

Senior School Handbook 2021



IMPORTANT DATES 2021

Wednesday 17 to Friday 19 March	Year 12 Retreat
Thursday 1 April	Final day to submit Special Examinations Arrangements Applications
Thursday 1 April	End of Term 1 – 2.30pm Finish
Tuesday 20 April	Start of Term 2
Tuesday 4 May	TIS (Tertiary Information Session)
Thursday 13 to Friday 14 May	Year 11 Retreat
Wednesday 9 June	GAT (General Achievement Test)
Friday 25 June	End of Semester One
Friday 25 June	End of Term 2 - 2.30pm Finish
Tuesday 13 July	Start Term 3 - Semester 2
Monday 2 August	Release of Language/Performance examination advice slips
Monday 23 to Friday 27 August	Year 10 Ski Camp
Monday 13 to Friday 17 September	Year 10 Structured Workplace Learning (Work Placement) (TBC)
Thursday 16 September	End of Term 3 – 3.30pm finish
Monday 4 October	Start of Term 4
Monday 4 October - Sunday 31 October	Performance Examinations and Language examinations: Oral component
Friday 5 November	School Assessed Tasks in Arts/Technology may be returned to students
Monday 27 October to Wednesday 17 November	Unit 3 & 4 Written Examinations
Monday 13 December	Release of VCE Units 3 & 4 results Tertiary Entrance Course counselling

INTRODUCTION

The Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) provide a program of studies for the last two years of secondary education. They build on students' previous years of schooling and are regulated by the Victorian Curriculum and Assessment Authority (VCAA). While they are an extension of the Year 10 experience, they have more formalised processes because of this external regulation.

This Handbook has been prepared to help you understand these processes and the expectations of both the Victorian Curriculum and Assessment Authority (VCAA) and Sacred Heart College.

If you experience any problems in your studies, or if you are unsure of any procedures to be followed, ask your Homeroom Teacher, Subject Teacher, Year Level Leader, Head of Senior School, VCE Coordinator, VCAL Coordinator, VET Coordinator or Student Programs Office staff.

THE VCE PROGRAM

The VCE Program is a complete list of VCE Units done over the normal two or three years. This list will usually consist of 20 to 24 units. The minimum requirement is 16 units. Students cannot get through VCE by doing fewer. Regardless of how many units are done altogether, the minimum requirement is:

- At least three units of English, which must include a Unit 3 & 4 sequence, made up from:
English Units 1/2 or Literature Units 1/2 or English Language Units 1/2
with the balance being selected from: English Units 3 and 4 **or** Literature Units 3 and 4 **or** English Language Units 3 and 4
- A sequence of Units 3 and 4 in three other studies, which can include VCE / VET sequences. The Victorian Tertiary Admissions 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.

It is important to note that students who wish to obtain an ATAR must have three scored assessed Unit 3 & 4 subjects as well as English Units 3 and 4 or Literature Units 3 and 4 or English Language Units 3 and 4.

Victorian Curriculum and Assessment Authority Number

The Victorian Curriculum and Assessment Authority requires enrolment on the VASS system. Victorian Curriculum and Assessment Authority will give a student a record number - this is eight figures plus one letter (e.g. 97178956J).

Whenever any forms/letters concerning VCE/VCAL are received, check that the number given is correct. There is more than one Sacred Heart College in the State and there may be more than one person with the same name.

Change of Subjects

It is important for students to discuss any changes with the Subject Teacher/Head of Senior School and Careers. Any changes need to have the long-term consequences identified; especially possible exclusion from some tertiary courses by not meeting prescribed unit/s requirements.

To change a subject students must obtain a VCE Change of Unit Form from the Head of Senior School or SPO.

- Fill out the required sections.
- Discuss the intention to withdraw from a unit with the relative Subject Teacher and get his / her signature on the form.
- Take the form home for a parent / guardian to sign.
- See the Head of Senior School to discuss any implications there might be with the change and get his / her signature.
- Return the form to the Head of Senior School for final approval and processing of the application.
- The receipt of a revised timetable, or an email from the Head of Senior School, will be the indication that the application has been approved. **Until approval has been received, students remain in the unit they have sought to withdraw from.**

Withdrawing from a unit

If withdrawing from a unit, it must be done before **3 May** (first semester Units 3 & 4) or before **19 July** (Unit 4 only) or before **8 November** (second semester Units 1 and 2), pending approval. If withdrawing after these dates the VCE Certificate will show an 'N' (Not Satisfactory) for that unit. The student must fill out and sign a unit withdrawal form, which can be obtained from the Student Programs Office or Head of Senior School.

