



2024  
Apollo Bay P-12 College

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VCE Handbook



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**This Policy has been informed by the VCAA VCE Administrative Handbook.**



## Rationale

The Apollo Bay P-12 College VCE Policies and Processes Handbook is designed so all students have access to fair and equitable opportunities in their VCE. The purpose of this Handbook is for VCE Staff and students at Apollo Bay P-12 College to understand and follow processes and protocols across all VCE classes to promote fairness and equality for all VCE students. Much of this handbook is derived from the 2024 VCE VCAA ADMINISTRATIVE HANDBOOK which can be accessed online.

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

## Aim

The Apollo Bay P-12 College VCE Policy aims to ensure that:

- all students can complete VCE to the very best of their ability.
- all students, teachers and the school community are aware of the rules and expectations outlined by VCAA and Apollo Bay P-12 College.
- all students are treated fairly and consistently.
- all students have access to clear and consistent assessment practices.
- all students are supported with their learning.

# 1

## VICTORIAN CURRICULUM ASSESSMENT AUTHORITY EXPECTATIONS

### 1.1 VCAA requirements for Satisfactory completion of the VCE

The minimum requirement for Satisfactory completion of the Victorian Certificate of Education is 16 units which must include:

- Three units from the English group, including both Unit 3 and 4
- At least three sequences of Unit 3 and 4 studies other than English, which can include further sequences from the English group.

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.

### 1.2 VCE Study Score

When completing Unit 3 and 4 VCE subjects, students attain a Study Score. The Study Score is a score out of 50 and is a ranking of all the students completing the subject state wide. A student's performance across all school-based assessments and external assessments forms the basis for a Study Score.

### 1.3 Australian Tertiary Admission Rank (ATAR)

The ATAR is an overall measure of a student's achievement in their Year 12 studies in relation to that of other students. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by these institutions. The ATAR shows the position of a student relative to all students studying Year 12 or equivalent each year.

### 1.4 Calculation of the ATAR

Student's ATAR is developed from an aggregate produced by adding results for up to six studies as follows:

- The scaled study score in English, EAL, English Language or Literature.
- The next best three scaled study scores are permissible (which together with the English study make the Primary Four).
- 10% of any fifth and/or sixth permissible scores that are available (these are called Increments)
- If a student has more than six results, the six permissible results that give the highest ATAR are used.

Additional aggregate points can also be available to students who complete university extension studies. Further information is provided as part of the application process for those studies.



# 1

## VICTORIAN CURRICULUM ASSESSMENT AUTHORITY EXPECTATIONS

### 1.5 Student expectations for the satisfactory completion of the VCE

Students at Apollo Bay P-12 College are expected to make the most of the educational opportunities available to them, so students must:

- Abide by the College expectations and values.
- Abide by VCAA and school rules governing all assessment tasks.
- Always show respect to members of the College community.

Apollo Bay P-12 College students need to be committed to achieving their personal best and will:

- Demonstrate self-responsibility for their own readiness to learn.
- Complete all class work and homework.
- Submit all Essential Coursework tasks and/or VET Units of Competency when required.
- Complete scheduled SACs, SATs and Exams when required (including after school hours) as part of the Essential Coursework requirements.
- Attend before and after school academic support sessions including redemptions.
- Document SAC and SAT progress for authentication purposes.

## 2

## ESSENTIAL COURSEWORK TASKS & FORMATIVE SAC/SAT ASSESSMENT

Students will be required to independently complete a range of Essential Coursework tasks throughout each unit of work. These formative tasks provide students with an opportunity to demonstrate their progressive understanding of the key skills and knowledge outlined in the study design.

Essential Coursework tasks are a requirement for the students' 'Satisfactory' result for each outcome and unit. SATs and SACs will be used to determine students' outcome scores.

### 2.1 Scheduling Assessment Tasks

Teachers at Apollo Bay P-12 College will provide students with advance notice of dates for completion of assessment tasks. Teachers should consider authentication and student workload in deciding when specific details regarding tasks are given to students. Dates for each Unit 3 & 4 SAC will be available on Compass for students and parents to access.

#### Course Outlines

A hard copy of Course Outlines for each subject will be provided to students that outline all Essential Coursework Tasks including SACs/SATs and Practice Exams and the due dates for each assessment task.

A digital copy of the course outline must be posted to google classroom or Compass for students to access throughout the year. All Essential Coursework Tasks including due dates will also be listed on Compass Learning Tasks.

