

VCE ADMINISTRATIVE HANDBOOK 2020

Contents

COURSE SELECTIONS	2
VCE, VCE VET & VCAL	2
What a student must attempt over the two years of the VCE	3
Variation to student program	3
COURSE SELECTION OPTIONS 2019	4
1. The Victorian Certificate of Education	4
2. VCE together with a VCE VET Certificate course	5
3. VCE with School-Based Apprenticeship/Traineeship (SBAT)	6
4. VCAL (Victorian Certificate of Applied Learning)	6
COURSE SELECTIONS	7
Designing a Program of Study for the VCE	7
ADDITIONAL CONSIDERATIONS BEFORE SELECTING A COURSE	8
Guidelines for student inclusion in the Enhancement Program	8
Try designing your own VCE course	9
Senior School Course Charges	10
ENROLMENT	10
VCE AGREEMENT/EXPECTATIONS	11
Behaviour	11
Attendance	11
Student home study expectations	13
RULES AND PROCEDURES FOR THE COMPLETION OF VCE SACS & SATS	13
Authentication	13
Scheduling Assessment Tasks	14
Rescheduling Assessment Tasks	14
SAC Completion Conditions	15
When a student does not meet their obligations	15
Senior School SAC/SAT Proforma Sample – Maths	16
Senior School SAC/SAT Proforma Sample – English	17
School Assessed Tasks (SAT) Protocol	19
VCE EXAMINATIONS	21
The General Achievement Test (GAT)	21
2019 VCE Examination periods	21
Australian Tertiary Admissions Rank (ATAR)	22
Restrictions on studies in the ATAR	22
Year 11 Examinations	23

SENIOR SCHOOL COURSE SELECTIONS

VCE, VCE VET & VCAL

This administration handbook has been designed to assist students and their families to understand and observe VCE requirements and processes as well assist in the selection of VCE subjects. The handbook deals with matters pertinent to the successful completion of the VCE and VCAL certificates. It should be used in conjunction with the Parent Information Evening, and the subject and individual careers and pathways counselling that is provided to students.

More extensive subject information and details can be accessed via the Montmorency Secondary College web site Handbooks Section or the VCAA web site (<http://www.vcaa.vic.edu.au>).

Apart from these sources, students are advised to **consult widely** with staff and family for assistance in selecting their VCE studies. VCE Leader and Coordinators, Year 7-10 Level Leaders and Coordinators, subject teachers, the Transition and Pathways Coordinator and the Student Services Team are more than willing to work with individual students who may require some additional assistance.

CONTACTS

SENIOR SCHOOL TEAM

Year 11 and 12 Leader (VCE)	Deb Metcalfe	Metcalfe.deb.a@edumail.vic.gov.au Ph:9422 1658
Year 12 Coordinator	Caitlin Penrose	Penrose.caitlin.j@edumail.vic.gov.au
Year 11 Coordinator	Matt Pickett	Pickett.matt.m@edumail.vic.gov.au
Year 10 Leader	Matthew Bennett	Bennett.matthew.j@edumail.vic.gov.au
Year 10 Coordinator	Mary Curran	Curran.mary.b@edumail.vic.gov.au
Year 10 Coordinator	John Healy	Healy.john.h@edumail.vic.gov.au

SENIOR SCHOOL SUPPORT

Senior School Administration	Leora Levacic	levacic.leora.l@edumail.vic.gov.au
------------------------------	---------------	--

YEAR 12 MENTORS

12 A	Nicole Carbonaro	carbonaro.nicole.m@edumail.vic.gov.au
12B	Michelle Clark	clark.michelle.c@edumail.vic.gov.au
12C	Caitlin Penrose Kerryn Robinson	Penrose.caitlin.j@edumail.vic.gov.au (Term 1) Robinson.kerryn.k@edumail.vic.gov.au (Term 2, 3 & 4)
12D	Gareth Young Deb Metcalfe	young.gareth.g@edumail.vic.gov.au (Term 1) Metcalfe.deb.a@edumail.vic.gov.au (Term 2, 3 & 4)
12E	Ernur Anik	anik.ernur.e@edumail.vic.gov.au
12F	Catherine Dunstan	dunstan.catherine.m@edumail.vic.gov.au