Enrolling in a new unit

If enrolling in a new unit, the **College requires that students do so no later than the end of the second week of the semester in which that unit is taught.** Step-up is equivalent to one week. Please refer to Attendance Requirement for VCE and VCAL.

The final dates to change your selections are:

Semester One: **Monday 8 February 2021**

Semester Two: **Friday 4 June 2021**

VCAA requires enrolment in a Unit 3 & 4 sequence but if an 'N' (not satisfactory) is received for one of these units it is possible to repeat it the following year. Unit 3 is always taught in the first semester and Unit 4 in the second semester of a year. If a student receives an 'N' in Unit 3, they will be withdrawn from Unit 4 and will not sit the final VCE examination. If a student receives an 'N' in Unit 4 they will not be able to sit the final examination.

ATTENDANCE REQUIREMENT FOR VCE AND VCAL

What is the attendance requirement?

VCAA Regulation 10.1 states:

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

Therefore, the College requires that no more than 8 lessons be missed for continued enrolment in a unit. This is equivalent to 85% of attendance within each subject.

Teachers will mark a roll each class. If students are at school, they are expected to be at each class, including private study periods.

If they are ill they need to provide a medical certificate stating the specific detail of the illness. This certificate is submitted to the Student Programs Office where it is kept on file.

When a student reaches 5 absences, the student is issued with an 'Absence Warning Letter' from the relevant subject teacher.

When a student reaches eight absences in any unit a further letter is sent home. The student will be required to attend a Senior Pathways Panel Meeting to discuss any difficulties they are experiencing and whether their enrolment in the subject should continue.

100% attendance is expected for all classes and all School-assessed Coursework. Student work cannot be authenticated unless it occurs with teacher supervision. School-assessed Coursework tasks will be held from Monday to Friday and each subject will detail the School-assessed Coursework and Dates in their Course Outline for each Semester.

For VCAL students, attendance at their workplace for SWL (Structured Workplace Learning) contributes to their overall attendance. External VET courses and SBAT work placement also contributes to the attendance record.

Action to be taken if absent for school assessed coursework or school assessed tasks or exams at a Unit 3 & 4 Level.

Students absent for a SAC that is to be completed in one session need to ring the school as soon as possible and leave a message for SPO. On return to school the student will then submit a Medical Certificate or Statutory Declaration to SPO. If the absence is not authenticated, the student will be given a score of zero for the SAC.

Students will sit the SAC at another time as set by the subject teacher. The SAC should be undertaken within one week of the original time.

If a student has an unexplained absence for a SAC this may result in an N for this outcome.

Students absent for a SAC or SATs that extend over a period of time will need to advise the Senior Pathways Panel, on their return.

Students absent for an external VCE exam will not be given a make-up exam. If they wish to apply for a Derived examination score they will need to provide supporting evidence within one week of the exam date otherwise a grade of Not Assessed will be recorded.

Absence from an Assessment task at a Unit 1/2 Level

On the day students return to school, the student will submit a Medical Certificate or Statutory Declaration to SPO. If the absence is not authenticated, the student will be given a score of zero for the task.

Students will sit the Assessment Task at another time as set by the subject teacher, in a Period 5 after school. The Assessment Task should be undertaken within one week of the original time or at a time based on the discretion of the VCE Coordinator.

REMEMBER

It is essential that you ring the Student Programs Office on 54211242 between 8.30 am and 9.00 am on the day to inform staff of the situation. You can also leave details on the answering machine.

ASSESSMENT

VCE Assessment

VCE subjects are assessed by

- (a) School Assessed Coursework (SACs)
- (b) School Assessed Tasks (SATs)
- (c) Examinations

Each study design weights their assessment differently. Refer to the VCAA website: www.vcaa.vic.edu.au. Both SACs and SATs are aligned to learning outcomes, with each Study Design having between two to four outcomes per unit.

Learning outcomes are specified in the **Study Design** for each unit. They describe the knowledge and skills acquired by the time the unit is completed.

To achieve an outcome the student must:

- Produce work that meets the required standard and conditions
- Submit work on time
- Submit work that is clearly the student's own (see Authentication in this Handbook)
- Observe Victorian Curriculum and Assessment Authority and College rules.