### 2.2 Essential Coursework Tasks - Staff Expectations

- Essential Coursework tasks should provide formative assessment and should be completed throughout the study of the outcome, not at the end.
- All Essential Coursework tasks should be summarised in the subject course outline distributed to students during transition.

### 2.3 Extension of Essential Coursework deadline

- Students may request an extension of an Essential Coursework deadline by submitting an 'Application to Extend VCE Deadline' form to a Head of Senior School or Assistant Principal.
- Students must first negotiate a new due date with their classroom teacher who will then update Compass Learning Tasks.
- This form must be approved 24 hours prior to the due date.

### 2.4 Submission of Essential Coursework Process

Students should submit Essential Coursework Tasks using one of the following processes as directed by the subject teacher:

- Handed in to the teacher directly on or before the due date in hard copy form.
- Shared with the teacher and uploaded via google classroom.

## 3

## SUMMATIVE ASSESSMENT: SACS & SATS

### 3.1 School Assessed Coursework (SACs)

School-Assessed Coursework (SACs) consists of a set of tasks that assess each student's level of achievement in Unit outcomes as specified in the study design. For Units 3 and 4, the Victorian Curriculum and Assessment Authority (VCAA) aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study.

### 3.2 School-Assessed Tasks (SATs)

School-assessed Tasks (SATs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. For Units 3 and 4, the VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study.

### 3.3 Teacher Checklist for School Based Assessment

When delivering school-based assessment staff will ensure that:

- The school-based assessment delivered does not include any existing commercially produced, publicly available school-based assessment material, nor does it include the previous year's school-based assessment.
- Where existing resources have been used teachers must ensure they have been suitably modified to make sure student work can be authenticated.
- They do not mark or provide comment on any draft submitted for school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes.
- They use performance descriptors or an assessment rubric/marking guide.
- After the assessment is submitted and marked, moderation occurs with a partner school or relevant school staff member.

Students must ensure that all unacknowledged work submitted for an assessment task is their own. Teachers may ask students to further demonstrate their understanding of the task during the unit or upon submission of the work

### 3.4 School Assessed Coursework completed outside of class

Students must sign a VCAA provided authentication record for work done outside class when they submit the completed task. This is available on the VCAA website

The **Authentication Record for School-based Assessment** form (or similar) is used to monitor and record student progress on school-based assessment work conducted outside of class time.

<https://www.vcaa.vic.edu.au/Documents/vce/School-basedAssessment/AuthRecSAC.pdf>

Any student who fails to sign this declaration may be subject to an investigation and become 'At Risk of N' result for the unit.

## 3

## SUMMATIVE ASSESSMENT: SACS & SATS

### 3.5 Extension of SAC / SAT deadline application

An extension of time for an individual student to complete a SAC will be granted only in special circumstances. Students must submit, and have approved, an 'Extension of VCE Deadline' application form a minimum of 24 hours prior to the assessment date.

To be granted an extension of time, the Senior School Leader may conduct an interview with the student and request evidence of work requirements/preparation completed prior to the assessment.

### 3.6 Students absent from a SAC / SAT

Students who are absent from a SAC/SAT must provide appropriate documentation to the Senior School Leader within 48 hours of returning to school.

The student must complete the 'Application to Reschedule a VCE SAC/SAT' form. This form must be submitted to the Senior school Leader. The Senior School Leader will communicate the date and time of the SAC/SAT reschedule. The classroom teachers will provide any necessary materials prior to this date.

If appropriate documentation is not provided, the student will be 'At Risk of N'. The student must still be given the opportunity to complete a Redemption to achieve an 'S' result, however they will receive a 0 score.

### 3.7 Lost, stolen or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated, and filed at the school. Schools must keep a record, but they are not required to report the loss, theft, or damage to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.



## 3

## SUMMATIVE ASSESSMENT: SACS & SATS

### 3.8 Students at risk of a 'Not Satisfactory' VCE Unit Result

A student may be determined 'At Risk of N' (Not satisfactory) if they have not shown an understanding of the key skills and knowledge for an Essential Coursework task. A student may also be determined 'At Risk of N' if they have not shown an understanding of the key skills and knowledge for a SAC.

