

# **EMMAUS COLLEGE VCE Handbook**

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## Section 1: The Victorian Certificate of Education

### The VCE

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education in Victoria.

In Years 11 and 12 students undertake studies accredited by the Victorian Curriculum and Assessment Authority (VCAA). A VCE 'study' is divided into four units. Each VCE study unit is numbered 1, 2, 3 or 4. Student programs may include some Units 1 and 2 in Year 10 and/or some Units 3 and 4 in Year 11. At Emmaus College there is a wide range of VCE Studies on offer.

These studies form the basis for the award of the Victorian Certificate of Education (VCE) by that body.

The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. Vocational Education and Training (VET) in the VCE program combines general VCE studies with vocational training and experience in the workplace.

### Satisfactory Completion of the VCE

In order to satisfactorily complete the Victorian Certificate of Education a student is required by VCAA to gain an S result in a total of sixteen units or more, which must include at least three Units of English Studies (including at least one Unit 3&4 sequence) and at least three additional Unit 3&4 sequences.

### Satisfactory Completion of a Unit

Within a Unit of Study each Learning Outcome completed by a student is judged as either S (Satisfactory) or N (Not Satisfactory).

A student is awarded a Unit result of S only if all of the Learning Outcomes required within that Unit have been demonstrated to a satisfactory level.

In order to achieve a Unit Result of S, a student must have:

- Completed all College based assessment requirements
- Met the minimum attendance requirement.

The award of an 'N' for a Coursework Assessment would result in an 'N' for the Unit of Study **REGARDLESS** of the student's Examination Grades.

Unit 3 & 4 subjects for which the student is awarded an 'N' do not contribute to a student's ATAR.

## **General Achievement Test (GAT)**

The General Achievement Test (GAT) is conducted in June. The statement of GAT results indicates each student's raw score and their relative score calculated in the same way as a study score, with descriptive comments about their performance on each component.

- Written communication;
- Mathematics, Science and Technology;
- Humanities, the Arts and Social Sciences.

All students, including VCAL students, enrolled in one or more VCE Units 3-4 sequence or VCE/VET scored Units 3 and 4 sequence are required to sit 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 Assessment and examinations have been accurately assessed. The VCAA will use GAT scores in:

- The statistical moderation of School-based Assessments;
- Checking the accuracy of student scores in external assessments;
- The calculation of a Derived Examination Score.

## **VCAA Rules**

For all matters not covered by these guidelines see the VCE Administration Handbook which can be found at:

<https://www.vcaa.vic.edu.au/administration/vce-vcac-handbook/Pages/index.aspx>

## Section 2: The VCE at Emmaus College

### V.C.E. Academic Progress Committee

At Emmaus College, the V.C.E. Academic Progress Committee formally ensures that the rules and policies outlined in this document pertaining to the completion and submission of Coursework and School Assessed Tasks as well as attendance requirements are followed. Where breaches of these rules occur, the V.C.E. Academic Progress Committee recommends to the Principal the appropriate resolution, including the imposition of penalties.

The Academic Progress Committee also considers any requests for the variation of programs and the application of Special Provision.

The Academic Progress Committee consists of the VCE Coordinator and Assistant Principal Learning and Innovation as permanent members.

The Assistant Principal Student Wellbeing, the Director of Students, Senior House Leaders, the Educational Support Coordinator and Learning Area Leaders attend as required.

### Student Appeals

The student has the right to appeal an imposed consequence. A statement of intention to appeal must be made in writing to the Academic Progress Committee less than 14 days after the VCE Academic and Progress Committee notifies the student of their consequence.

### Student Attendance – Units 1-4

Students are expected to attend all scheduled classes. A student must attend 90% of all classes in order to satisfy the attendance requirements for completion of unit. The 90% attendance requirement does not include time away that has been an approved absence.

Approved absence may be the result of:

- Illness;
- Personal environment;
- Physical disability;
- Significant hardship;
- Approved College events.

### All absences from school must be supported by relevant documentation:

- Medical certificate;
- Professional documentation;
- Confidential teacher/Year Level Team Leader's report;

- Outside professional reports/letters;
- Parent letter.

The College must be notified if a student is absent and on immediately returning to school the student must produce the documentation explaining the absence.

If a student is to be absent because of a College co-curricular activity, they must give prior notification to all teachers who will have had them on the day.

Students must produce a letter to explain any extended absence. In such cases students are responsible for ensuring that they complete all work missed during their absence.

### **Procedure for breach of 90% attendance rule:**

- Teachers will monitor attendance in their own classes
- House Leaders will monitor general attendance
- Students who are in breach of the 90% attendance rule will be referred to the Academic Progress Committee

### **Completing SACs**

All students in any VCE subject, Units 1-4 are required to sit assessments (SACs) on the set date or, in the case of extended SACs completed over a number of days, must submit their work on the due date. This includes all oral tasks. It is the students' responsibility to record the assessment dates for each subject.

### **Rescheduling a SAC Due to Illness**

If a student is not able to attend due to illness or injury, they must notify their teacher and the VCE Coordinator within 24 hours of the assessment. They also provide appropriate documentation justifying their absence.

For absences from Unit 3&4 SACs students need to provide a Medical Certificate dated for the day of the assessment.

**Failure to provide appropriate documentation will result in zero (0) being awarded for the missed SAC/outcome.** In this instance, the student will have the opportunity to complete the task for an 'S', however, no mark will be awarded for the SAC/outcome.

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** due to a college event.