If a teacher judges all outcomes have been achieved, the student completes the unit.

For all studies, the College decides whether students have satisfactorily completed a unit.

In order to make this decision, the College will set assessment tasks. Any such tasks will be set and marked within the school.

Early each semester teachers will provide a Coursework Plan, School-assessed Coursework (SAC) and Assessment Task dates and the deadlines for submission of work.

School Assessment

VCE school assessment is based on School-assessed Coursework (SACs) for Units 3 & 4 and Assessment Tasks for Units 1 & 2. Studio Arts, Visual Communication and Design and Design and Technology (Textiles) are also assessed through School Assessed Tasks (SATs).

Both SACs and SATs assess how students have performed the assessment tasks specified in the Study Design. These tasks must be done mainly in class time ranging from one period to two weeks.

The weeks in which School-assessed Coursework tasks will be given are embedded in the Coursework Plan and in SIMON. The exact dates for SACs and SATs will be confirmed one week beforehand.

REQUIREMENTS FOR SACS, ASSESSMENT TASKS, SATS & EXTERNAL EXAMINATIONS

Mobile phones and other electronic devices

Mobile phones and other unauthorised electronic communication devices, organisers, iPods, MP3 players, electronic dictionaries and computerised pens, stopwatches and watches that are capable of storing, receiving or transmitting information or electronic signals, such as smart watches and fitness trackers, are not permitted in an assessing or examination room.

For all external VCE Examinations, VCAA will confiscate mobile phones and other devices may be held for up to three months.

Watches

Students are not permitted to wear watches of any type during a form of assessment or written examination. All analogue watches must be removed and placed at the top of your table, where they can be seen clearly and easily by subject teachers or supervisors. Digital watches, stopwatches or watches with special functions, such as an alarm or a stopwatch, are not permitted in the assessing or examination room. If there is any doubt about the functions of your watch, the subject teacher or supervisors are authorised to direct students to remove the watch from the table for the duration of the examination.

N-Pending Results

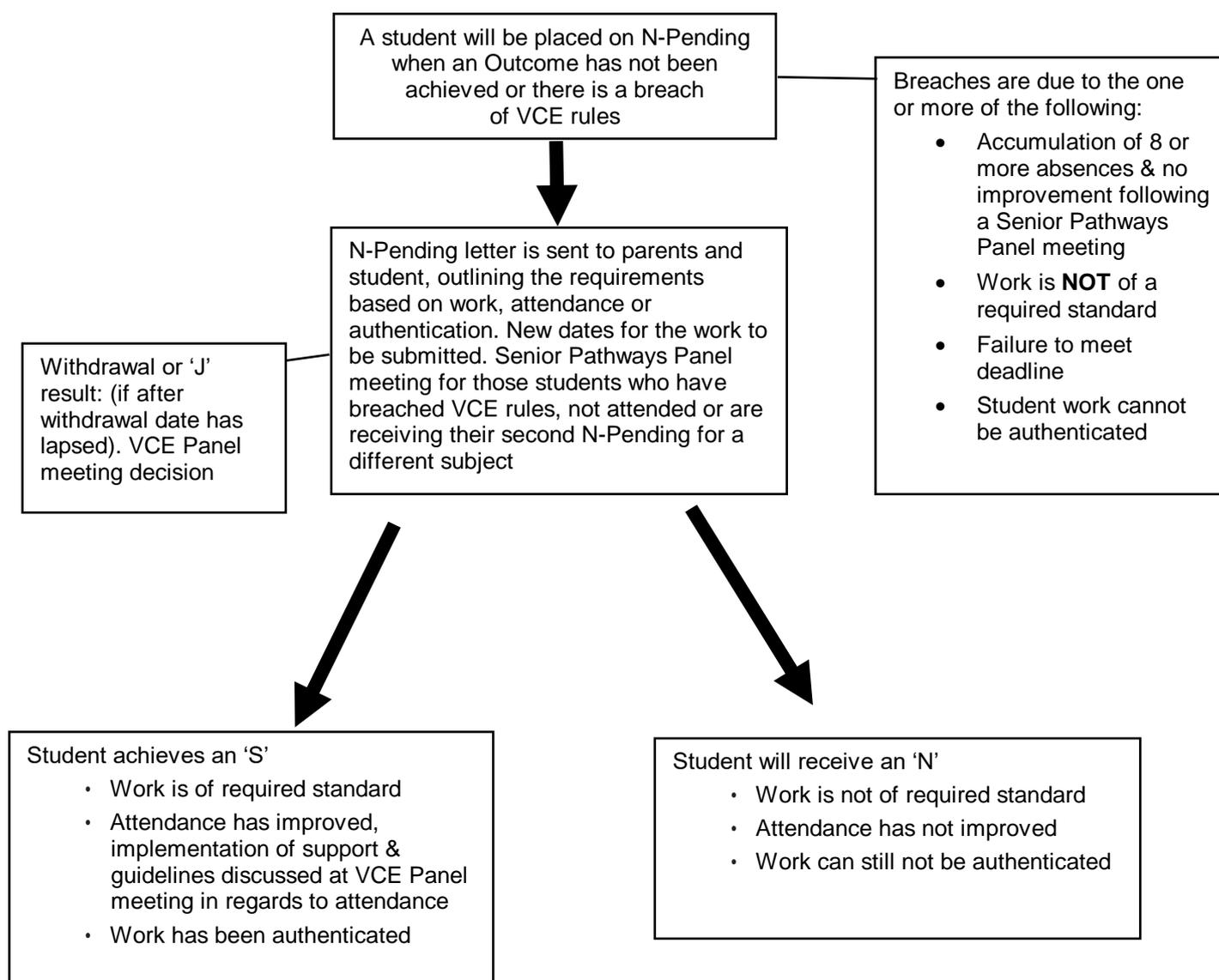
The first time a student breaches the VCE rules or fails to satisfactorily meet an outcome, they will be awarded a N-Pending result.

This results in the following:

- A new task or deadline will be set as an opportunity for the student to meet the Outcome.
- If the Outcome is still not demonstrated in the second attempt, they must write a letter to the Senior Pathways Panel, requesting one last and final attempt. This will also include an interview with the Senior Pathways Panel.
- If the request is successful, a new due date is negotiated.
- If the student does not request a third and final attempt, or they do not demonstrate the Outcome in the third attempt, they will be awarded a 'Not Satisfactory' for the Outcome and Unit.
- Communication with Parents/Guardians will take place throughout this process.

Students may receive only ONE N-Pending result for the subject during the Semester. Any further late work requirements will not be accepted and the student will fail the unit.

N-Pending – Student



VCAL Assessment

Students undertaking VCAL will need to adhere to the VCE and VET assessment practices, as prescribed in this handbook. It is not compulsory for VCAL students to sit the General Achievement Test (GAT), they can, however, choose to sit the GAT if it helps towards their pathway into further education and training. Within the Personal Development Skills and the Work Related Skills, Literacy and Numeracy strands of VCAL, students will be assessed by the subject teacher.

Each unit of study has between four and six learning outcomes, which students must satisfactorily complete in order to achieve a full unit. To achieve an outcome students must:

- Produce work that meets the required standard and conditions
- Submit work on time
- Submit work that is clearly their own (see Authentication in this Handbook)
- Observe VCAA and College rules.

If work is not satisfactory in VCE and VCAL

Subject teachers will set assessment tasks throughout the year. Early each semester, subject teachers will give students a list of the work required and timelines for handing it in.

When given a sheet explaining the Learning Outcomes, students will be provided with the information about how the teacher will assess these outcomes. Usually this will be done by assessing a combination of school-assessed coursework and the work that is done as part of the teaching and learning in the classroom. Competency and achievement of each outcome is assessed via a broad range of tasks set by the teacher and possibly negotiated by the student in VCAL. Each outcome must be completed a number of times and in a variety of contexts in order for the VCAL student to successfully achieve each outcome.

If work does not display a basic level of competency of the learning outcomes, then the teacher may give an additional task to allow students to have another attempt to display these competencies or a resubmit letter will be sent home. If the teacher feels that students are having difficulty reaching competency with one or more of the learning outcomes, and are at risk of gaining an 'N' for the unit, a warning letter will be sent home alerting them to this fact and outlining the areas of concern. This applies in both VCE and VCAL courses.

AUTHENTICATION

The VCAA Administrative Handbook 2021 specifies the following with regard to acceptable assistance and authentication of students' work.

What is authentication and undue assistance?

Principals are responsible for the administration of Victorian Curriculum and Assessment Authority (VCAA) rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

VCE School-assessed Coursework

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

Work completed outside class

Most assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for a student to complete research and learning activities that contribute to the student gaining the key knowledge and skills outside of class time.

This will require additional work and study outside class as part of the students' regular learning program.

The setting and marking of work with a formative focus provides a student with the opportunity to develop his/her knowledge and skills and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

For School-assessed Coursework done outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records.

School-assessed Tasks

For School-assessed Tasks, teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual student's work and therefore to assist in the authentication process.

*Teachers must monitor and record in the **Authentication Record for School-assessed Tasks** form each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.*

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

When completing the cover sheet of School-assessed Coursework or Task the student will be signing a statement which acknowledges all work of others and have received no undue assistance in completing the work. This is an **authentication declaration**.

If the teacher is unsure whether the School-assessed Coursework or School-assessed Task is entirely the students work then the work **will not be assessed**. If this happens the Australian Tertiary Admission Rank (ATAR) could be significantly affected.

Students cannot submit the same piece of work for assessment in more than one study.

How can students protect their work?

In order to ensure authentication of work, students must do some/all of the work in class, and/or show drafts to the teacher. Drafts must be kept. **If using an electronic device students need to save each draft of their work.**

Authentication Record for School-assessed Tasks

Teachers are required to use the Authentication Record to record monitoring of each student's development of work. The Authentication Record requires three recorded observations of individual work done in class. The teacher and student must sign each recorded observation. **The Authentication Record is provided.**

The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task at or about the time of submission of the work. The work will be assessed only if the teacher can attest that, to the best of his or her knowledge, all unacknowledged work is the student's own.

If a teacher cannot be sure that the work is genuinely a student's work, then the following will happen, according to the Breach of Rules as set out in the VCAA Administrative Handbook.

1. Notification of an authentication meeting. The Authentication Panel will consist of the Subject Teacher, Head of Senior School and VCE Coordinator or Deputy Principal - Learning and Teaching.
2. The authentication issue will be discussed at this meeting. Students will be asked to produce evidence to show that the work is genuinely their own and/or demonstrates understanding of the work. Under VCAA regulations they will be given 24 hours notice of the meeting, which will require them to produce this evidence. A parent/friend may attend the interview in a support role but not as an advocate.
3. Other students/parents/other people may also be interviewed.
4. A record of these meetings will be kept.
5. If the Head of Senior School and/or Deputy Principal - Learning and Teaching is satisfied that the work is not all the students own work, then an appropriate course of action will be worked out with the Unit teacher, and the Principal will be consulted.
6. Parents will be notified about the matter.

Depending on the extent of unacknowledged material in the submitted work, one of the following may happen:

1. Students may be officially reprimanded.
2. If there is sufficient time, they may be given the opportunity to resubmit work for satisfactory completion. This work may be the same as, or different from, the original work.
3. The teacher may refuse to accept that part of the work which infringes the rules.
4. The teacher may base a decision to award an 'S' or 'N' upon the remainder of the work.
5. The teacher may base the score for the Coursework on the assessment of the remaining acceptable work.
6. The teacher may refuse to accept any part of the work submitted and award an 'NA' for the School-assessed Task or School-assessed Coursework.

Students will be notified in writing about the decision made and a copy of the letter will go on the student's personal file.

If any of the penalties 3 - 6 are applied to School Assessment, then the Principal has to inform VCAA in writing. Students have the right of appeal to the College within 14 days of receiving written notification of the penalty but can only appeal if they can provide evidence that plans or drafts of the work have been sighted during the time the work was to be completed. If this appeal is unsuccessful, students have the right to appeal to the VCAA within 14 days of receiving notification of the Authentication Panel's decision.

AUTHENTICATION - Distance Education / Victorian School of Languages

Where the College provides additional support to students studying Distance Education and VSL subjects, it is an expectation that the students attend all contact classes provided as per the VCAA expectations. This will enable the support teacher to authenticate work as described in the VCAA Administrative Handbook 2018 based on regular sightings. Failure to comply with this will result in no teacher authentication and, where the College has provided funds towards this study, it may be necessary to reassess this commitment.

How can students make sure they acknowledge all sources?

All teachers at the College follow the Harvard System of acknowledging sources in written work and of writing out bibliographies found in the Student Learning Journal. There may be some minor exceptions for work using audio-visual resources and particular types of documents but teachers will clearly identify any exceptions.

Students should record their sources in all of the following cases:

- When quoting directly from another writer;
- When paraphrasing or making a précis of another writer;
- When discussing or drawing on the work of another writer;
- When the work of another writer supports the view they wish to express;
- When students wish to comment on some aspect of the argument which does not bear directly on the topic of work, or where it is necessary that they show awareness of a wider debate;
- When offering facts or opinions brought to their notice by someone else.

Review and moderation of school assessments

For all forms of school-based assessment, the Victorian Curriculum and Assessment Authority has procedures to ensure that all schools throughout the state are marking to the same standard.

For studies with coursework assessment, each school's coursework scores in the study are statistically moderated (adjusted) to match the level and spread of the combined Final Examination and GAT scores for the students in that school doing that study.

For school-assessed tasks, the GAT is used to check each school's assessments. Where a school's assessments for a study disagree with the school's GAT results by a large margin, the Victorian Curriculum and Assessment Authority will review the school's assessments in that study.

SPECIAL PROVISIONS

What are Special Provisions?

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- illness – acute and chronic
- impairment – long term
- personal circumstances.

Special Provision for Individual Coursework Tasks

Students granted special provision by their school should not be penalised for lack of attendance.

Where a student is unable to complete a scheduled Coursework task or whose achievement on a Coursework task is affected by illness or by other factors, the school may:

- Allow the student to undertake the task at a later date
- Grant an extension of time to complete the task
- Assess the same outcome(s) by setting a substitute task of similar scope and demand
- Replacing a task with a different kind
- Using technology, aides and other Special Arrangements to undertake assessment tasks.

Eligibility for Special Examination Arrangements – students should refer to one of the following staff members: VCE Coordinator, Head of Senior School or Learning Strategies Leader.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- *Severe Health Impairment*
- *Significant Physical Disability*
- *Hearing Impairment*
- *Vision Impairment*
- *Learning Disability*
- *Severe Language Disorder*

Applications for Special Examination Arrangements for each student must only be made by Principals and must be supported by recent medical or other specialist reports. Details of the evidential requirements for each of the above categories are listed in the current application form. The VCAA will only accept an application from a school on the specific Special Examination Arrangements application form. The VCAA will not accept direct applications from students, their families and / or independent professionals.

Where this is used as the grounds of eligibility, the school needs to provide in their recommendation the details of arrangements made for the student at the school level. Special Examination Arrangements will not be granted to students who have long-term impairments where there has been no demonstrated requirement for them at the school level.

Applications for Special Arrangements are organised by the VCE Coordinator and must be accompanied by recent supporting medical or other specialist documentation.

Special Examination Arrangements should be made by **1 April 2021** for June GAT/October/November examinations.

How do students apply for Special Provision?

If students are experiencing hardship of any kind, they need to seek help immediately from their subject teacher, homeroom teacher, Year Level Leader, VCAL Coordinator and/or College Wellbeing Team, who will discuss it with VCE Coordinator or the Head of Senior School . Students will be shown what avenues are open with respect to their studies and offered or directed to the appropriate assistance. The final decision will be made by the VCE Coordinator who will inform the Principal.

VCE EXAMINATIONS

Year 12 Examinations

External examinations for Units 3 and 4 are set and marked by the Victorian Curriculum and Assessment Authority. All examinations are held from **Wednesday 17 October to Wednesday 17 November 2021**.

General Achievement Test 10.00am – 1.15pm

Wednesday 9 June 2021

November/December Examination period

Languages Oral Examinations and Performance:

Monday 4 October – Sunday 31 October 2021

Performance Examinations:

Monday 11 October – Sunday 7 November 2021

Tertiary entrance course counselling for Year 12 students

Additional course counselling for students pursuing tertiary entrance will be available on:
Monday 13 December to Friday 17 December.

UNITS 1/2 STUDIES AT YEAR 10

Year 10 is a challenging year in terms of students' responsibility for their learning and time management. It involves increasing school and homework expectations. The year should encourage and inspire all students to extend themselves socially and academically to their full potential—for their own intellectual satisfaction and as sound grounding for Years 11 and 12.

For some students, an extra study challenge is appropriate, as students consider their VCE or VET or VCAL pathways and preparation for tertiary studies.

The College offers high achieving students the opportunity to accelerate during Year 10, completing Units 1 and 2 of a VCE or VET course. It operates as follows:

Students need to have achieved the following:

- An average of 80% + in a minimum of four subjects*
- Work Habits that are 'good' or better in all subjects
- Victorian Curriculum levels that are 'At Standard' or higher

* The subject into which the student wishes to accelerate must be similar to at least one of these subjects. For example, if a student wishes to accelerate into Units 1 & 2 Biology while in Year 10, their results for Year 9 Science should be at an 80%+ average.

Where the subject into which the student wants to accelerate is not studied at the lower level (e.g. Legal Studies), then subjects that would have similar skills will be considered.

Students who meet these criteria can apply for acceleration if they wish to do so. Their applications will be assessed by the Head of Senior School in collaboration with the relevant Year Level Leader and Learning Area Leader as well as the Deputy Principal - Learning and Teaching.

Students who wish to accelerate into two or more subjects must apply directly to the Head of Senior School, who will meet with relevant subject teachers and the student to consider the request and make a recommendation to the Deputy Principal - Learning and Teaching who will decide on the outcome.

Students who were enrolled in an accelerated subject while in Year 10 will still have to meet the same acceleration criteria in order to accelerate in Year 11 – even if it is accelerating into Units 3 and 4 of the same subject.

In some cases, students who do not exactly meet these criteria may apply to the Head of Senior School, however they will need to explain why they were unable to meet the selection criteria. After consultation with the VCE Coordinator and/or relevant subject teachers, the Head of Senior School will make a recommendation to the Deputy Principal - Learning and Teaching who will decide on the outcome.

Most, if not all students who accelerate into a Unit 2 would then continue into Units 3 & 4 of that same subject during their Year 11 studies. The advantage of the continued Acceleration is that the student can gain extra credit toward the tertiary ATAR score and experience the rhythm and demands of Year 12 in advance. Hence the choice of subject to select for Acceleration needs to be considered carefully.

Should a student decide not to continue on with Acceleration in Year 11, the College will respect that decision.

Students who did not meet the Acceleration criteria, may still be considered at the end of Semester 1 of the following year, for moving into a VCE Unit 3 & 4 study. A similar process of identifying students through their Semester 1 reports and individual interviews will be followed.

Students who have been accepted into a VCE or VET study must familiarise themselves with the attendance and Assessment Task requirements of that course which is found within this Senior School Handbook or from the subject teacher.

If assessment tasks do not display a basic level of competency of the learning outcomes, then teachers may give students an additional task to allow them to have another attempt to display these competencies or a resubmit letter will be sent home.

At Year 10 there is also a range of VCE/VET subjects available to students which are not restricted to the above criteria.

YEAR 10 STRUCTURED WORKPLACE LEARNING (WORKPLACEMENT)

Structured workplace learning (SWL) is the compulsory practical workplace component of VCE Unit 1 Industry and Enterprise which is undertaken by all Year 10 students in a 5-day block during Term 4. Students are issued with a College guide to SWL, which outlines all the legal requirements, dates and deadlines, and are prepared for their placement by the Careers staff and Industry and Enterprise teachers.

Extra work experience (during Term 1, 2 or 3 school holidays) can also be arranged by the Work Experience Coordinator at the College. Students must be 15 years or older to undertake SWL or work experience.

ACRONYMS – YEAR 11 & 12 VOCABULARY

Year 10 students will encounter some of these acronyms during this year, especially as they begin their future study and careers planning

VCAA	-	Victorian Curriculum and Assessment Authority
VQA	-	Victorian Qualifications Authority
VCE	-	Victorian Certificate of Education
VCAL	-	Victorian Certificate of Applied Learning
VET	-	Vocational Education and Training
SAC	-	School Assessed Coursework
SAT	-	School Assessed Task
SWL	-	Structured Workplace Learning
ATAR	-	Australian Tertiary Admission Rank
RTO	-	Registered Training Organisation
GAT	-	General Achievement Test
SBAT	-	School Based Apprenticeship and Traineeship
Period 5	-	Class after school hours (3.45pm – 5.25pm) where students complete Assessment tasks that they have missed due to approved absence. Classes are held every week alternating between Tuesday and Thursday. Formal arrangements are made by the Subject Teacher and parents are notified by letter.