ACCELERANT MENTORS

11A	Rebecca Culnane	culnane.rebecca.r@edumail.vic.gov.au
11B	Catherine Webb	webb.catherine.j@edumail.vic.gov.au

VCAL

Coordinator (and VET)	Vicki Bucher	bucher.vicki.e@edumail.vic.gov.au
Mentor	John Davy	Davy.john.e@edumail.vic.gov.au

Career and Post Compulsory Pathways

Coordinator	Michael Weeding	Weeding.michael.r@edumail.vic.gov.au
-------------	-----------------	--------------------------------------

<https://www.montmorency careers.com/>

COUNSELLING and WELFARE

	Sue Muir	muir.susanne.s1@edumail.vic.gov.au
	Jacquie Weepers	weepers.jacqueline.j@edumail.vic.gov.au
	Luke Mitchell (Fridays)	

What a student must attempt over the two years of the VCE

Over the two years a student will engage in up to 23 units from a range of different studies. This includes a VCE Unit Industry and Enterprise in Year 10.

Over the two years each student **must** study:

Four English units

Three Sequences of study of Unit 3/4 subjects other than English

Students will choose the remaining units according to their interests, ambitions, abilities, tertiary course requirements and possible areas of employment.

It should be noted that students **must successfully complete 16 units to be awarded the VCE Certificate**. These units must include three Units from the English group with at least 2 units at Unit 3/4 level plus 3 sequences of Units 3/4 other than English. (This can include VCE VET Unit 3/4 sequences)

Students are recommended to undertake 5 subunit 3-4 sequences.

Note: 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.

Variation to student program

There are circumstances under which students may consider undertaking their VCE over three years. This option is usually taken up by students who have experienced difficulties or hardships (e.g. physical health, mental health, personal life etc.) during the first or second year of the VCE. It is essential that this option is substantiated with documentation from an accredited practitioner as specified in the VCAA guidelines. This option (also known as a Three Year VCE at MSC) generally takes the form of students undertaking a reduced number of Unit 1/2 studies in their first year, a combination of Units 1/2 and Units 3/4 studies in their second year, then the remaining Unit 3/4 studies in their third year. Please ensure that you consult with a Senior School Year Level Leader if you feel that this option may suit your needs.

COURSE SELECTION OPTIONS 2020

1. The Victorian Certificate of Education

The VCE is a two-year program designed and administered by the Victorian Curriculum Assessment Authority (VCAA). VCE studies are made up of semester length units.

What is the VCE?

The VCE is the certificate that most students in Victoria receive on satisfactory completion of their secondary training. The VCE can form a pathway for senior students into a range of different tertiary options, allowing entry to University study with the awarding of the Australian Tertiary Admission Rank. The VCE also provides many pathways to employment, TAFE or other further study.

How does the VCE work at Montmorency Secondary College?

At Montmorency Secondary College, students are required to complete **twelve units** in Year 11 and a total of **ten** units in Year 12 (two of which may be a Unit 3 and 4 acceleration subject or a sequenced VET study).

Studies such as Chemistry, English, Physics and Specialist Maths are made up of a sequence of four units, one for each of the four semesters studied over the two years of the VCE. Usually Units 1/2 are studied in Year 11 and Units 3/4 in Year 12. Some students may enter Senior School having completed a Unit 1 /2 study during their Year 10 year and will therefore complete more than the minimum units required at Montmorency Secondary College. A number of students may attempt a Unit 3/4 sequence in Year 11 as part of the acceleration program. **As priority is given to the Year 12 students' course of study, under some circumstances it may not be possible for a student to undertake a Unit 3/4 sequence in consecutive years.** There is more information regarding the acceleration program further in this handbook. Note that some studies do not require students to have undertaken Units 1 /2 in order to do Units 3 /4. However it is wise for students considering a change of subjects in Year 12 to consult with the Year 12 subject teacher to ensure they will not be disadvantaged by not having done Units 1 /2.

Within the guidelines provided by the VCAA, Montmorency Secondary College conducts and assesses Unit 1/2 studies. These units can be taken separately in most studies or as a sequence.

Units 3/4, however, **must be taken as a sequence** and have a large measure of external control and assessment placed upon them by the VCAA. Assessment of Unit 3 /4 studies comprises internally assessed outcomes that are moderated against the student's exam performance, and external examinations held in the examination periods in late October / November.