If a teacher believes a student is at risk of not being able to achieve a Satisfactory result for an outcome, the teacher is required to:

- Set a redemption through compass as soon as a deadline is not met, or the work is not completed to a satisfactory standard. Inform the student verbally of the reason for redemption and the time and date.
- Ensure that all materials required for redemption are made available to students or to supervising staff.
- Support the student during redemption if required to complete the work or improve the quality of the work. This is a time to work with the student to address the areas of concern from the original task.
- Complete an "Application to Extend VCE Deadline".
- Provide an appropriate and reasonable timeline for the submission of the overdue Essential Coursework. (Usually no more than 2 weeks)

### 3.9 Style of Redemption Task

A redemption task assesses the key skills and knowledge which the student did not satisfactorily demonstrate on the original task. The student must independently demonstrate the key skills and knowledge which they did not demonstrate in the original task.

Redemption tasks are not scored. If a student is completing a redemption for a SAC/SAT, the student's score on the original SAC/SAT will not change, regardless of their result on the redemption task.

A redemption task could be adjusted to provide the student with the best opportunity to independently demonstrate the required skills and knowledge. This may be a different (though equivalent) type of task – for example, a redemption task might be a short answer question, even though the original task was an essay.

A redemption task could be the original SAC/SAT. The style of the redemption task is to be decided by the teacher.

# 4

## ASSESSMENT: SATISFACTORY COMPLETION OF UNITS

### 4.1 VCE Unit Results Satisfactory Completion (S)

For Satisfactory completion of a Victorian Certificate of Education (VCE) Unit, students must demonstrate their achievement of the outcomes as specified in the study design.

The student will receive an 'S' (Satisfactory) for a Unit if the teacher determines that the student can:

- Submit all Essential Coursework tasks in a way that demonstrates an understanding of the key skills and knowledge for each Outcome.
- Complete the Unit assessment task(s) (SAC/SAT) and demonstrate an understanding of the key skills and knowledge for the relevant Outcome(s).
- If required, satisfactorily complete redemption tasks.
- Submit work that is clearly their own and can be authenticated by the classroom teacher.

Where the Essential Coursework submitted by the student does not demonstrate the outcome, the teacher may consider other work, such as class work, homework, or additional tasks.

### 4.2 Not Satisfactory completion (N)

The student will receive an 'N' (not satisfactory) for the Unit when one or more of the following occurs:

- The student has not submitted an Essential Coursework task as per the deadlines established by the classroom teacher and the student has not had an 'Application to Extend VCE Deadline'
- Approved by an Assistant Principal or Senior School Leader.
- The student's work cannot be authenticated or there has been a substantial breach of rules (ie; plagiarism, cheating and colluding).
- The student has not demonstrated an understanding of the key skills and knowledge in Essential Coursework including SAC/SATs, practice exams or redemption tasks despite the support that has been provided.

### 4.3 VCE N Result for Unit 3&4

After being provided with a redemption, students that receive an 'N Result' for any Essential Coursework Task will be required to attend an 'At Risk of N' Panel meeting. During this meeting, students, accompanied by parents, will have their academic progress reviewed by the Assistant Principal.

At the conclusion of the 'At Risk of N' process, if the student has still not achieved a satisfactory outcome, a VCE 'N Result' will be issued, and alternative pathway options will be considered



## 4

## ASSESSMENT: SATISFACTORY COMPLETION OF UNITS

### 4.4 Moderation

All teachers must moderate their SAC and SAT results to provide evidence in the event of a student unable to complete their VCE examinations. Teachers should also review the Statistical moderation report (if available on VASS) related to their study. Where the internal assessment scale is misaligned against the external assessment scale the school may wish to consider establishing a professional partnership with another provider to further develop teacher capacity to align internal and external assessment scales.

### 4.5 Data Interrogation

VCE Teachers will utilise VASSDS to analyse the performance of the previous cohort and identify areas of the teaching program to be refined.

The Statistical Moderation Report is used to compare the internal moderation practices with the external VCAA exam performance. Exam reports provide data sets on cohort performance question by question. These reports will guide the teaching program throughout the year with a strong focus on exam preparation and study.

Teaching teams will conduct internal statistical moderation processes (Rank and Spread) after summative assessments and before VASS entry. These will be led by the relevant members of the Teaching and Learning Team and the Principal Class Team.