NB: *In addition there maybe subject specific acronyms of which students will be informed during that unit of study.*

GLOSSARY OF TERMS

Assessment of Level of Performance:

Assessment of levels of performance in Units 1/2 is the responsibility of the School. The VCAA supervises the assessment of all students undertaking Units at 3 & 4 level.

Australian Tertiary Admission Rank (ATAR):

The overall ranking on a scale of 0-99.95 that a student receives based on her study scores (see below). The ATAR is used by universities and TAFE institutes for selection for their courses.

Authentication of Student Work:

In order to be awarded a grade indicating level of performance for a SAC or SAT, candidates must submit work that is clearly their own. For SACs or SATs that are submitted for assessment by a prescribed deadline (SACs or SATs other than those conducted under test conditions), teachers must be able to attest that the work is genuinely the work of the student. The description of SACs or SATs in the study designs includes procedures for ensuring that such an attestation can be made.

Chief Assessor:

An expert in a particular study who supervises the marking of the external examinations in that study.

Assessment Task:

The assessment of work, completed mainly in class time, to establish how students are performing in Units 1/2. Coursework must conform to the Study Design.

Coursework Assessment:

The assessment of work, completed mainly in class time, to establish how students are performing in Units 3 & 4. Coursework must conform to the Study Design.

Derived Examination Score (DES):

An examination score determined by VCAA when a student's examination performance is affected by severe illness or accident or where a student has been unable to sit an examination.

General Achievement Test (GAT):

A test that is undertaken in the June examination period by all students studying a Unit 3 & 4 sequence. The VCAA will check that schools are marking School-Assessed Coursework to the same standard. The GAT does not count towards VCE graduation, but the GAT results are reported to students with their Statement of Results. GAT results are also very important in determining moderated Study Scores, as well as Derived Examination Scores, should these be needed.

Outcomes:

What students must know, or be able to do, by the time they have finished a Unit.

Satisfactory Completion (S):

This means a student has passed a Unit, based on the VCAA's criteria. The student receives an 'S' for the Unit. If a student does not satisfactorily complete a Unit, the student receives a Not Satisfactory (N) for that Unit.

Scaling:

The statistical process used to determine the degree of competition in each study. By comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.

School Assessed Coursework and Tasks (SAC and SAT):

A task completed in school to assess how students are performing in Units 3 and 4, set and marked by teachers, in schools, according to VCAA specifications. In the subjects of Studio Arts, Product Design and Technology, and Visual Communication and Design, coursework tasks are sometimes completed over a period of time, in the form of a project, assignment or folio. These types of coursework are referred to as School-Assessed Tasks (SAT).

Sequence:

The sequence is the order in which a student completes Units. For example, a student must study Units 3 & 4 in sequence.

Special Arrangements:

Special arrangements may be made to meet the needs of students who have severe disabilities or illnesses that would affect their performance in Coursework and/or an examination. These arrangements must be made with the VCE Coordinator and the VCAA. They may include extra time, technical aids or a scribe.

Special Provision:

The allowance of students who are clearly disadvantaged to complete the VCE in a time frame comparable to their peers.

Statement of Results:

A set of documents produced by the VCAA that formally states the results a student achieved in the VCE and whether he/she has graduated.

Statistical Moderation:

The process for adjusting schools' assessments to the same standard, while maintaining the students' rank order assigned by the school. The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State.

Study Design:

The description of the content of a study, the minimum required standards a student must meet and how students' work is to be assessed. The VCAA publishes Study Designs for all of the VCE studies. Schools and other VCE providers must adhere to the Study Designs.

Study Score (Relative Position):

A score on a scale of 0-50 which indicates how students performed in a study relative to all other students enrolled in that same study. It is based on their results in coursework assessments and examinations.

Units:

The parts of a study. There are usually four Units per study, numbered 1, 2, 3 and 4. Units are approximately equivalent to a semester in length.

Verification of Grades:

For SACs and SATs that are submitted by a prescribed deadline (SACs or SATs other than those conducted under test conditions) the initial allocation of scores will be made by the school according to the criteria set out by the VCAA.

Victorian Curriculum and Assessment Authority (VCAA):

The organisation responsible for the accreditation and administration of the Victorian Certificate of Education (VCE). A statutory authority within the Ministry of Education.

Victorian Tertiary Admissions Centre (VTAC):

The organisation that calculates students' ATAR (see above) and communicates that ranking to universities and TAFE institutes.

