2025

VCE & VCE-VM Handbook

St Bede's College

Acknowledgment of Country

We acknowledge the traditional custodians of this land,
the Bunurong people of the Kulin Nation, whose ancient wisdom
nurtured these lands and waters for millennia.
May we always walk together by right paths.

Contents

Welcome to Units 3 and 4

VCE

The VCE includes VCE curriculum components and programs from VET qualifications and is designed to be completed over a minimum of two years.

Students have two enrolment options:

- the VCE, which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR)
- the VCE VM, which includes studies with school-based assessments that do not provide a study score towards an ATAR.

The St Bede's College Victorian Certificate of Education (VCE) program features a comprehensive range of subjects, including all major Sciences (Physics, Chemistry, Biology and Psychology) and the full complement of Humanities/Commerce subjects (Accounting, Business Management, Economics, Geography, History, Legal Studies and Global Politics) in addition to Languages, Religious Education (Text and Traditions & Religion and Society), English, English Language and English Literature.

The VCE opens pathways to university, higher-level TAFE or Vocational Education and Training (VET) certificate courses, apprenticeships and traineeships and the workforce.

VCE-VM

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE. The VCE-VM will give students greater choice and flexibility to pursue their strengths and interests. It will enable students to develop the skills and capabilities needed to succeed in further education, work, and life.

The purpose of the VCE-VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners, and confident and creative individuals;
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

Introduction

This handbook is for Students, Parents and Carers. It outlines the procedures and expectations of students to successfully complete your senior years at St Bede's College.

It is important that you retain this handbook and refer to it throughout the year. The College expects students to review and understand its contents, being aware of your responsibilities in relation to your enrolment in a Senior School Certificate.

The information contained in this handbook applies to all students undertaking the Victorian Certificate of Education (VCE) or Victorian Certificate of Education Vocational Major (VCE-VM) at St Bede's College.

It is an expectation at St Bede's College that all VCE & VCE-VM students take their studies seriously and achieve their best in everything they do. Students are responsible for their own learning and behaviour and encouraged to work in partnership with their teachers.

Key Website

VCAA WEBSITE – Students and parents are advised to access the Victorian Curriculum Assessment Authority (VCAA) website – vcaa.vic.edu.au

This website is a source of information on aspects of the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education Vocational Major (VCE-VM).

For more information about VET Delivered to Secondary Schools, visit vcaa.vic.edu.au/curriculum/vet/ .

St Bede's College VCE Panel (Panel)

The primary role of the VCE Panel is to address issues arising from a breach in VCAA Rules.

The panel will:

- investigate alleged student breaches of VCE/VCE-VM policies
- advise the Principal of any significant breaches of VCE/VCE-VM policies
- advise the Principal as to whether consequences should be imposed on students who breach VCE/VCE-VM policies

and where appropriate,

- inform the student and families of consequences imposed in writing.
- deal with the assessment of students' outcomes which are submitted late or are incomplete.
- deal with students who fail to meet the attendance requirements and are therefore unable to satisfactorily complete a unit.

This panel is made up of the VCE Coordinator, the Senior Years Coordinator and the Deputy Principal of Teaching and Learning. Other members as required may include relevant Subject Teachers, Learning Area Leaders and House Tutors.

Study Scores & ATAR

What is a VCE Study Score?

In every VCE study where a student completes at least two graded assessments and completes the end-of-year external examination, they will receive a Study Score in that study. A Study Score is a score between 0 to 50 that indicates your ranking against every other student in the state that is also completing that study in that year.

Study Score Calculation (Units 3 and 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.

VCAA has produced a series of short video outlining study score calculations.

https://www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx

What is an ATAR?

Tertiary institutions use the Australian Tertiary Achievement Rank (ATAR) as a selection instrument to determine which VCE students are offered positions in tertiary degree courses for the following year.

For a student to achieve an ATAR they need to have a satisfactory result in at least four Unit 3 and 4 sequences, one of which must come from the English group. The ATAR is calculated by the

Victorian Tertiary Admissions Centre (VTAC) and is represented as a number between 0.00 and 99.95 indicating your ranking relative to every other VCE student in the state in that year

A link has been provided for more information about the ATAR.

https://vtac.edu.au/atar-scaling-guide-2024.html

VCE Satisfactory Requirements

Satisfactory VCE unit result

"Each VCE study, excluding the VCE-VM, has three graded assessment components: either two school-based assessments and one external assessment, or one school-based assessment and two external assessments. Each graded assessment component contributes to a study score. Scored VCE VET studies have two graded assessment components, comprising one school-based assessment and one external examination. Graded assessments are reported on an 11-point scale with a range of A+, A, B+, B, C+, C, D+, D, E+, E or ungraded (UG).

Students will achieve their VCE through satisfactory completion of units. A unit is a semester of study in a particular subject."

– VCE Administrative Handbook 2024

Students must successfully complete at least 16 units to attain their VCE, including:

- Three units from the English group, including a unit 3 and 4 sequence
- Three unit 3 and 4 sequences, which can include further sequences from the English group.