Each VCE unit consists of **50 hours of class work and the equivalent amount of time spent in home study**. The School Attendance Requirement states that students are required to have a minimum attendance rate of 90% for **each** of their subjects **per unit**. Medical Certificates are required when a student is absent from school due to illness. A student's ability to achieve an 'S' in a unit is dependent upon satisfactorily meeting the unit outcomes **and** the Attendance Requirement.

Who is the VCE for?

The VCE is designed to suit the needs of most senior students, as there are many flexible options for the completion of the VCE. Students who wish to apply for an ATAR at the end of the VCE must undertake the VCE Examinations. The ATAR is awarded to all students of the VCE who meet all outcomes for each of their chosen Unit 3/4 studies and complete all of their exams. Students may still complete the requirements of the VCE without sitting for their exams;

however to apply for a non-scored VCE students require medical or vocational documentation from an appropriate professional supporting their application. If the student's application is accepted, they will **not** be awarded the ATAR and will not be eligible for entry into University in 2021/2022.

2. VCE together with a VCE VET Certificate course

What is VET in Schools (VETiS)?

VET in Schools refers to Vocational Education and Training (VET) courses undertaken as part of school studies.

FEATURES OF VET

- It combines senior school studies and accredited vocational education and training
- Enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time
- Allows a student to go directly into employment or receive credit towards further vocational training
- Develops students' employability and industry-specific skills
- It is a vocationally oriented school program designed to meet the needs of industry.

HOW DOES VET WORK?

A VET in Schools program is usually made up of:

- Units of Competency:

Delivered by a registered training organisation (e.g. TAFE), the student's school or another school close by.

- Structured Workplace Learning:

This involves an employer accepting a student on a one day a week basis or a one-week block. Structured workplace learning enables the student to demonstrate acquired skills and knowledge in an industry setting.

During the work placement, a student will have specific tasks to undertake in order to demonstrate competence.

They will be regularly monitored and may be assessed on the job.

VET PROGRAMS CONTRIBUTION TO THE VCE

VCE VET- Some Certificate II courses only provide a Unit 1 & 2 sequence (may take 2 years to complete) Provides credit only at Unit 1 & 2 level

VCE VET with Unit 3 and 4 sequences with scored assessment:

Study scores are scaled and may be included in the calculation of the ATAR aggregate

Where a scored assessment is available and when a student decides not to sit this, no increment is available

(Qualify for a certificate only with no ATAR contribution)

VCE VET with Unit 3 and 4 sequences with no scored assessment available:

May be counted as fifth or sixth study. The increment will be **10%** of the **lowest** study score of the primary four ATAR subject scores

Students will continue to undertake their full quota of studies in the VCE program

RESTRICTIONS on the use of VE1 Block Credit in the ATAR

In cases where a student was previously eligible for an ATAR, new VE1 results only contribute to the ATAR when fewer than SIX VCE and VCE VET results are available

3. VCE with School-Based Apprenticeship/Traineeship (SBAT).

Most students undertaking an SBAT would be enrolled in the VCAL program.

- Some students will choose to enter into a Traineeship contract with their part-time employer. Traineeships will require students to complete a VET program arranged by the employer. (For example, certificates in retail for part-time employment).

To receive credit towards a student's VCE course, this SBAT training package must be registered by Montmorency SC and placed on the DEECD VASS system.

Credit will be allocated by VTAC in correlation with the AQF levels completed.

TRAINEESHIPS (VE2 VET) can be signed up during the year

Traineeships signed as school based training must be recorded as part of senior school studies- to receive credits towards VCE.

Traineeships may impact on funding for future studies at the same certificate level or industry.

4. VCAL (Victorian Certificate of Applied Learning)

What is VCAL?

The Victorian Certificate of Applied Learning is described as a 'hands on' option for Senior School students.

VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Who is VCAL for?

Students who choose VCAL are likely to be interested in going on to training at a TAFE, or getting a job, traineeship or an apprenticeship after completing school. Students most suitable for VCAL are those who are interested in work or who may not see themselves completing a full VCE, and who have parental support for undertaking this alternative Senior School Certificate.

VCAL is a flexible program which allows students to choose a specialised study program that suits their own interests and needs via the completion of a VET Certificate course in their chosen area. (NB: Additional costs are associated with undertaking VET Certificate courses.)

Students undertaking VCAL must complete studies in the following four strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

Students enrolled in VCAL will also complete a work placement, which occurs during the normal school week, and a VET Certificate course undertaken in a TAFE setting one day a week.

- All VCAL students will complete their VET training
- This course provides pathways into traineeships/apprenticeships or employment in specific industries.
- VCAL endeavours to match the skills and levels of the individual learner.

Aimed at students who:

- Want a hands-on industry based program
- Wish to continue their senior school studies, following a pathway to apprenticeships or traineeships.

- Can commit to a 3 phase program of school, TAFE and employment within the one week

Currently students must begin their VCAL certificate at the Intermediate level (Yr11) to be eligible to be offered a place in the senior level (Yr12). However, it may be possible to move from a VCE course to enrol into a VCAL course depending on if the student has met specific requirements. They will need to consult with the Transition and Pathways Coordinator and the VCAL Coordinator.

COURSE SELECTIONS

Montmorency Secondary College intends to offer a variety of subjects. Although this extensive range of subjects is **offered**, there is no guarantee that **all** of these subjects will be timetabled. Subjects selected by a sufficient number of students will run for the year. Students undertaking **Year 11 studies will be required to select nine subjects for Units 1 & 2 in preferential order, and students undertaking Year 12 studies are required to select up to eight subjects in preferential order.**

Designing a Program of Study for VCE - Before selecting a program of study it is **essential** to consider the following:

Personal Interests

What do you **enjoy studying**?

What **talents** do you have?

What **skills** do you need **improving**?

What **careers** do you find **interesting**?

Do you need to **balance** your program?

Are you being **realistic** in your subject choices?

Should you **challenge** yourself?

Are you planning to move into tertiary study, or to seek an apprenticeship, traineeship or employment?

External Requirements

What pre-requisites do certain tertiary/TAFE courses expect?

What units of study do employers prefer?

Can specific VCE units gain you credit transfers for some TAFE courses?

Have teachers/parents recommended that you attempt or advised you against attempting certain units?

Are friends unduly influencing your subject choices?

ADDITIONAL CONSIDERATIONS BEFORE SELECTING A COURSE

VCE VET STUDIES

Students undertaking VCE VET Unit 3/4 sequences **with a scored assessment** as per VCAA guidelines will be able to withdraw from one internal VCE study once course entry is confirmed.

TRAINEESHIPS:

If you have completed a VET certificate of training, this can only be credited to your Senior School studies if full documentation is provided to MSC. You will need to provide a certificate of attainment from your registered provider, this must include the full list of completed modules and codes.

A student wishing to undertake a VCE VET study is required to complete the additional application form. The student's program must be selected in consultation and approved by the VET/VCAL Coordinator to ensure the selected study program can be accommodated within the student's timetable.

ACCELERATION PROGRAM

Some students entering Year 11 might consider attempting one unit 3/4 sequence (a Year 12 subject) as well as their other five Units 1 and 2 (Year 11 subjects) per semester. By doing this, students may allow themselves more flexibility when choosing their Year 12 subjects. The score obtained from the additional Unit 3/4 subject can be used in the calculation of the student's ATAR. Students may still undertake a full quota of subjects in their Year 12 year.

For example, tertiary course prerequisites may constrain a student's selections in Year 12 by stipulating a full Mathematics/Science course. By studying a unit 3/4 sequence in Year 11, a student gains the opportunity of undertaking an interest or extension subject. This additional Unit 3/4 sequence also provides additional credit towards the student's ATAR.

Particularly able students may consider alternative arrangements, such as the completion of a Tertiary enhancement subject as part of the VCE. See below for more information regarding this form of enhancement.

Guidelines for student inclusion in the Enhancement Program

Students requesting entry to the Acceleration Program must have demonstrated an **high level of achievement** in the prior year level e.g. very good and above in all Assessment Tasks. Students must demonstrate well developed abilities in organisation, planning, self-management, attendance, etc. as indicated in the Semester Report to parents.

- I understand that my placement in the Program will be dependent on my continuing to achieve excellent results in all subject areas.
- I understand that being offered a place in my chosen subject in the Acceleration Program for 2020 will be dependent on my Year 10 progress, the timetabling of the subjects, and the availability of student places in the subject.

Similarly, in Year 12, particularly able students may choose to attempt their VCE studies plus one University study. This **University Enhancement or Higher Education study** counts as both a first year University subject and a sixth subject for calculating the student's ATAR score. Selection into a University Enhancement study is managed by the Universities. Further information can be obtained from the Senior School.

Try designing your own VCE course

When designing a program of study, remember the program must include;
at least **four** units of English & **three sequences** of Unit 3/4 studies other than English.

Sample 1- A student hoping to gain entry into a Bachelor of Science degree

		1	2	3	4	5	6
Year 11	Semester 1	English Unit 1	Biology Unit 1	Chemistry Unit 1	Physics Unit 1	Maths Methods Unit 1	Specialist Maths Unit 1
	Semester 2	English Unit 2	Biology Unit 2	Chemistry Unit 2	Physics Unit 2	Maths Methods Unit 2	Specialist Maths Unit 2
Year 12	Semester 3	English Unit 3	Biology Unit 3	Chemistry Unit 3	Physics Unit 3	Maths Methods Unit 3	
	Semester 4	English Unit 4	Biology Unit 4	Chemistry Unit 4	Physics Unit 4	Maths Methods Unit 4	

Sample 2 – A student hoping to gain entry into an Arts degree

		1	2	3	4	5	6
Year 11	Semester 1	English Unit 1	Literature Unit 1	LOTE Unit 1	History Unit 1	Psychology Unit 1	Maths Methods Unit 1
	Semester 2	English Unit 2	Literature Unit 2	LOTE Unit 2	History Unit 2	Psychology Unit 2	Maths Methods Unit 2
Year 12	Semester 3	English Unit 3	Literature Unit 3	LOTE Unit 3	History Unit 3	Psychology Unit 3	
	Semester 4	English Unit 4	Literature Unit 4	LOTE Unit 4	History Unit 4	Psychology Unit 4	

Have a go yourself!

		1	2	3	4	5	6
Year 11	Semester 1	English Unit 1					
	Semester 2	English Unit 2					
Year 12	Semester 3	English Unit 3					
	Semester 4	English Unit 4					

Senior School Course Charges

Montmorency Secondary College provides a broad range of Senior School options and VCE subjects. Some studies have a charge associated with them. The charge is the difference between the basic materials/services provided from government funding and the higher cost alternatives which may be preferred for the optimum learning experience. Outdoor Education camp fees will be included in the subject levy for this subject. In addition, excursions that are integral to the curriculum and which all students are expected to attend will incur separate charges to the subject fee.

School Council is mindful of the costs involved in undertaking studies that have an associated charge, and all attempts are made to keep costs to a minimum. Study charges may vary from year to year.

Payment of subject charges

Where subjects having a course charge are selected for study, parents should be prepared to meet these payments at the start of the relevant semester.

VET Study Charges

Materials fee:

If materials fees are not paid in full to Montmorency Secondary College by the deadline a student's VET application will be withdrawn and they will revert to a fully allocated VCE course. If you are experiencing financial hardship, payment arrangements are available. Please contact the School Business Manager for a confidential discussion.

ENROLMENT

Enrolment in the Senior School depends upon:

- having satisfactorily completed the previous year
- acceptance of an agreed course
- acceptance of the school rules and procedures by acknowledgement of receipt of the VCE handbook, via XUNO:

Students will also be required to review and **confirm their enrolment and subject details** as recorded by the VCAA. **It is the responsibility of students to ensure that all enrolment particulars are correct.** Students should see Leora in the Senior School if they wish to alter any detail of their VCE enrolment including change of address.

VCE AGREEMENT/EXPECTATIONS

Your enrolment in the VCE at Montmorency Secondary College carries with it some clear responsibilities on your part. The School expects you to follow the rules of the School and the requirements of the VCE as established by the School in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements. Outlined below are a number of specific requirements of VCE students at Montmorency Secondary College. These requirements are designed to support your successful completion of your VCE. Your enrolment in the VCE is dependent upon the signing of the VCAA General Agreement Form and this Montmorency Secondary College VCE Agreement Form.

Behaviour

- Students must behave in a manner that does not jeopardise or interfere with the learning environment of any other student. This includes refraining from any adverse sexual, religious, racial or physical references;
- Private study periods are to be undertaken in the Library Resource Centre or for Year 12 students the Year 12 Study Centre. Failure to use these spaces for their specific use will result in the student's exclusion from these facilities altogether;
- Alcohol, cigarettes and illegal substances are prohibited from the school premises. Breaches of this requirement will be dealt with in accordance with school policy and may result in the withdrawal of a student's VCE enrolment at Montmorency Secondary College;
- Student behaviour must be in accordance with the general rules at Montmorency Secondary College. VCE students are expected to behave as senior students and in accordance with the School's policies.
- Year 12 students may have a number of private study periods during the day. These periods should be utilised in the Year 12 Study Centre or in consultation with staff. Students are not to be in the courtyards (unless seated at the provided tables and it is evident that school work is being done) or general school yard at these times.

Attendance

- Students must attend all lessons punctually and be aware that if a student is late to class on three occasions, this may equate to one absence;
- Students must not leave the school grounds during the school day without prior written permission from parents and with the approval of the Level Coordinators;
- Students must attend all scheduled classes, including Period 0 classes. Failure to do so may result in the awarding of an "N" result due to insufficient class attendance;
- Students must attend all assemblies and study seminars held during the Wednesday Period 5 block.
- Unauthorised absences of greater than five periods from a unit in any semester will lead to a review of the student's progress and to the possible awarding of an "N" result for the unit due to absences.
- Families should refrain from organising holidays / events during the scheduled Term dates as this may impact student's attendance and outcomes results.

Medical Certificates:

- **On the day of a SAC or SAT** if a student is absent due to a medical concern, they are **required** to obtain an accredited medical certificate dated on the day of the absence in order to be eligible for a scored assessment.
- **On the day of a SAC a student must be present at all scheduled classes preceding the SAC.** A medical certificate will be required to explain the absence otherwise failure to attend scheduled classes may result in a penalty such as a S or N result with no scored assessment.
- Failure to obtain an appropriately dated medical certificate for an absence from a SAC or SAT will result only in an S or N result with no scored assessment.
- If a student has been absent when a SAC/SAT was held in class, the SAC/SAT will be scheduled for redemption within one week. The redemption must occur within the week of the student's return to school. **A medical certificate dated on the day of the absence must be presented to Leora in Senior School in order for the assessment to be awarded a numeric score.**
- On non-SAC / SAT days if you are absent due to a medical concern and you have other absences from a subject you should obtain a medical certificate in order that the absence is covered as an authorised absence.
- The Department of Education identifies the following as acceptable Medical Certificates or certificates in lieu: a Certificate issued by a registered doctor, dentist, physiotherapist, chiropractor, osteopath, optometrist or psychologist who is a member (or eligible for membership) of the board of the Clinical Branch of the Australian Psychological Society; **a patient declaration statement from a medical clinic will not be accepted as a medical certificate.**
- Students who become ill and will need an absence of two or more consecutive days must contact their VCE Coordinator by telephone to discuss their situation;
- Where there is a known school absence parents/guardians are requested to advise the school by emailing or telephoning the relevant Co-ordinator in Senior School.

Private study session expectations:

- Students are encouraged to arrive at school at the normal time for private study session during period 1 and use this time effectively in the Year 12 Study Centre (Year 12 students) or the Resource Centre (Year 11 students).
- Unless students are required for an assessment session, a seminar or a school planned activity or event, Year 12 students are permitted to arrive at school in time for their scheduled class.
- If students have a private study session during period 5, once again whilst encouraged to stay at school in the relevant spaces and use this time effectively for study, students are permitted to leave school at lunchtime for the end of the day. However, if students have a private study session during periods 2, 3 or 4, they are NOT permitted to leave the school grounds. Year 12 students are required to be in the Year 12 Study Centre during these times and Year 11 students are required to be in the Resource Centre.

Once at school all students need to remain on site and should students choose to disregard this expectation serious consequences will be applied.

If students arrive at school during period 1, they must make their way to one of the relevant areas for their Year level (Year 12 Study Centre for Year 12 students and the Resource Centre for Year 11 students). Students need to be mindful that all other students are in class and that they are NOT permitted to sit in the courtyard unsupervised.

