



VCE & VCE VM Policy

Rationale:

The Victorian Certificate of Education (VCE) provides the opportunity for all students in Year 11 and Year 12 to gain a common credential. Students enrolled in VCE and/or VCE VM must follow various rules and regulations set by the Victorian Curriculum and Assessment Authority (VCAA) and College VCE Policy, based on guidelines provided in the VCE Administrative Handbook published annually by VCAA.

Aim:

At Wallan Secondary College diverse pathways are provided to further study or training at university or TAFE and to employment. The VCE program includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications, designed to meet individual student needs and desired career pathways.

Student Support:

Students completing the VCE at Wallan Secondary College will have:

- ❖ an orientation program early in the academic year,
- ❖ an allocated study area in V Block,
- ❖ a Career/Pathways Manager to provide career guidance,
- ❖ an active Career Education Plan,
- ❖ study sessions (Year 12 students only),
- ❖ dedicated and qualified team of teachers,
- ❖ access to student wellbeing support staff,
- ❖ access to accelerated studies (Units 1 & 2 at Year 10 Units 3 & 4 at Year 11),
- ❖ leadership opportunities,
- ❖ career counselling after VCE results are released.

VCE Students Commitment:

Students should:

- ❖ undertake the minimum of ten (10) hours of home study per week. Home study does not include the completion of designated learning tasks. It includes, re-reading, pre-reading, summarising and revising material in preparation for SACs and examinations,
- ❖ strive to achieve their best in all classes and assessments,

- ❖ complete all designated learning tasks, school assessed tasks (SATs), school assessed coursework (SACs) and examinations,
- ❖ continue with all chosen subjects for the duration of the year unless otherwise agreed by the Senior School Team in consultation with parents/guardians,
- ❖ spend no more than fifteen (15) hours per week in employment and to attempt to revise and reduce employment hours close to examination periods,
- ❖ follow all College rules and uphold the College values,
- ❖ ensure availability to attend after-school classes and assessment sessions until 5pm,
- ❖ ensure attendance, with parent and or guardian at the VCE Information Night, Course Selection process, Parent/ Teacher interview and VCE related events,
- ❖ participate in holiday classes scheduled by the College
- ❖ access all academic and wellbeing supports provided by the College,
- ❖ use the Senior School planner appropriately,
- ❖ treat College staff and students with respect,
- ❖ adhere to the College VCE Attendance Policy by providing valid documentation in the case of an absence.

VCE Vocational Major (VM):

The VCE Vocational Major (VM) is a two-year vocational and applied learning program within the Victorian Certificate of Education (VCE). It provides students with flexibility to explore their interests and develop skills for further education, employment, and life. The program prepares students for apprenticeships, traineeships, further education, university via non-ATAR pathways, or direct workforce entry. It aims to help students achieve their goals by equipping them with essential skills, knowledge, values, and workplace experience. An application and interview process is used to select candidates, as the program may not suit everyone.

Satisfactory Completion of VCE:

The minimum requirement to complete VCE is the satisfactory completion of 16 units.

These units must include:

- ❖ three units from the English group (English, English ESL, Literature), with at least one unit from either Unit 1 or Unit 2 and one Unit 3 and 4 sequence,
- ❖ at least 8, Unit 1 or 2 subjects. The total can be made up of a combination of Units 1 or 2 subjects,
- ❖ at least three sequences of Unit 3 and 4 besides English, that may include any number of English sequences once the English requirement has been met.

NB: 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 English is required.

Satisfactory Completion of the VCE VM Certificate:

The minimum VCE VM requirement is a satisfactory completion of 16 units which must include:

- ❖ 3 VCE VM Literacy or VCE units (including a Unit 3-4 sequence)

- ❖ 2 VCE VM Numeracy or VCE Mathematics units
- ❖ 2 VCE VM Work Related Skills Units
- ❖ 2 VCE VM Personal Development Skills Units
- ❖ 2 VET credits at Certificate II level or above (180 nominal hours)

As of 2024, All VCE VM students will participate in Work Experience and Structured Workplace Learning placements as part of their curriculum. They also have the option to engage in a School-Based Training & Apprenticeship (SBAT) placement. An SBAT provides part-time, practical workplace experience along with structured training from a Registered Training Organisation. This is subject to change at the school's discretion.

Please note that when a satisfactory completion of the VCE VM is attained, the student will receive a certificate stating the title of 'Vocational Major' on their VCE certificate. If a VCE VM student meets the requirements for a satisfactory VCE completion, but NOT the requirements for the satisfactory completion of the VM program, the student can still be awarded the VCE without the inclusion of a VM attainment.

Suggested VCE schedule at Wallan Secondary College:

1. Year 11 – 6 x Unit 1 and 2 Subjects, with the possibility of completing one Unit 3 / 4 sequence, if the appropriate prerequisites are completed in Year 10.
2. Year 12 - 5 x 3 & 4 sequenced subjects, with at least one being (English, English ESL, Literature).

Students will only be able to reduce the number of sequenced subjects if they have obtained a study score of 35 or above in a Unit 3/4 study in the previous year.

Outcomes are the basis for satisfactory completion of a VCE Unit. Each Unit includes a number of outcomes. The College, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements, determines satisfactory completion of Units. The learning outcomes and associated assessment tasks are specified in the currently accredited VCE Study Designs.

A student will receive a Satisfactory (S) for a Unit, in VCE & VCE VM when it is determined that all outcomes are achieved satisfactorily.

A student must:

- ❖ produce work that demonstrates achievement of the outcome(s),
- ❖ submit work on time,
- ❖ submit work that is their own,
- ❖ sign an Authentication statement,
- ❖ observe the VCAA and College rules,
- ❖ submit all course work by the dates set by the teacher.

NB: In order support students in the observance of VCAA and College rules, please refer to the VCE Attendance Policy that must be observed.

Teacher judgement will determine when all outcomes have been achieved and the Wallan Secondary College VCE Attendance Policy has been met. When this occurs, the student satisfactorily completes the Unit.

A student may not be granted satisfactory completion if:

- ❖ the submitted work is not of the required standard
- ❖ the student has failed to meet a school deadline for an assessment task including where an extension of time has been granted for any reason (including Special Provision),
- ❖ the submitted work cannot be authenticated,
- ❖ there has been a substantive breach of College rules.

If any of the outcomes are not achieved, the student will receive a Not Satisfactory (N) for the Unit.

When the student has completed work but there has been a substantive breach of class attendance, the student may be awarded a Not Satisfactory (N).

S – the student has met the requirements to demonstrate the key skills and knowledge in the outcome as outlined in the Study Design.

N - the student has not met the requirements to demonstrate the key knowledge and skills in the outcome as outlined in the Study Design.

NA - used to indicate 'not applicable' or 'not assessed'. The reason for awarding an 'NA' will be explained in the teacher comment section of the report.

Modified Work:

This will only occur in Special Provision cases at Year 11. The term 'Modified Work' will appear next to the assessment task grade. In cases where a different task was set, teachers will be able to rewrite the task descriptor for the student concerned.

Unscored VCE:

Unscored or Non-ATAR **VCE** Parents may elect for their son / daughter to complete a **VCE** without obtaining study scores and an ATAR. This option is only available where full parent consent is obtained. No student will be able to apply for unscored until **after the end of Unit Three and then only by an Academic Board**. Students will need to remain on task in every class for the change to be considered. Students undertaking Unscored VCE will not be awarded an ATAR therefore entry to University is not available immediately following Year 12. Unscored VCE students will not be required to complete the end of year examinations and will not be awarded study scores for any of the studies they are completing.

When an 'Unscored VCE' is approved by the College Principal and the parent/guardian the student will still be required to:

- ❖ pass both Unit 3 and 4 of English and Unit 3 and 4 of at least 3 other subjects,
- ❖ complete SACs that are scored as satisfactory or unsatisfactory (from the time that the Unscored VCE is approved),
- ❖ complete all homework and other tasks as assigned by the Year 12 subject teacher.

Students are required to:

- ❖ maintain 90% attendance,
- ❖ complete a minimum of ten hours of homework per week including school holidays.

Any student considering an Unscored VCE is required to:

- ❖ meet with members of the Senior team (their parent/caregiver),
- ❖ consider that Unscored VCE will not be decided until Term Three – this is at the discretion of the Senior Team,
- ❖ sign an Unscored VCE contract once approval has been given,
- ❖ consider that final approval for an Unscored VCE is the decision of the Principal of Wallan Secondary College.

Wallan Secondary College VCE Attendance Policy:

All students undertaking VCE study must demonstrate a minimum of 90% attendance in each of their studies (this includes Ready to Learn and study sessions) in order to receive “Satisfactory” for their outcome(s). Exceptions will be made upon the provision of authentic medical certification or approved Special Provision.

Should a student’s attendance fall below 90% the College may assign **N** for one or more outcomes and thus the Unit. Students may have approved reasons for not meeting the 90% attendance requirement; this will be at the discretion of the Senior Team. Approved reasons do not include family holidays, driving lessons, social occasions or other events that are of the student or family’s choosing.

Teachers will notify the Year Level Leader if they are concerned about a student’s attendance.

On resumption of study following an absence a medical certificate must be given to Student Services so the roll can be adjusted on CASES21. If a SAC has been missed, the student must attend a Redemption class on Wednesday from 3:30pm-5pm.

Students are not to leave the College grounds during the school day. If a student requires to leave, parental permission is needed and the student must sign out at Student Services.

Students will not be given permission to attend non-compulsory excursions, including inter-school sports, at a time when they are required to complete a SAC.

Withdrawing from a Unit or Subject change:

Students wishing to withdraw or change a subject must first seek the advice of the Year Level Leader, Senior School Leading Teacher and the Career/Pathway Manager. Students will need to complete the change of subject form.

The modification must be approved and signed by:

- ❖ student,
- ❖ parent/guardian,
- ❖ Senior Team Member,
- ❖ classroom teacher,
- ❖ Career and Pathways Manager.

Students must continue to attend classes until approval has been given.

Study Sessions:

All VCE Students must ensure they are marked in attendance at the beginning of each of their study sessions. There is a designated VCE study area for students to complete their studies.

Students assigned to supervised study sessions must adhere to their timetables and direction given to them by the staff.

Study sessions are counted toward a student's overall attendance and as such, they must attend school for the full school day regardless of when their study sessions are timetabled.

When a Unit 3 and 4 subject teacher is absent, students will be required to report to the VCE Study Area in V Block. Work will be left for students to complete.

Assessment – Unit 1 – 4:

In order to determine a student has satisfactorily completed an outcome, teachers will set assessment task in accordance with the VCAA guidelines.

Unit 1 and 2, students will be assessed and provided with a raw score for all assessment tasks, which can be converted using the A-E scale included;

| | | | | |
|-----------|----------|----------|----------|----------|
| A+ 95-100 | A 90-94 | B+ 85-89 | B 80-84 | C+ 75-79 |
| C 70-74 | D+ 60-69 | D 50-59 | E+ 40-49 | E 1-39 |

F 0 (not submitted)

Unit 3 and 4 students will be assessed and provided with a raw score for all SACs and SATs.

NB: Students must be advised once results have been submitted to VCAA their total SAC scores may change following statistical moderation.

Students will also receive a 'Feedback Sheet' outlining particular problem areas and advice on where and how improvements can be made for further learning.

VCAA clearly states that students should be given the opportunity to demonstrate outcomes in a variety of ways.

The overall S/N for each area of study is determined by whether or not students have demonstrated an understanding of the key knowledge and sufficiently demonstrated the key skills to meet the outcomes detailed in each subject study design.

School Assessed Course Work (SAC):

School assessed coursework is made up of a number of assessment tasks that are specified in the study design. The results from SACs contribute to a student's study score. The SACs are part of the regular teaching and learning program and are also important preparation for

examinations. They are completed mostly during class time under teacher's supervision, and within a limited time frame.