Over Years 11 and 12, most students study between 20 and 24 units, usually six studies (subjects) in Year 11 and dropping back to five in Year 12.

For Units 3 and 4, the teacher collects evidence from a range of set work and assessment tasks to demonstrate a student's achievement of outcomes. The key knowledge and skills in the VCAA study designs for each subject will assist teachers in making this judgment.

Please note, the satisfactory result of a unit (S) is distinct from the assessment of levels of achievement (the grade/percentage).

Students will be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The student receives S for a unit when the school determines that all outcomes are achieved satisfactorily. To achieve an outcome, students will:

- produce work that meets the required standard;
- submit work on time;
- submit work that is clearly their own; and
- observe the VCAA and school rules, including attendance rule requirements.

If a teacher judges that all outcomes are achieved, the student is deemed to have satisfactorily completed the unit.

Not Satisfactory VCE unit result (N)

A student may not demonstrate satisfactory completion for a unit (N) when one or more of the outcomes are not satisfactorily completed because:

- the work is not of the required standard;
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- the work cannot be authenticated; or
- there has been a substantial breach of rules including attendance rules or being in possession of unauthorised electronic device(s).

Families will be notified through the 'Student at Risk' process by the subject teacher, VCE Coordinator or Senior Years Coordinator if the College deems a student close to not satisfactorily completing a unit. Please refer to the Student At Risk process on the following pages.

VCE Rules and Procedures

This section will explain some of the rules and procedures for students in accordance with St Bede's College and our adherence to the rules set out by the Victorian Curriculum and Assessment Authority (VCAA).

Throughout the year, students will be required to complete paperwork in regards to enrolment and administration procedures. This includes ensuring contact details are up-to-date, subject enrolments are correct and permission to release results has been authorised/refused. Students should ensure enrolment information has been correctly recorded and ask the College to make alterations as necessary.

Attendance

St Bede's College, in line with the VCAA, requires a high attendance rate of students in all Units of Study to ensure satisfactory completion of the unit. School approved events, cases of illness supported by a medical certificate or statutory declaration and circumstances beyond the student's control such as bereavement, are eligible for special consideration/exemption.

In partnership with parents, St Bede's College is committed to developing and preparing our young people for life beyond the classroom. All classes and school activities work together in providing a holistic education. School attendance and punctuality are crucial preconditions for maximising learning opportunities and performance; education is a sequential process and unnecessary absences often means students miss important stages in the development of topics.

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

Students with a high percentage of absences (less than 90% of class time attended), particularly where said absences are not approved throughout the semester will be unable to meet the College's expectations and may, as a result, receive an N (Not Satisfactory) for that Unit of Study.

Families may receive either a 'Student at Risk' or 'Provisional N' letter if attendance is falling below the minimum requirement.

At Risk procedure

If a teacher believes that a student is at risk of not successfully completing their VCE units or VCE-VM units, this process will follow.

Subject Teachers will:

- Contact families by phone or PAM to inform them that their child is at risk of receiving an N for an Outcome and the Unit.
  – This will be through Letters. A 'Student at Risk' letter will be generated by teachers. An email will be sent to parents informing them of a generated letter available in PAM.

The St Bede's College 'Provisional N' or a 'Student at Risk' letters are included in the Appendices.

This letter will inform students and families of the action(s) required for a student to complete a Satisfactory result for the unit.

- Enter a record on Simon of incomplete so that a record of the student's progress (or lack of progress) is kept.
- Inform the VCE Coordinator, Senior Years Coordinator or VCE-VM Coordinator of student at risk and the reason.
- Work with the students to enable satisfactory completion of a unit.

Provisional N procedure

The 'Provisional N' procedure will be followed by subject teachers if the student has not satisfactorily met the outcomes of a unit, including non-submission of work or assessment that has not met the required standard.

Subject Teachers will:

- Contact families by phone or PAM to inform them that their child has received an N for an Outcome and the Unit.
  – This will be through Letters. A 'Provisional N' letter will be generated by teachers. An email will be sent to parents informing them of a generated letter available in PAM.

The St Bede's College 'Provisional N' or a 'Student at Risk' letters are included in the Appendices.

This letter will include actions required by the student, such as completing a redemption task to then meet the requirements (S) for the unit.

- Enter a record on Simon of incomplete so that a record of the student's progress (or lack of progress) is kept.
- Inform the VCE Coordinator, Senior Years Coordinator or VCE-VM Coordinator of student at risk and the reason.

- Work with the student to arrange a redemption task and time to complete this assessment.

For both procedures, the VCE Panel will:

- Ensure records are kept by subject teachers.
- Make contact with student and families regarding attendance, compliance and completion of assessments (SACs and SATs).

School Assessed Coursework (SACs) & School-Assessed Tasks (SATs)

At the beginning of each unit, students will be given:

- an outline of the Unit.
- a list of the Coursework Assessment/School-Assessed Tasks (SATs) with the expected dates for their completion and submission.

Achievement of outcomes for satisfactory completion

Students are required to complete and submit each assessment task to the subject teacher on or before the due date. If the work meets the requirements of the Study Design, the student will receive an 'S' for satisfactory demonstration of the designated outcomes. If the work submitted does not meet the requirement of the Study Design, or the student has not adhered to the attendance requirement outlined above the student may receive an 'N' for non-satisfactory.

School Assessed Coursework (SACs)

Coursework Assessment is an assessment of each student's level of achievement based on the School Assessed Coursework tasks (SACs) set by the subject teacher. These tasks must be completed within a limited timeframe and must be completed mainly in class time, though some work can be set for completion out of class. Any out of class work must be authenticated by the subject teacher.

- In each case teachers will indicate, as part of the instructions for the coursework assessment, the method by which the work is to be submitted.

- Students must only have authorised materials during assessment.
- Electronic devices must be switched off and kept in student lockers or handed in at the beginning of the task.

Students whose work does not satisfactorily demonstrate knowledge and skills may receive a 'Provisional N'.

Students may only resubmit work to meet satisfactory completion requirements of a unit. Students are encouraged to keep all coursework notes in order as this may provide further evidence of satisfactory completion of an outcome.

School-Assessed Tasks (SATs)

This form of graded assessment is applied to the studies of Art, Visual Communication and Design and some Technology subjects.

Students are required to submit School-Assessed Tasks (SATs) on or before the College determined due date according to the instructions outlined by the teacher. These School-Assessed Tasks will be graded against criteria set by the VCAA.

Resubmission of work

Students may be given opportunity to resubmit work to meet satisfactory completion requirements of a unit. Students may not resubmit SATs for the reconsideration of scores awarded by the school.

Absence from SAC/Assessment

All students must attend and complete scheduled assessments. If a student is unable to attend due to illness, a medical certificate verifying their unfitness to attend is required, even for rescheduled assessments coordinated with the VCE Coordinator. Absent students with legitimate cause, substantiated by documentary evidence, may be granted dispensation to complete an equivalent task at an alternative date. All missed Unit 3/4 SACs will be rescheduled at the discretion of the subject teacher and VCE Coordinator.

Should a student have a clash with a SAC and a College event, the student should advise the VCE Coordinator and subject teacher in advance of their absence.

Students will:

• Submit an 'Alternative SAC Date' Google Form. This form is available through the VCE Matters section on the Student Portal.
Approval for SAC completion outside the scheduled time will only be considered for students with valid reasons, as in line with the VCAA.

• Provide supportive evidence such as a doctor's certificate (dated on the same day or immediately prior to the SAC date) or other relevant independent documentation, especially in cases of family or personal crises.

VCE Coordinator will:

• Review students' submission and grant alternative SAC make-up session.

• Communicate decision to students and subject teachers via email within 24-hour turn around.

Subject teachers will:

• Confer with VCE Coordinator and student and arrange a make-up session to complete SAC.

If students do not submit their work by the specified date, the College may still accept the work to indicate a satisfactory achievement of an outcome, but will be awarded a zero-percentage grade for the task.

Granting of Alternative Submission Dates

Requesting an alternative submission date/extension before the due date for any type of graded school assessment is only possible within strict limits. Any student suffering extreme difficulty in completing Graded School Assessments by the due date should see their Subject Teacher and the VCE Coordinator to complete an 'Alternative SAC Date' Google Form. Requests for extensions should be made prior to the due date of the assessment.

The decision will be conveyed to the student in writing.

- If an extension of time is granted, a new date will be agreed upon between the student and the Panel, after consultation with the Subject Teacher.
- If an extension of time is denied, the original date will remain effective.

Failure to submit or present for SACs/SATs on due date.

A student who fails to submit an extended SAC/SAT by the due date and who has not been granted an extension of time by the Panel may either:

- have the SAC/SAT accepted late (within the current unit) and graded for the purposes of determining an 'S' for the unit. This student will, however, be awarded a zero grade for Coursework Mark calculation.
- not have the SAC/SAT accepted late, and be given an 'N' for the work and, in effect, for the unit.

Whichever alternative applies will be determined by the Principal, after consideration of the circumstances applying to the case and after consultation with the Panel.

Authentication

The following rules outlined by the VCAA apply to all Coursework and School assessed Tasks.

Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty authenticating their work. Students must ensure that all unacknowledged work submitted for coursework is their own. 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.

Students must not receive undue assistance from any other person 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

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

Students who knowingly assist other students will be considered in breach of VCE rules and may be penalised.

If work is completed outside of class, students will be required to 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 must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

For School-Assessed Tasks (including folio pieces), students must:

- Produce appropriate evidence of the development of the work, from the process of planning and drafting, through to the production of 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.
- 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.

Computer Use

The following extract from the VCAA Handbook is with regards to computer use.

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

- There is an alternative system available for use in case of computer or printer malfunction or unavailability.
- Hard copies of the work in progress (either notes, drafts or regular print-outs) are produced regularly to meet drafting and authentication requirements.
- Each time changes are made the work is saved onto a backup file/USB. The backup file/USB should not be stored with the computer.

Student Appeals

The student has the right of appeal an imposed consequence. A statement of intention to appeal must be made in writing to the VCAA less than 14 days after the student is notified of their consequence by the VCE Panel.

Details of the appeal process appear in the VCAA VCE & VCE-VM Administrative Handbook 2024, which is available from the VCAA website.

Special Provision

General Special Provision

Special Provision allows schools and the VCAA to report that a student has been unable to perform at an optimum level in assessment tasks and/or examinations because he or she has experienced significant hardship during the course of his or her VCE and VCE-VM studies.

The onus is on the student/family to apply to the VCE Coordinator, the Senior Years Coordinator and the Senior Years Learning Diversity Leader for Special Provision. Students who are eligible for 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.

Special Provision aims to make available procedures that can assist students whose studies are affected by:

- acute or chronic illness (physical or psychological)
- an impairment or disability, including learning disabilities
- any factors relating to personal environment

If a student is granted Special Provision the provision will be an equivalent alternative arrangement. The Provision will not confer an advantage for the student over the other students.

Categories for School Based Assessment

Students must show that one or more

- Mental health conditions;
- Health impairment or physical disability;
- Specific learning disorders;
- Language disorder;
- Motor disorders;
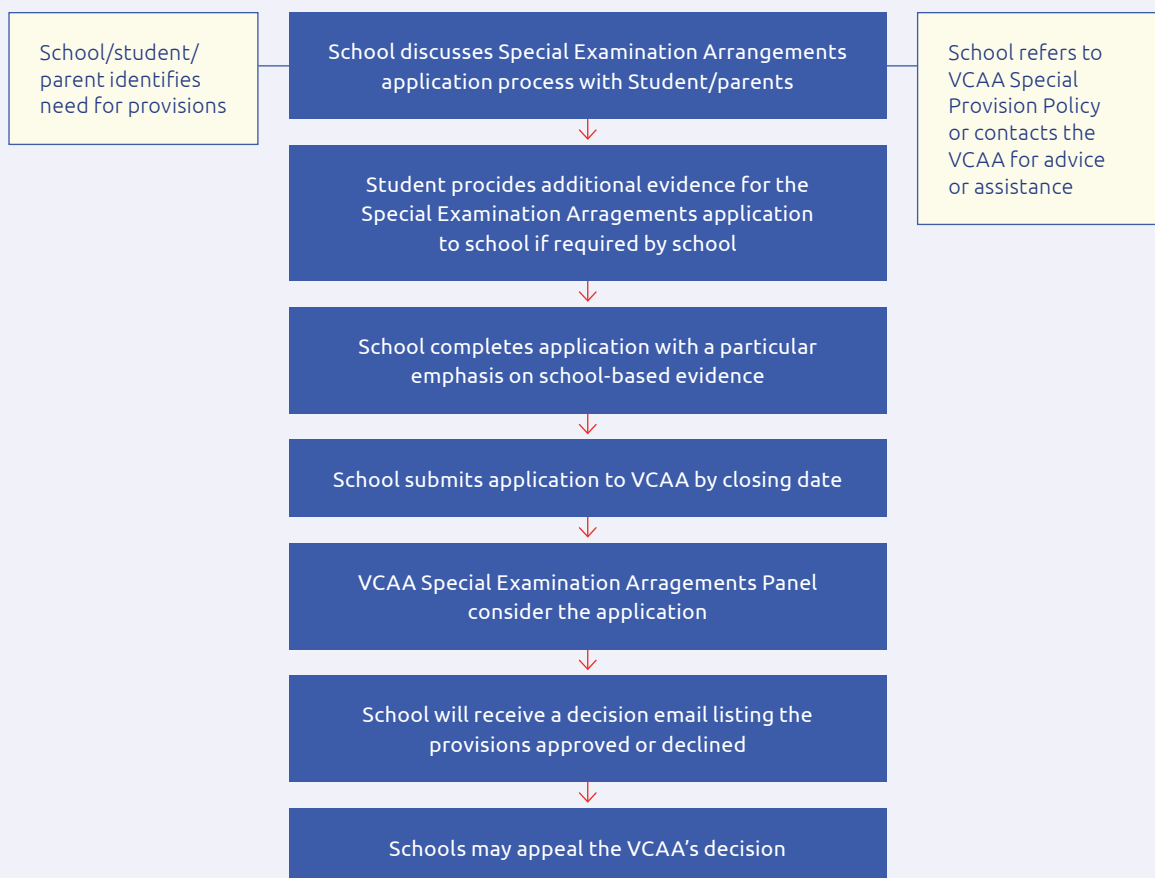- Deaf and hard of hearing; or
- Vision impairment

has adversely affected the student's ability to achieve.

Strategies for this type of Special Provision include:

- Rest breaks
- Extra working time
- Separate rooms for individual students
- Use of computers, tablets and/or assistive technology
- Readers
- Scribes
- Clarifiers
- Auslan interpreters
- Alternative format examination papers
- Alternative examination venues

The College will consult the VCAA when necessary to ensure provisions are in keeping with likely provisions for examinations if the criteria is met.

Process for application for Special Provision

School/student/parent identifies need for provisions

School discusses Special Examination Arrangements application process with Student/parents

School refers to VCAA Special Provision Policy or contacts the VCAA for advice or assistance

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Student procides additional evidence for the Special Examination Arragements application to school if required by school

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School completes application with a particular emphasis on school-based evidence

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School submits application to VCAA by closing date

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VCAA Special Examination Arragements Panel consider the application

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School will receive a decision email listing the provisions approved or declined

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Schools may appeal the VCAA's decision

Please contact Ms Cath Hurst, Senior Years Learning Diversity Leader for more information: *cth@stbedes.catholic.edu.au*

Eligibility for Special Examination Arrangements

This is available to students who have been adversely affected by:

- accident/sudden illness
- personal circumstances or long-term impairment (which has demonstrated to affect the student's studies) including:
  - severe health impairment;
  - significant physical disability;
  - hearing impairment;
  - vision impairment;
  - learning disability;
  - severe language disorder.

All applications need to be supported with medical or specialist documentation. Applications could be made for:

- extra reading time and/or extra writing time for the exam
- extra time for rest periods during the exam
- use of enlarged print/Braille (for those visually impaired)

Applications to the VCAA for Special Examination Arrangements have strict documentation and submission guidelines.

Students of Non-English-Speaking Background

"VCE EAL has specific eligibility requirements to enrol in at Units 3 and 4 and students need to apply to complete the study. Students planning to enrol in Units 1 and 2 EAL or Bridging EAL or both, and who are considering further study of Units 3 and 4 EAL, are advised to discuss the eligibility requirements with their VCE coordinator before finalising their VCE program."

– VCE Administrative Handbook 2024

To apply for EAL status at Units 3 and 4, each student is required to submit an Application for enrolment in English as an **Additional Language Units 3 and 4 form to the school**.

A student studying Units 3 and 4 is eligible to be assessed on English Assessment Tasks using EAL if the student's native language is a language other than English, and if a student:

- will not have resided in Australia or another predominantly English-speaking country for a total period of more than 7 years before 1 January in the year the student will be undertaking Units 3 and 4 EAL, and
- has been enrolled in schools where English has been the student's major language of instruction for a total period of 7 years or less over the period of their education.

- A student is an Aboriginal or Torres Strait Islander person whose first language is not English.
- A student is deaf or hard of hearing and meets the eligibility requirements.

A student who believes that he is eligible to receive special provision as a result of his comparative unfamiliarity with the English language must apply to the VCE Panel. This application can be supported by the English Learning Area Leader.

Where a student has applied for and has been granted EAL status, the student may enrol in English (EAL) or English.

Acknowledgment of EAL status does not permit alteration of the grade awarded. The grade must be awarded according to the way in which the work presented meets the criteria for the award of grades as specified by VCAA.

Enrolment in Second Language Studies

"Specific eligibility requirements apply for VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese. These studies are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment.

The VCAA must approve all enrolments in Units 3 and 4 of a VCE Second Language study. The VCAA does not need to approve enrolment in VCE Second Language Units 1 and 2 studies."

– VCE Administrative Handbook 2024

Students wanting to enrol in Second Language studies need to see the VCE Coordinator or Senior Years Coordinator. Documentation is usually required in October the year before the study commences. The VCAA determines eligibility and grants approval.

Derived Examination Score (DES)

Applications must be supported with medical documentation, a school statement and evidence from independent source. In all cases (except group DES) the onus is on the student to make a formal application for assistance and supply all the necessary supporting documentation.

Students seeking DES must complete a form available from the VCE Coordinator and submit it personally to VCAA within 7 days of the completion of their personal exam timetable.

The calculation for the DES uses all available scores for the student in the affected study and the indicative grade for the examination provided by the school and the GAT component scores.

For each approved application for a specific examination, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:

- moderated school-based assessments
- GAT component scores
- other examination scores (if applicable)
- indicative grades provided by the school

A student who arrives late and/or misreads an examination timetable or paper is not eligible to apply for a DES.

The VCAA will determine the success of the application. Students may appeal to the VCAA. If the application is successful, the VCAA will derive an exam score for each exam affected using the student's coursework and SAT scores, the GAT score; school indicative grades and other examination scores (if applicable).

Group DES are available in an extraordinary situation where an examination has been disrupted or prevented from being conducted (i.e. storm/evacuation) or an event has had a special effect on the student group (i.e. death of teacher or fellow student) or some form of irregular conduct has occurred (i.e. wrong examination time given). The Principal can apply on behalf of the whole group for a DES.

Criteria for Eligibility of Special Provision

Students may be eligible for special provision if they have been:

- Affected to a significant degree by illness, by any factors relating to personal environment or by another serious cause during the period in which as assessment task, the GAT or SAT has been undertaken or at any other time during the semester.

- Prevented by illness, by any factors relating to personal environment or by another serious cause from completing an assessment task, the GAT or SAT.
- Disadvantaged by any physical disability or other impairment.

NB: Absence from school or study for prolonged period is not of itself grounds for Special Provision.

When a student feels that they may be entitled to receive Special Provision, the student, or the student's representative, must notify the VCE Coordinator in writing as soon as practicable.

Documents such as medical certificates, social worker reports and reports from other professionals will need to be provided. The application will be discussed with the Principal, teacher(s) concerned, the student and parents/carers before a decision is made whether or not to forward the application to VCAA for assessment.

Students who are granted special provision are also advised to seek advice from St Bede's College Careers Resource Centre regarding their tertiary studies application.

General Achievement Test (GAT) and External Examinations (VCAA Examinations)

All students enrolled in one or more sequences of a scored Units 3 & 4 must sit the General Achievement Test (GAT). This now includes Unit 3 & 4 VCE-VM students who will sit Section A only (Literacy and Numeracy skills).

Purpose of the GAT

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and examinations have been accurately assessed. GAT results are used in the calculation of Derived Examination Scores (DES).

The VCAA will use GAT scores in:

• the statistical moderation of School-based Assessments

• checking the accuracy of student scores in examinations

• the calculation of a DES.

A statement of GAT results is sent to the student and to the school. It is not provided for either tertiary entrance or employment purposes.

External Examinations

Examinations are set by panels appointed by the VCAA.

The Principal of the school is authorised by the VCAA to take responsibility for the administration and conduct of examinations within rules, regulations and procedures set down by the VCAA in the VCE/VCE VM Administrative Handbook and the Examination Supervisors' Manual.

Students will be required to observe the rules and regulations set down by the VCAA for the conduct of examinations. All serious breaches of rules will be reported to the VCAA.

Assessment will be based upon published criteria and, where necessary, discrepancy marking by a second or third assessor who will assess the task without knowledge of the previous assessments. Examinations will be subject to independent marking by panels appointed by the VCAA.

Special Exam Arrangements

Special Exam Arrangements may be made to meet the needs of students who have physical or other disabilities or illnesses that would prevent them from achieving their optimum performance in an examination or in the General Achievement Test. There are specific criteria and documentation needed to be submitted. The decision for Special Exam Arrangements is made by the VCAA. Students will be informed of the success or otherwise of the application. Students who are given Special Examination Arrangements will be given a Special Examination Arrangement advice slip they should take to the examination(s).

Absence From Examinations

All absences from examinations and the GAT are noted on the attendance rolls at the time of sitting. NA will be reported on the Statement of Results. Where a student has been prevented from undertaking an examination due to circumstances that warrant Special Provision, the VCAA is informed through VASS and an application may be made for a Derived Examination Score. The VCE Coordinator must be notified at the earliest possible time.

Examination Timetable Clash

If a student has an examination timetable clash on a particular day, the VCE Coordinator must be notified in writing with a request to reschedule.

Note: For Unit 3 and 4 examinations, a clash of exams will mean rescheduling of one of the exams to another time on the same day. This may also mean supervision in between examinations.

Student Numbers, ID and Personal Identification Numbers (PINs)

The Student Number is a key identifier that allows the VCAA to securely maintain student result data and to identify the student for an examination. Students are advised that they should keep their PIN in a secure place to avoid unauthorised access to their results on the Results Service at the end of the year.

Students must identify themselves by writing their student number on scripts used for examinations. This number is issued upon first enrolment in VCE/VCE-VM and doesn't change whilst the student is completing their VCE/VCE-VM Certificate. Students are required to carry their student ID cards for all examinations.

Reporting

All students enrolled in the VCE/VCE-VM will receive a Statement of Results, from VCAA at the end of the year. The Statement of Results will show satisfactory (S) or not satisfactory (N) results for all units undertaken in the VCE/VET/VCE-VM. Students enrolled in Units 3 and 4 of a study will also receive an assessment (A+ to E, UG or NA) for each Assessment Task associated with the study and for Coursework.

Withdrawal from Study

Compassionate Late Withdrawal

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. Documentation of the exceptional circumstances must be included with an application.

Compassionate Late Withdrawal is not available to students who are simply not coping with the demands of VCE 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 Units 3 and 4 study will not be approved if a student has a final, reported grade for an examination or School-based Assessment.

If the student has scores for an examination or School-based Assessment associated with Unit 3 only, and wishes to continue with that study the following year, the school may apply for Interrupted Studies status on the student's behalf.

Ungraded Applications Unit 3 and 4

Students may apply to the VCE Panel to be deemed an 'Ungraded' student. This is considered for students who have had difficulty completing tasks under examination conditions and do not want to continue studies after VCE. Students will not be considered for this pathway until the completion of Semester 1.

Students wishing to pursue ungraded need to:

- Have a clear plan of pursuing a non-University pathway straight after VCE and/or have received Student At Risk/Provisional N forms on more than one occasion;
- Formally meet with relevant members of the Panel to discuss their intentions;
- Ask teachers to comment on his performance, including a recommendation to support the application for ungraded;
- Read the important information on the application form;
- Outline the reason for applying to undertake ungraded and explain how an Ungraded VCE will support the reasons;
- Ask a teacher, Deputy Principal or Coordinator to provide supporting comments;

- Ask parent / carer to provide any further supporting comments;
- Sign the declaration of understanding;
- Meet with Senior Years Coordinator once all documentation is complete;
- Parent / carer to sign Operoo indicating student's ungraded pathway.

Ungraded students must:

- Attend all classes and meet the minimum attendance requirement;
- Complete all classwork set by the subject teacher, providing evidence of this classwork;
- Satisfactorily complete all outcome tasks;
- Assessment conditions for ungraded students may be altered from normal SAC conditions;
- Ungraded students must ensure school work is kept organised in their module as this may be used as evidence of key knowledge and skills in the Study Design.

VCE-VM

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE. The College's attendance policy and satisfactory completion of units are also a requirement of student undertaking VCE-VM. The 'At Risk' and 'Provisional N' process will be followed for students who fail to adhere to these conditions.

VCE Vocational Major (VM) Structure

From 2024, students undertaking the VCE-VM will choose from one of the following pathways:

VCE-VM: Subject-Based

Students will undertake five days of VCE Vocational Major schooling at St Bede's College. This option will include the following VCE studies:

- VCE-VM Literacy or VCE English;
- VCE-VM Numeracy or VCE Mathematics;
- VCE-VM Work-Related Skills;
- VCE-VM Personal Development Skills;
- One additional VCE study from a list of available subjects;
- TAFE/ VETDSS: One day per week to complete their Cert II or Cert III Vocational Education & Training course (VET).

VCE-VM: Industry-Based

Students will undertake three days of VCE Vocational Major (VM) schooling at the College. This program will include the following VCE studies:

- VCE-VM Literacy;
- VCE-VM Numeracy;
- VCE-VM Work-Related Skills;
- VCE-VM Personal Development Skills;
- **TAFE/ VETDSS**: One day per week to complete their Cert II or Cert III Vocational Education & Training course (VET);
- **Structured Workplace Learning (SWL)**: One day per week.

Structured workplace learning provides students with the opportunity to integrate on-the-job experience to align with their VET studies.

Students will work with an employer in their related VET industry one day per week.

All students completing an SWL must complete:

- The Structured Workplace Learning (SWL) Arrangement Form;
- The Structured Workplace Learning Travel and Accommodation Form before they can begin work.

The arrangement forms must be signed by the following parties:

- the employer
- the student
- the parent/carer of the student (if the student is under 18 years of age)
- the Principal or acting principal

What is VETDSS?

Vocational Education & Training Delivered to Secondary Students (VET)

VET Delivered to Secondary Students refers to Vocational Education Training Delivered to Secondary School students (VETDSS) and Vocational Education & Training (VET) courses undertaken as part of a student's school studies. VET courses enable students to earn credit towards a recognised VET qualification while they complete their senior secondary certificate.

A VET course allows students to:

- Combine a vocational pathway with their studies
- Complete (or work towards) a Certificate I, II, or III qualification
- Keep their options open to pursue further vocational education (such as courses at a Technical And Further Education institute), or move into higher education (such as undertaking courses at university via non-ATAR pathways).

VET qualifications, or the credit towards a qualification, are recognised by industries across Australia under the Australian Qualifications Framework (AQF). Information on all VET qualifications and courses is available at *www.myskills.gov.au.*

Please note that there are additional fees for VET courses.

School-Based Apprenticeships and Traineeships (SBATs)

School-Based Apprenticeships and Traineeships (SBATs) enable students to combine their senior secondary school certificates with part-time employment and training.

- School-Based Apprenticeships and Traineeships (SBATs) are available to secondary school students who are over 15 years old and enrolled in the Victorian Certificate of Education (VCE) or the VCE Vocational Major.
- SBATs must be established through a training contract between an employer and the apprentice or trainee. The training contract is then submitted to the Apprenticeship Network Provider (ANP), and a training plan is endorsed by the school.
- The minimum number of employment and training hours for SBAT arrangements is 13 hours per week. That is made up of 7 hours of employment and 6 hours of training.
- The vocational training components of SBATs also contribute credit towards a student's senior secondary certificate. Many SBAT students move on to a full-time contract with their employer after leaving school.
- Students who undertake an SBAT typically spend three days a week at school, one day a week at TAFE and one day a week at work.
- Students may complete their SBAT VET studies in a Block Placement. Typically, they will attend TAFE for one week per month during the year.
- Students are expected to maintain their current VCE-VM studies in addition to their employment and training responsibilities.
- SBATs rely on the employer agreeing to take on the student as an apprentice for the duration of their apprenticeship.