## SAC Catch up Sessions

SAC catch-up sessions take place on the next Tuesday afternoon after school following the absence. Students have **ONE** opportunity to attend the SAC catch-up. Failure to attend the catch-up session will result in a zero score for the SAC and put in jeopardy the S for the Unit.

## Submitting SATs

Students are required to submit School-Assessed Tasks on or before the College determined **due date** according to the instructions outlined by the teacher. These School-Assessed Tasks will be graded against the SAT criteria for Units 3 & 4 and subject assessment criteria for Units 1 & 2.

If a student does not submit the School-Assessed Task by the due date, the student will not receive marks for work not already assessed for the School-Assessed Task. Work that cannot be authenticated will not contribute to towards the student's final grade. All third party resources should be acknowledged.

Students will be provided with a timeline breaking the task down, which aligns with VCAA SAT criteria (Units 3 and 4) or subject assessment criteria (Units 1 and 2). An authentication record for school based assessments will be completed on each timeline deadline by the subject teacher (Unit 3 and 4 only). Subject teachers will document the student's progress on Emmlink to assist students to meet the timeline deadlines and final submission date.

## Applying for Extensions

If **exceptional** circumstances prevent a student from submitting an assessment task by the due date, he/she will be able to apply for an extension of time.

Extensions of time to complete SACs or SATs are only possible under extreme circumstances. Any student suffering **extreme** difficulty in completing SACs or SATS by the due date should see their Subject Teacher to have the matter considered by the VCE Academic Progress Committee. Requests for an extension must be made no later than 48 hours before the due date.

The decision of the VCE Academic Progress Committee 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 Committee, after consultation with the Subject Teacher.

If an extension of time is denied, the original date will remain effective.

## SPECIAL PROVISION

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

- An acute or chronic illness
- A long-term impairment or disability

- Personal circumstances.

No Special Provision will be given to a student who has been absent from school for prolonged periods, other than through illness, and has therefore been unable to satisfactorily complete the Assessment Tasks. *(See notes above on attendance requirements).*

Please note that computer or printer malfunctions are not acceptable reasons for late submission or acceptable grounds for Special Provision.

Decisions on whether to approve special provisions for classroom learning or School-based Assessment is a school decision, made by the Academic Progress Committee and must be based on evidence and made using a range of appropriate sources including professional testing and reports, educational assessments and teacher observations.

There are a number of ways in which schools can make alternative arrangements to assist students with their learning and enable them to be assessed against the unit outcomes and these will be applied on a case-by-case basis.

## **AUTHENTICATION PROCEDURES**

A student undertaking tests as part of School-based Assessment must comply with VCAA examination rules. In addition, the VCAA sets out rules related to authentication, which a student must observe when preparing work for assessment by the school. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.

A student must acknowledge all resources used, including:

- Text, websites and source material
- The name/s and status of any person/s who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.

### **Acceptable levels of assistance include:**

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

### **Unacceptable forms of assistance include:**

- Use of, or copying, another person's work or other resources without acknowledgment; plagiarism
- Corrections or improvements made or dictated by another person.



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

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

It is the student's responsibility to ensure that teacher can authenticate the submitted work.

## **WORK PRODUCED USING A COMPUTER**

Computer, printer, USB, disk, email or any technological failure is not an acceptable reason for late submission of assessment tasks.

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

- there is an alternative system available in case of computer or printer malfunction or unavailability.
- hard copies of the work in progress are produced regularly to meet drafting and authentication requirements. You should always have a current copy at school ready to work on in class.
- 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.

## **Acceleration**

Students who undertake Unit 3 & 4 subjects in Year 11 undertake to complete six Unit 3 & 4 sequences in their VCE (this includes VET Unit 3&4).

Year 11 students doing a Unit 3 & 4 exam will have the day before that exam to study. Any Year 11 exams scheduled for the day of the Unit 3 & 4 exam will be rescheduled as students are excused from completing Year 11 exams on the day of the Unit 3 & 4 exam. However, students may choose to undertake the Year 11 exam should they wish to do so.

## **Year 12 Study Periods**

Year 12 study periods are supervised and all students are in two areas only - the SLC (upper area) and the Learning Hub – one of which the student is assigned to on their timetable. Students sign into those areas with the supervising teacher. In the case of a student wanting to work on a portfolio, they attend their assigned study area to seek permission to attend a different venue to work. The supervising teacher makes a note of the student's whereabouts.

All students attend roll call in the morning and any morning Study Period is completed at the College, not at home. Afternoon study periods, **other than Wednesday afternoons**, are also fully supervised and it is expected that the student remains at the College. **The expectation is that the student attends the study period and is engaged in productive study during this time.**

## **Feedback to students**

After work is submitted and marked, teachers should provide feedback to students. All work is returned to the students along with appropriate feedback which includes:

- Advice on particular problem areas

- Advice on where and how improvements can be made for further learning
- Reporting 'S' or 'N' decisions along with written comments on students' performance.

In providing this feedback, teachers should give students an indication as to their performance.

This can take the form of:

- Marks on individual School-assessed Coursework tasks
- Where students achieve on a set of descriptors e.g. Very high, high etc.
- Which range of marks students fall into

**Feedback to students must be timely.** Work should be returned with two weeks of submission.

### **Coursework Scores**

For all Unit 3 & 4 subjects the results awarded by teachers are NOT the student's final results because of the process of statistical moderation carried out by the VCAA. Coursework scores may change following moderation, which is carried out using GAT and examination results. It should be noted that students' total scores for Coursework will be moderated, NOT the scores for individual tasks/outcomes (SACs).

## Appendix

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
UG	Ungraded = score was too low to be assigned a grade
VASS	VCE Administrative Software System
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre