVESTIGATION OF BREACHES OF ASSESSMENT RULES**

Students who are observed breaching the rules will be informed by the subject teacher of such observations before the end of the allocated time period for the assessment.

The teacher will complete a Breach of Rules proforma and inform the VCE Coordinator.

The student will be notified of an interview time, in the same manner as for Breach of Authentication Rules.

## **APPROPRIATE PENALTIES FOLLOWING A BREACH OF RULES**

Depending on the severity of the Breach of Rules that has taken place one of the following penalties will be imposed:

- i. The student is reprimanded or
- ii. The student is given the opportunity to resubmit work for satisfactory completion or
- iii. Part of the work that infringes the rules is not accepted. A decision will be made whether to award S or N for the outcome upon the remainder of the work. The score for the assessment piece will be based only on the remainder of the work or
- iv. The submitted work is not accepted. An N will be awarded for the outcome. An NA will be given as the score for the assessment piece.

## **NOTIFICATION OF PENALTY TO THE STUDENT**

If the decision to impose a penalty is made the student will be notified in writing within 14 days of the decision being made.

The notification will include the:

- nature of the Breach of Rules by the student
- reasons for making the Breach of Rules decision and the supporting evidence
- penalty to be imposed

Students have the right to appeal to VCAA about decisions made regarding Breach of Rules. Appeals must be lodged within 14 days of receiving notification from the Principal.



## **STUDENTS' RIGHT OF APPEAL**

Students have the right to appeal to the school on decisions about:

- Non-Satisfactory Completion of a Unit
- Special Provisions
- Breach of Rules

Students have the right of appeal to the Victorian Curriculum and Assessment Authority on:

- Breach of Rules

### **Appeals to the School**

Students must lodge an appeal to the Principal with 14 days of receiving the decision. A committee of appeal, consisting of the Principal, a teacher representative and one other person will consider all records relating to the case and may interview the student.

The student will be given a least 24 hours notification of the interview and may have a parent or friend present during the interview for support but not as an advocate.

### **Appeals to the Victorian Curriculum and Assessment Authority.**

Students have the right to appeal to VCAA against penalties imposed by the school for Breach of Rules.

They may appeal on one or both of two grounds:

- That a Breach of Rules had not occurred
- That the penalty was too severe

As stated earlier, the appeal in writing, must be received at the Victorian Curriculum and Assessment Authority within 14 days of the Principals written notification.

**For School Assessed Tasks, the student's appeal will only be considered if drafts of the work have been sighted by the subject teacher during the period the work was being undertaken.**

Teachers are not required to sight drafts of School Assessed Coursework which was completed primarily in class time.

**There is no appeal to the Victorian Curriculum and Assessment Authority if the school does not accept assessment work that was submitted late.**



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