A student can fail a SAC and still demonstrate an outcome through completion of 'designated learning tasks' to gain an S. This is often referred to as bookwork or course content, however, **the result from the first attempt of the SAC will count toward their study score for the subject.**

There will be an examination period at the end of Unit 1 and 2. Each Area of Study will conduct an examination using the Unit 3 and 4 examination procedures as a model.

If a student is absent for the SAC and has a medical certificate, the student will complete the SAC on Wednesday afternoon under supervision.

If a student is absent for a SAC and is unable to validate their absence with the required documentation; such as a medical certificate, they will be awarded a 'zero' for that assessment task.

No SACs will be held in Term Four for Unit 3 and 4 as the course content will have been completed.

VCE VM Assessment

Each VCE VM unit has specified learning outcomes and is standards-based. All assessments are school-based and evaluated through various activities and tasks. Unlike other VCE studies, VCE VM Unit 3–4 sequences do not have external assessments and do not provide a study score. Students seeking study scores can choose from other VCE studies and scored VCE VET programs, which include both internal and external assessments. VCE VM studies do not count towards the ATAR.

Assessment within the VCE VM should be based on the pillars of Applied Learning as outlined in the VCAA document: 'Implementing the Pillars of Applied Learning.'

Assessment must:

- ❖ Motivate to engage in learning
- ❖ Include applied learning practices
- ❖ Involve student agency
- ❖ Be student centred with a flexible approach
- ❖ Include assessment practices that promote success.

With this in mind, assessment tasks should be relevant and promote self paced learning. Instructions must be clear and concise and students should know what is expected of them for each learning outcome. Assessment tasks should be open-ended and flexible; valid, reliable and varied.

Redemption Process:

Purpose:

- to not rely on coursework for Redemption purposes,
- to promote a SAC as an important assessment tool,
- to improve academic rigour for VCE students,

- to reduce disengagement by students in SACs,
- to prepare students for test/ examination conditions,
- to not rely on coursework for assessment,
- to provide multiple opportunities for Redemption,
- to provide opportunities for Redemption (of a similar SAC).

The teacher will:

- ❖ notify the student verbally and via Compass of the need to do a Re-sit or a Redemption and that this will be completed in their supervised study session.
- ❖ include the date of the original SAC and the full title of the SAC. For example, **English Unit 3 Outcome 1, Task 2.**
- ❖ include LT/Senior and LT/Curriculum, Reporting and Assessment. Year Level Leader and the student's guardians in the list of recipients.
- ❖ place the Re-sit/Redemption SAC papers to LT/Senior in the 'in tray' in the Senior office so that they can be organised and put in the system. The Redemption paper is a similar SAC to the original SAC.
- ❖ notify the student and staff via Compass. A notice will also be digitally sent out to families. Redemptions and Re-sits will occur on during the students supervised study session.

Once staff have marked it they notify LT/Senior and LT/Curriculum, Reporting and Assessment of the result via email and appropriate action will be taken.

In the case of an N for the Redemption, coursework is checked and the parents will be called in for an SSG meeting held by the teacher and member/s of the Senior Team to determine a course of action eg: a move to VCAL, unscored VCE etc.

School Assessed Tasks (SAT):

There are several studies which use SATs as an assessment method. School assessed tasks are undertaken in: Art, Product Design, Media, Studio Arts, Systems Engineering and Visual Communication and Design. A SAT usually reflects a long-term piece of work, showing the development of skills through planning and drafting to completion. This requires regular sightings by the teacher.

Feedback:

After work is submitted and marked, teachers WILL provide FEEDBACK to students in the form of:

- Advice on particular problem areas.
- Advice on where and how improvements can be made for further learning.
- Reporting S (Satisfactory) or N (Not Satisfactory) decisions and/or written comments on students' performance.

As per the Assessment and Reporting Policy, work is to be returned with meaningful feedback in a time period of 2 weeks from the initial assessment date. Teachers ARE NOT

permitted to mark or provide comments on any draft of work that is to be submitted for coursework assessment.