### 4.6 Suggested Approach to Moderation

- Teachers meet to discuss performance /grade descriptors or assessment criteria, topics and approaches used for the task.
- Teachers assess and grade the task from their own classes.
- Teachers swap A-UG samples and carry out blind marking.
- If necessary, teachers remark samples that sit between the cusp of grades to derive a final score.
- Teachers may also consider reassessing other samples not moderated from their own class in light of the learning from the moderation process.
- Difficult cases are further discussed before results are entered.

### 4.7 Moderating school-based assessments with other schools

Best practice recommends that single class subjects collaborate with other schools to moderate student work samples, with the intention to refine the teacher's understanding of grade descriptors and assessment design.

Teachers may either approach a member of the Principal Class Team to support the identification of a moderation partner or teachers can utilise their own collegial networks to establish their own moderation partner.

# 5

## VCE VOCATIONAL EDUCATION AND TRAINING (VET)

Students will receive a VCE unit credit for every 90 nominal hours of VET Units of Competency they satisfactorily complete

### 5.1 Unit of Competency not satisfactorily completed

If a student does not satisfactorily complete a VET Unit of Competency by the due date, the student must:

- generate a 'VCE VET: Unit of Competency not satisfactorily completed,
- discuss the unsatisfactory result with classroom teacher and,
- identify whether the Unit of Competency is essential to achieving the VET qualification.
- identify whether the Unit of Competency is essential to completing 90 nominal hours this semester.
- clarify the new due date for the Unit of Competency to be satisfactorily completed.

If a student still has not satisfactorily completed the Unit of Competency by the new due date and this will prevent them from completing a minimum of 90 nominal hours this semester, the student will be issued a 'VCE N Result'. Even if a student is no longer eligible to complete their VET qualification, they may be allowed to remain in the VET subject to attain VCE unit credits and Units of Competency.

### 5.2 Scored VET Assessments

Some year 12 VET subjects offer scored assessments (SACs), which contribute towards the student's study score. Students in a Vocational Major or Unscored VCE pathway will be required to complete scored VET assessments, required for the Unit of Competency, but no score will be recorded.

### 5.3 VCE VET School-Assessed Coursework

To be eligible for a study score, students must demonstrate competence in the Units of Competency that make up the Unit 3-4 sequence. Students must also satisfy all the requirements of scored assessment.

Each scored VCE VET program requires the satisfactory completion of three SAC tasks that are integrated into the delivery of the VET training program. An Assessment Plan is required for each VCE VET scored program. Full details of the assessment process for scored VCE VET programs are published in the VCE VET scored assessment guide. <https://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx>

## 6

## SPECIAL PROVISIONS WITHIN THE VCE

Individual students may need special provision in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

VCAA Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their VCE. Special Provision is available to students completing the VCE for classroom learning, school-based assessment and VCE external assessments. Specific eligibility requirements apply for each type of Special Provision.

At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

### 6.1 Internal Special Provision

Schools may approve special provision for both classroom learning and School-based Assessments to enable students with a disability, illness, impairment, or a personal circumstance to demonstrate what they know, and to participate in classroom learning and/or School-based Assessments. Where considered appropriate, alternative assessment strategies may be needed. Decisions on whether to approve school-based provisions are made by schools. The VCAA recognises that school personnel, because of their knowledge of individual students and their circumstances, can sensitively vary the school learning programs and School-based Assessments to accommodate student circumstances.

Students may be eligible for Special Provision for classroom learning and School-based Assessment if their ability to engage and/or demonstrate achievement is adversely affected by:

- an acute or chronic illness
- an impairment or disability
- factors relating to personal circumstance.

The decision on whether to approve special provision for classroom learning or School-based Assessment is a school decision. It must be evidence-based and made using a range of appropriate sources including teacher observations, professional testing and reports or educational assessments.

The Disability Inclusion Leader will regularly review a student's special provisions for classroom learning and School-based Assessment. This helps to ensure that the provisions remain appropriate to meet the needs of the student. The classroom teacher in liaison with the Disability Inclusion Leader will maintain records of any changes to a student's circumstances and their approved provisions for classroom learning and School-based Assessment and the reasons for those changes.

## 6

## SPECIAL PROVISIONS WITHIN THE VCE

### 6.2 External Special Provision

Apollo Bay P-12 College has a set process to follow for putting in place Special Provisions for classroom learning and School Based Assessment. Students who have been granted internal Special Provision will work with the Senior School Leader, VASS Co-ordinator, and the Disability Inclusion Leader to apply for external provisions.