Changes to this Handbook

The Principal, in consultation with the Deputy Principal of Teaching and Learning have the authority to change/modify these policies, or institute new policies, if and when circumstances dictate that such action is necessary. Parents / Carers and students will be notified, in writing, of any changes that are made.

Appendices

Appendix 1

VCE Parental Notification Of Student At Risk

In each Unit at VCE the student completes a sequence of internally assessed pieces of work called SACs or SATs (School Assessed Coursework/Tasks) and for these he receives a score/percentage. He will also complete external examinations for Unit 3 and 4 subjects. The overall assessment of each Unit is measured on whether the 'Outcome' (key learning/skills) has been demonstrated by the student – this is reported as either 'Satisfactory' (S) or 'Not Satisfactory' (N) by the subject teacher. One criterion which needs to be met in order to successfully complete VCE is the attainment of at least 16 units over Years 11 and 12; a second criterion is attendance – if attendance is below expectations without reasonable evidence explaining the absence (such as medical certificates) then an 'N' will be awarded regardless.

A 'VCE parental notification of student at risk' letter informs parents / carers of issues with the student's level of performance in a unit which, if unaddressed, would lead to a low result or to an award of an 'N'.

Student Name:

Subject: Select Class

Subject Teacher: Subject Teacher

Date of Notification:

In the VCE Unit named above, your son's current performance level indicates that they are at risk. 'At risk' means one or more of the following:

1. the student's standard of work or the standard of an assessment piece is low

2. the student's level of unexplained absences is high

3. the student has not completed set work – work has not been done

If the student was to continue with his present motivation and level of assessments, he would be in danger of receiving an 'N' overall.

The student is as risk in this unit for the following specific reason/s:

Select Reason

In order to not be 'At Risk', the student should, or is required to do the following:

Student Action

If you have any questions or would like more information, please contact the most appropriate person listed below.

- Subject specific information should be addressed to the student's subject teacher.
- VCE information or questions can be addressed to Mr Chris Mills – Senior Years Coordinator (cjm@stbedes.catholic.edu.au).
- Pastoral specific information should be addressed to either the student's Tutor Group Teacher directly or to his House Coordinator.

Appendix 2

VCE Parental Notification Of A Provisional 'N'

VCE Parental Notification of Provisional 'N'.

In each unit at VCE your son completes internally assessed pieces of work called 'School Assessed Coursework' (SAC) and for these he receives a score/percentage. He will also complete external examinations for Unit 3 and 4 subjects. The overall assessment of each Unit is measured on whether the 'Outcome' (key learning/skills) has been demonstrated by the student – this is reported as either 'Satisfactory' (S) or 'Not Satisfactory' (N) by the subject teacher. One criterion which needs to be met in order to successfully complete VCE is the attainment of at least 16 units over Years 11 and 12; a second criterion is attendance – if attendance is below expectations without reasonable evidence explaining the absence (such as medical certificates) then an 'N' will be awarded regardless.

A 'VCE parental notification of a provisional N' letter informs parents/guardians of issues with the student's level of performance in a unit which, if unaddressed, would lead to an award of an 'N'.

Student Name:

Subject: Select Class

Subject Teacher: Subject Teacher

Date of Notification:

In the VCE Unit named above, the student's current performance level indicates that an 'N' will be awarded – at this moment it is a Provisional 'N'. The award of an 'N' would mean the following:

- The student has not demonstrated a satisfactory understanding of the Outcome/s for the unit.
- The student would not be able to count this unit towards his VCE.

In order to not receive an 'N' for this unit, the student is required to:

Student Action

PLEASE NOTE: Meeting this requirement will not change the original SAC mark that the student received.

If you have any questions or would like more information, please contact the most appropriate person listed below.

- Subject specific information should be addressed to the student's subject teacher.
- VCE information or questions can be addressed to Mr Chris Mills – Senior Years Coordinator (cjm@stbedes.catholic.edu.au).
- Pastoral specific information should be addressed to either the student's Tutor Group Teacher directly or to his House Coordinator.

Appendix 3

Abbreviations used in VCE

ATAR Australian Tertiary Admission Rank

DES Derived Examination Score

EAL English as an Additional Language

GAT General Achievement Test

N Non-Satisfactory Completion

NA Not Assessed - task not completed or not undertaken

RTO Registered Training Organisation

SAC School-Assessed Coursework

S Satisfactory Completion

SAT School-Assessed Task

SEA Special Examination Arrangements

VASS VCE Administrative Software System

VCAA Victorian Curriculum and Assessment Authority

VCE Victorian Certificate of Education

VCE-VM Victorian Certificate of Education Vocational Major

VET Vocational Education and Training

VTAC Victorian Tertiary Admissions Centre

Contacts

For subject specific information, please contact the student's relevant subject teacher.
For wellbeing support, please contact the student's Tutor Group Teacher or House Coordinator.

VCE Coordinator
Natalie Bates
njb@stbedes.catholic.edu.au

Senior Years Coordinator
Chris Mills
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VCE-VM Coordinator
Justin Shepherd
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St Bede's College