Special Provision:

Special Provision is designed to allow students who experience significant hardship the opportunity to demonstrate their knowledge and skills. Students who are eligible for Special Provision are not exempt from meeting the requirements for the satisfactory completion of VCE. Students should seek advice from a Senior Team member if they believe they are a candidate for Special Provision.

The Senior Team, based on information provided by student, parent/guardian and class teacher, can approve Special Provision within the school for internally assessed work including Unit 1 & 2 examinations.

Provisions can include;

- ❖ modification of work to meet outcomes,
- ❖ extension of time for assessment,
- ❖ late withdrawal from a Unit.

VCAA Special Provisions: Unit 3/4:

Special examination arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination.

These may be necessary for the sudden unexpected onset of illness, accident, personal circumstances or long-term impairment.

'Special Examination Arrangement' applications are made to the VCAA through the College principal and must be accompanied by recent supporting medical or other specialists report, such applications will be considered by the VCAA in accordance with its policies.

It should be emphasised that special arrangements approved by the school may not necessarily meet the criteria established by the VCAA for special examination arrangements.

Wallan SC Special Provisions: VCE Units 1&2 VCE VM Units 1-4

Students may qualify for Special Provision in classroom learning and School-based Assessment if their ability to participate or demonstrate achievement is hindered by:

- An acute or chronic illness
- An impairment or disability
- Personal circumstances

Approval for these provisions is determined by the school based on evidence from various sources such as teacher observations, professional testing, and educational assessments.

Wallan SC will regularly review and update the special provisions to ensure they remain suitable for the student's needs. Records of changes in the student's circumstances and the corresponding adjustments to their provisions, along with the reasons for these changes, should be maintained.

Derived Examination Score (DES):

The purpose of a Derived Examination Score (DES) is to ensure that a student's final result on an examination reflects, as accurately as possible, the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

Students who experience the onset of illness or the occurrence of an injury or personal trauma in the two weeks leading up to or during a performance, oral or written examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for DES within seven days of their last examination in the relevant examination period.

A DES can only be calculated if a student has completed the course of study leading to the examination and has a result for at least one other Graded Assessment in the same study.

Students cannot apply for a Derived Examination Score due to unfamiliarity with the English language, absence from school or study for prolonged periods, loss of examination preparation time, teacher absence or other teacher difficulty, chronic conditions, disabilities, matters that could be avoided by the student or are of the students own choosing.

Students who believe that they are eligible for a DES should first seek advice from the Senior VCE staff. The primary responsibility for submitting an application that meets the eligibility criteria rests with the student. The VCAA will determine the student's eligibility for a DES from the supporting evidence supplied by the student. DES is not available for the GAT.

Flexible delivery of the VCE VM studies

VCE VM studies can be delivered flexibly to meet the needs of students who may learn at different paces or transition into the VCE Vocational Major (VCE VM) during the academic year.

Further information is available in the [VCE Administrative Handbook](#) and on the VCAA website – see [About the VCE Vocational Major](#).

- **Standalone or Concurrent Units:** Units 1 and 2 of VCE VM can be taken separately or together, while Units 3-4 of Literacy, Numeracy, and Personal Development Skills can also be concurrent. However, Units 3 and 4 of Work-Related Skills must be taken in sequence.
- **Integrated Approach:** The units are designed to complement each other, allowing for an integrated teaching approach. This flexible delivery method facilitates the integration of outcomes across different studies.
- **Structured Teaching Programs:** Programs can be structured flexibly to combine knowledge and skill application across multiple units, enhancing understanding and fostering diverse perspectives, critical and creative thinking, and problem-solving skills.
- **Meeting Individual Outcomes:** Despite the integrated approach, students must meet individual outcomes for each unit, which may be taught concurrently. Teachers must document each student's achievement of these outcomes clearly.
- **Assessment:** An assessment task demonstrating achievement in one unit cannot be reused for other units, ensuring distinct evaluation for each VCE VM unit, Victorian Pathways Certificate unit, VET unit of competency, or VCE study.