For VCE external assessments, VCAA is responsible for determining eligibility and for granting provisions in the form of Special Examination arrangements and the Derived Examination Score. Students who have not previously received internal provisions may still apply for external provisions with VCAA

### 6.3 Eligibility for External Special Provision

Students may be eligible for Special Provision if at any time they are affected in a significant way by:

- Mental Health conditions
- Health impairment or physical disability
- Specific learning disorders
- Language disorder
- Motor disorders
- Deaf or hearing impairment
- Vision impairment

For more information about special provision including appropriate provisions please visit VCAA's 'Special Examination Arrangements for VCE External Assessments'

If a student is granted either internal or external Special Provisions, teachers will be notified by the Senior School Leader of appropriate modifications that need to be made to student learning.

### 6.4 Derived Examination Scores

During the examination period, students may apply to VCAA through the Senior School Leader for a derived examination score. Students eligible for a derived examination score include but are not limited to:

- Those significantly affected by illness during the examination period.
- Those significantly impacted by factors relating to their personal circumstances and environment.
- an acute or chronic illness
- an impairment or disability
- factors relating to personal circumstance.



# 7

## PLAGIARISM, CHEATING, COLLUDING, USE OF ARTIFICIAL INTELLIGENCE

### 7.1 VCAA Guidelines

Within the VCE, all cases of plagiarism, collusion, cheating or use of artificial intelligence may be very different in nature and the process outlined below for incidences is a guide for students, teachers, and parents. A VCE panel will be formed that will include the Assistant Principal the Senior School Leader and/or a member of the Careers Team.

The VCE Panel will assess each case individually and will decide on the appropriate course of action.

If a student is undertaking an assessment under test or exam conditions, they must comply with VCAA examination rules. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own. If required, a teacher may ask the student to demonstrate their understanding of the key skills and knowledge.

If the panel concludes that the student did not plagiarise, the score on the original task will stand.

### 7.2 Suspected plagiarism, cheating, colluding or use of artificial intelligence

If a student is suspected of plagiarising, cheating, colluding on an assessment but the classroom teacher did not witness cheating or cannot prove plagiarism or collusion, the student may be required to submit further evidence to demonstrate the key skills and knowledge.

Students may be required to:

- Provide evidence of the development of their work.
- Discuss the content of the work with the teacher and answer questions and/ or verbally demonstrate their degree of understanding.
- Provide samples of other work completed that demonstrate understanding of the original task.
- Complete, under supervision, a supplementary assessment task related to the original task.

### 7.3 Confirmed plagiarism, cheating, colluding or use of artificial intelligence

If a student is found to have plagiarism, cheating, colluding or use of artificial intelligence on an assessment, the classroom teacher is to discuss the matter with the VCE Sub-school leader who will then advise the student of the course of action which may include one or more of the below:

#### PRELIMINARY INVESTIGATION

On receipt of an allegation, the VCE Sub-school leader will conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation will be kept and may be used to determine the course of action required.

# 7

## PLAGIARISM, CHEATING, COLLUDING, USE OF ARTIFICIAL INTELLIGENCE

### 7.3 Confirmed plagiarism, cheating, colluding or use of artificial intelligence

#### INVESTIGATION

If an investigation is required, the VCE Panel will investigate an investigator. The investigator must approach the investigation with an open mind and act fairly and without bias. They will consider the allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance. Some or all the information and evidence gathered during the investigation may show that the allegation against the student is unfounded; this evidence should not be discounted.

The investigation could include discussions with the teacher supervising the assessment and any other witnesses, including students.

If the investigation suggests there is any substance to any part of the allegation, a VCE Panel will be formed, and the student will be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student and Parents/Carers are expected to attend.

If an allegation suggests that a student has submitted work that is not their own, the VCE Panel should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- provide samples of their other work
- complete, under supervision, a supplementary assessment

#### DECISION

If the VCE Panel forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action will be taken.

The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker and the Parents/Carers are required to attend.

The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school's policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:



# 7

## PLAGIARISM, CHEATING, COLLUDING, USE OF ARTIFICIAL INTELLIGENCE

### 7.3 Confirmed plagiarism, cheating, colluding or use of artificial intelligence

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule.
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit.
- refusal to accept any part of the work, awarding an N for the outcome.

The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision to the VCAA in accordance with section 2.5.21 of the Education and Training Reform Act 2006 (Vic). The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

#### AFTER THE MEETING

After the meeting, the Assistant Principal will write to the student to confirm:

- the findings of the decision-maker in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The student can still earn the right of redemption for cheating/colluding or plagiarising an assessment. If the student is allowed to resubmit a SAC/SAT, they will receive a 'UG' (Ungraded) result. The student can still achieve an 'S' result for the Unit if they have demonstrated understanding for each assessment criteria. If a student has plagiarised or cheated/colluded part of/all their work or SAC/SAT from another student, then the student who created the original work and willingly shared this may incur the same penalty as the student who plagiarised the work.

If a student has plagiarised on more than one occasion, the VCE Panel may choose to issue an N result for the unit without providing the student the opportunity to re-sit or re-submit the task.

The school should retain and store all material related to the allegation in case the student wishes to appeal a decision. Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to VCAA through the completion of the Score Amendment Sheet.

#### STUDENTS RIGHT TO APPEAL DECISION

A student has a right to appeal the school-based decision.

The Assistant Principal will oversee this process as directed by the College Principal.

# 7

## PLAGIARISM, CHEATING, COLLUDING, USE OF ARTIFICIAL INTELLIGENCE

### 7.4 Strategies for avoiding authentication issues

The following strategies will reduce the possibility of authentication problems occurring in VCE Units 1 to 4:

- Teachers should devise a teaching and learning program that provides opportunities for students to develop the key knowledge and skills required to produce work that is clearly their own, without undue assistance from another person including their teacher.
- Teachers should make sure that tasks are kept secure before delivery, to avoid unauthorised release to students that would compromise the assessment. Tasks should not be sent or stored electronically without due care.
- A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources or preliminary research or both.
- Copies of each student's written work should be filed at given stages in their development.
- Assessment tasks must not be recycled year on year. Changes must be made to SACs/SATs to ensure that students' work from a previous academic year cannot be submitted.
- Where commercially produced or publicly available materials are being used for school-based assessment, the school should make sure the tasks meet the requirements of the study design and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated..
- Students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and make sure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

### 7.5 Drafting

Teachers are not required to formally sight drafts or record students' completion of drafts unless it is a requirement of the VCE study design or for authentication purposes or both. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for SACs. However, students and teachers must follow the VCAA authentication rules regarding acceptable levels of assistance in relation to providing feedback on the draft, in order to maintain the integrity of the SACs and ensure the authenticity of each student's work.

It is highly advisable that teachers view study notes, cheat sheets, note taking and other support materials prior to a SAC. This provides the teacher with an understanding of how prepared students have been for the SAC and how best to support students for the end of year exam.



# 7

## PLAGIARISM, CHEATING, COLLUDING, USE OF ARTIFICIAL INTELLIGENCE

### 7.6 Retention of VCE school-based assessments

The decision to return school-based assessments to students rests with the school. Schools should have access to work completed for assessment until the end of the academic year in which the work was undertaken.

As part of the school-based assessment audit program, the VCAA may request copies of specific items of school-based assessment completed by students. The school-based assessment audit dates are published as part of the VCAA Important administrative dates.

Teachers must retain the original completed assessment until the end of the school year. Students may ask for a copy of their completed and marked assessment to help them with future revision.

# 8

## VASS RESULTS ENTRY - TEACHERS RESPONSIBILITIES

The VASS coordinator will advise VCE teachers of the deadlines for VCE Unit results at the start of each school year by publishing a VASS Administrative Dates Schedule on the Secondary Calendar. Teachers have the responsibility to ensure that all VASS sheets (class lists, score sheets for Unit 3&4 and S/N results for all Units) are submitted in a timely manner..

The VASS coordinator will then enter these into VASS, discuss any anomalies with the VCE Sub-school leader and ask the classroom teachers to double check the results entered (to ensure there are no administrative errors) prior to the final VCAA deadline.

### 8.1 VCE completion of units

The following symbols are used for reporting completion of units on a VCE Statement of Results:

- **S** (Satisfactory), which means all outcomes as specified in the study design have been achieved
- **N** (Not satisfactory), which means that not all outcomes have been achieved or there was a significant breach of VCAA or school rules.
- **J** (Withdrawn)

### 8.2 Reporting graded assessment results

VCE studies (excluding VM studies) have three graded assessments for each Unit 3&4 sequence. Scored VCE VET studies have two graded assessments for each Unit 3-4 sequence.