Additionally, when there are extenuating circumstances, schools may apply for the flexible delivery of the VCE VM where students can attain their certificate outside the 'usual' delivery of Units 1&2 in semesters 1&2, respectively, in Year 11 and Units 3&4 in semesters 1&2, respectively, in Year 12. The following table outlines the path a student can take when extenuating circumstances arise:

Flexible Delivery Program options

| Category | Option | Application required |
|-----------------------|--|----------------------|
| Mid-year commencement | Deliver Unit 1 in Semester 2 and Unit 2 in Semester 1 in the following year | No |
| | Deliver Unit 3 in Semester 2 and Unit 4 in Semester 1 the following year in the standard time frame | Yes |
| Extended delivery | Deliver a single VCE VM unit across more than a semester | Yes |
| | Commence delivery of a VCE VM unit during a semester and continue in the next semester, including over multiple calendar years | Yes |
| Concurrent delivery | Deliver Units 1 and 2 or Units 3 or 4 concurrently across 2 semesters | No |

(See document from VCAA VCE Vocational Major Flexible Delivery Program- Criteria and Requirements, pg.1)

VCAA Examinations:

All students undertaking a Unit 3 and 4 Study are expected to complete the General Achievement Test (GAT). It is important that all students attempt the GAT and aim to do their best. VCAA will use a student's GAT scores to:

- ❖ contribute to statistical moderation of School-Assessed Coursework,
- ❖ review school assessments of School-Assessed Tasks,
- ❖ calculate a Derived Examination Score if required,
- ❖ check the accuracy of examination marking.

VCAA examination rules are also published on the website, and will be distributed to students prior to the examination period.

VCAA does not provide allowances for students missing examinations due to misread timetables, late buses, broken down cars etc.

VET modules are assessed on the basis of demonstrated competence in identified competencies.

Students completing Unit 4 will receive their Statement of Results from VCAA.

VCE & VCE VM Authentication:

College Principals are responsible for the administration of VCAA rules and instructions in their schools. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules. VCAA rules also cover acceptable and unacceptable forms of assistance.

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately should report the incident to a member of the Senior School Team who will consult with the College Principal.

1. The College Principal will inform the student within 48 hours of the breach of rules. If the nature of the breach relates to the authenticity of work, work will not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred, the original of the final version of the work will be retained by the school and the student will be given a copy.

2. Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. In order to obtain the necessary evidence, students may be required to:

- ❖ provide evidence of the development of the work,
- ❖ discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work,
- ❖ provide samples of other work,
- ❖ complete, under supervision, a supplementary assessment task related to the original task,
- ❖ attend an interview or complete a test to demonstrate understanding of the work.

3. Prior to a decision being made by the College Principal (which results in a penalty being imposed) the student will be requested to attend an interview.

- ❖ The interview panel will consist of at least two and no more than three staff members consisting of the Study Teacher, the College Principal and/or their representative.
- ❖ The student will be given 24 hours' notice in writing of the interview, clearly stating the purpose of the interview, the details of the interview, the composition of the panel and advice that a parent or other adult may accompany the student to the interview in a support role but not as an advocate.

4. The school will keep appropriate documentation regarding the breach of rules.

5. Students will have a Right of Appeal regarding the assessment score allocated by a teacher.

Glossary

| | |
|------|---|
| ATAR | Australian Tertiary Admissions Rank |
| DECV | Distance Education Centre Victoria |
| DES | Derived Examination Score |
| ESL | English as a Second Language |
| GAT | General Achievement test |
| N | Non-Satisfactory |
| NA | Not Assessed |
| S | Satisfactory |
| SAC | School Assessed Coursework |
| SAT | School Assessed Task |
| VCAA | Victorian Curriculum and Assessment Authority |
| VCE | Victorian Certificate of Education |
| VET | Vocational Education and Training |
| VTAC | Victorian Tertiary Admission Centre |
| WSC | Wallan Secondary College |