Levels of performance in graded assessments are reported as being from A+ to E, UG (ungraded) or NA (not assessed). UG indicates that the score achieved was too low to be assigned a grade. NA indicates that the school-based assessment was not submitted, or the examination was not undertaken.

For studies undertaken in the academic years before 2024, students may have had Consideration of Disadvantage granted to them. This was reported by means of an asterisk against the grades for which it was granted. Grades were reported as \*A+ to \*E, \*UG or \*NA.



## 8

# VASS RESULTS ENTRY - TEACHERS RESPONSIBILITIES

### 8.3 Strategies for arriving at an indicative grade

VCAA has no preferred position on how a school arrives at a set of indicative grades, except to advise that there should be coherence in the process.

Examples of strategies:

- using practice examinations results, in conjunction with Unit 3 and 4 ranks/scores
- ranking the students by performance in school-based assessment and then applying an appropriate grade
- basing the grade on prior knowledge of the relative ability of the student in the study.
- using grade descriptors from the previous year to align with SACs and practice examinations and other assessments completed under exam conditions.

### 8.4 Managing score amendments

When the due date for assessments has passed, student results that have been entered on VASS for that cycle will be locked. Any administrative errors in entering the results must be amended using a Score Amendment Sheet, which is generated through VASS. The completed Score Amendment Sheet must be signed by the principal or their delegate, and forwarded to Student Records and Results Unit with:

- a written explanation of the reason for the alteration to the score, signed by the Principal.
- a copy of the original Assessment Sheet.
- If the SAS is received after the final grade has been allocated, the VCAA will determine the final grade.

# 9

## GENERAL ACHIEVEMENT TEST

The GAT plays an important role in the quality assurance of VCE assessments and provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. GAT results are also used in the calculation of the Derived Examination Score (DES). The GAT is an external examination, consisting of Part A and Part B. VCE VM and unscored VCE students are required to complete Part A only, of the examination.

If there is a large difference between external assessment marks and the marks predicted by the GAT and internal assessments, the external marks are then reviewed by the chief assessor. Marks will go up or stay the same because of this process, but they will not go down.

If a student is affected by illness, accident or trauma and misses an external assessment, their ATAR score will be

# 10

## ABSENCES

### 10.1 School approved documentation

For an absence to be 'VCE approved', students must provide the VCE sub-school leader with the appropriate documentation within the approved timeframe. This includes a medical certificate, COVID-19 testing results (official SMS notification), statutory declaration, court notice or a funeral notice.

### 10.2 Absences due to illness

Students who are absent due to illness must provide the original documentation to the VCE sub-school leader within 48 hours of their return to school. The VCE sub-school leader will review this documentation and if valid, will approve this on Compass.

When a student has been absent from school for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special considerations, VCAA may grant special examination provisions.



## 8

## ABSENCES

### 10.3 Absences due to co-curricular activities

Students who attend sports days, co-curricular and student leadership meetings, wellbeing sessions or are out of class but with permission, must ensure it has communicated with the classroom teacher and in advance to notify them of this and ensure it is entered as an approved activity on their Compass schedule.

Students must not miss a scheduled assessment task for any of the above outlined reasons unless approved prior by an Assistant Principal. Students wishing to apply for an extension of time must collect, complete, and submit an 'Application to Extend VCE Deadline' form to the Assistant Principal a minimum of 24 hours prior to the assessment due date. Approval for a SAC extension is not automatic, and students should not assume approval will be granted if they apply.

### 10.4 Absences due to a family holiday

Family holidays, extended family travel overseas and planned absences may not be accepted during VCE studies. Wherever possible, holidays should be scheduled within the term breaks. Students and families are required to seek permission for a family holiday at least four weeks in advance of the proposed leave. This involves submitting an 'Application for Approved Absence During the School Term'.

Approval for an extended absence is not automatic and parents should not assume approval will be granted. Absence without school approval will directly impact student attendance data. If an assessment task is scheduled to occur during this time, a member of the Principal Team will review the application and the student may not be granted permission to reschedule this SAC for a scored result.

If the student's application for leave is approved, the student must remain up to date with all course requirements and will be required to complete a study plan with the support of a VCE sub-school leader and/or senior school leader. In unique circumstances, the college principal may provide exceptions to assessment requirements.

### 10.5 Absences due to cultural observances

The dates for cultural observances are difficult to predetermine as they vary between cultures/religions and from year to year. Students who participate in these cultural observances must bring a note from home explaining this. It must be provided to the VCE sub-school leader prior to the holiday for it to be school approved. Any notes that are received upon the student's return to school may not be accepted.

### 10.6 Absences due to bereavement

Students who are missing timetabled classes due to bereavement leave must notify the VCE Coordinator. The Senior School Leader will contact the family to discuss the duration of the leave and the approval process for the duration of absence. The Senior School Leader will then ensure an Absence Learning Plan is put in place for the students upon their return to school.

# 11

## UNSCORED PATHWAY

### 11.1 Unscored Pathway

In some cases, where students are at risk of not completing or have other valid reasons for not undertaking scored assessment, the student may undertake one or more VCE units without being assessed for levels of achievement in those units or sitting examinations. Students must still undertake all requirements of the outcomes specified for the unit which includes any school-based assessment. In this case, a study score will not be calculated. Schools are well placed to advise parent(s) or guardian(s) for students that may benefit from this option. It is important, however, that when students, with support from parent(s) or guardian(s), make the decision to complete a unit without a study score, it is clearly communicated to all parties the greater number of pathways available when scored assessment is completed.

Year 12 students who wish to obtain their VCE Certificate but do not wish to acquire an ATAR for entrance into tertiary education, may apply to undertake an 'unscored' VCE pathway.' The student is to approach the Senior school leader to discuss the viability of this option after a career pathway plan has been identified and documented in consultation with Parents/Carers. Students opting to pursue an 'unscored' VCE program will still be required to complete SACs/SATs and practice exams (including the GAT) to a satisfactory standard.

It is not the responsibility of classroom teachers to be advising students to undertake an 'Unscored' pathway.

Students who are Unscored are still expected to complete the GAT and should also attempt all assessments (but can be given different provisions in accordance with VCAA policy if needed). Students will only receive S or N on assessments and when VASS score sheets are distributed, they should be given **NA** for assessments.

### 11.2 Eligibility for an Unscored pathway

The Senior School Leader is responsible for ensuring the following actions have occurred prior to assigning Unscored status to a student.

- Conduct an interview with the student to discuss the reasons for their unscored pathway.
- Conduct a meeting with the student and parents to discuss the unscored pathway.
- The Senior School Leader will facilitate a minuted careers counselling meeting in consultation with student and their parents/carers.
- If the parents/carers and student articulate this is their desire, the Senior School Leader, after liaising with Careers, and teachers will determine whether an unscored pathway is an appropriate choice for the student.

### 11.3 Student expectations

Students in an Unscored pathway must independently demonstrate the key skills and knowledge to receive an 'S' result for each Unit. This includes completing all Essential Coursework Tasks.

A student who does not meet these requirements will be at risk of receiving an 'N' result and may be ineligible to successfully complete their VCE.





# APPENDIX 1

## APPLICATION FOR AN APPROVED ABSENCE FOR A SAC

**NOTE:** If the absence is known prior eg. appointment, please seek approval beforehand.

STUDENT NAME	
DAY/S AND DATE/S OF ABSENCE	___ / ___ / 20__
REASON (Attach Medical Certificate if appropriate)	
PARENT SIGNATURE	
STUDENT SIGNATURE	

ABSENCE APPROVED	YES	NO
ADDITIONAL INFORMATION		
VCE COORDINATOR SIGNATURE		

OFFICE USE ONLY	E-mail sent to parent/student/relevant teacher	
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# APPENDIX 3

## REQUEST FOR EXTENSION

**NOTE:** This form should be submitted at least 2 days prior to the due date

STUDENT NAME	
DATE	
SUBJECT	
DATE WORK DUE	
REASON FOR EXTENSION	
COMMENT FROM TEACHER	
	Modified due date suggested: ___ / ___ / 20__
MEDICAL CERT. PROVIDED	<b>YES</b> <b>NO</b>
PARENT SIGNATURE	
STUDENT SIGNATURE	

### OUTCOME OF REQUEST

EXTENSION APPROVED?	<b>YES</b> <b>NO</b>
COMMENT (IF REQUIRED)	
NEW DUE DATE	___ / ___ / 20__
VCE/VCAL SIGNATURE	
STUDENT SIGNATURE	
TEACHER SIGNATURE	



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