Student home study expectations

- Senior School students are expected to be completing home study as part of keeping up with, and completing the requirements of each of their studies. The Student planner advises the following suggested home study times:
 - Year 11 students – 2 hours per night
 - Year 12 students – 3 hours per night
- At the Senior School level the student would be expected to be regularly undertaking revision and exam preparation of their own direction, as well as the reading and specific tasks set by their classroom teachers.

RULES AND PROCEDURES FOR THE COMPLETION OF VCE SACS & SATS

Authentication

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including:
 - text, websites and source material
 - The name/s and status of any person/s that provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

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

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgment
- corrections or improvements made or dictated by another person

4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. Where a SAC/SAT is not completed entirely within class time, students must ensure that these authentication requirements are satisfied. Failure to meet these will result in the non-assessment of the task;

Scheduling Assessment Tasks

- Students will be advised of the date for the completion of an assessment task(s) in advance; at least one week prior to the scheduled assessment.
- Students will undertake assessment tasks during
 - class time
 - scheduled timed assessment blocks after school where there are multiple classes eg. English, Further Maths, Maths Methods, Psychology, Food Studies, Health and Human Development, Biology, Legal Studies
- All School Assessed Coursework (SAC) assessments and School Assessed Tasks (SAT) must be completed in line with the directions issued by the class teacher. These directions will identify clearly the due dates of such assessments, the nature and length of the task to be undertaken, and any other special requirements;
- For each assessment task students should be provided with the:
 - type of assessment task and date for completion
 - time allowed for the task
 - allocation of marks
 - nature of any materials they can utilize when completing the task
 - opportunity to demonstrate the highest level of performance
- An extension for a SAC/SAT task can only be granted before the due date and where there is sufficient documented evidence of a significant medical issue having impacted on the completion of the task. An 'Application for an Extension' must be completed and submitted to the Year 11 and 12 Leader, Deb Metcalfe, before the due date of the task;
- The late submission of SAC/SAT work, beyond the time and date set by the classroom teacher, will result in the work being assessed for an "S" or "N" only, where an extension has not been granted. The work will receive a "NA" (Non-assessed) and NO numeric score or grade;
- Technical or computer failure will not be accepted as a reason for the granting of an extension. In line with the VCAA requirements, it is the student's responsibility to ensure that sufficient backups and hardcopies of their work are maintained to avoid any "loss" of work. Similarly, printing difficulties are not grounds for the granting of an extension;

Rescheduling Assessment Tasks

- If a student has been absent, SAC/SAT redemption must occur within **one week** of the student's return to school. The scheduled day/time will be on the Wednesday following the missed assessment. All Year 12 reschedules/resits are held in the Year 12 Study Centre under supervised conditions. The Year 11 reschedules/resits will be determined by the College.
- The Year 12 SAC/SAT redemption day is every Wednesday commencing at 3:30pm.
- Students must attend scheduled SACS / SATS during published timed assessment blocks.
- **If a student has three or more scheduled SACs on one day they may consult their coordinator to re-schedule one SAC to the next SAC/SAT redemption session.**
- **Students are given three attempts to complete a SAC/SAT task. Failure to be present for SAC redemption will forfeit an attempt.**
- **Students are required to obtain a Medical Certificate for an absence from an assessment task due to illness. These must be obtained on the day of the absence from the SAC or SAT.** The Department of Education identifies the following as acceptable Medical Certificates or certificates in lieu: Certificate issued by a registered doctor, dentist, physiotherapist, chiropractor, osteopath, optometrist or psychologist who is a member (or eligible for membership) of the board of the Clinical Branch of the Australian Psychological Society.

- Where a student is absent for an assessment task, the teacher will complete the SAC/SAT redemption form available from the Senior School Office and submit this with the assessment task for completion by the student.
- If a student is absent from the rescheduled date, the Senior School Coordinators will make contact with parents/guardians.

SAC Completion Conditions

1. Students must bring their own writing equipment, erasers, ruler, etc. These must be carried and stored **in a clear plastic pocket**.
2. Pencil cases and bags are not to be brought.
3. Students may not bring to the SAC/SAT mobile phones, Ipods, smart watches or other types of music or communication devices.
4. A student must not communicate, verbally or non-verbally with another student while the SAC/SAT is being conducted.
5. A student must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by the supervising teacher that writing may commence.
6. A student is to raise their hand if they wish to communicate with a supervising teacher.
7. The VCAA approves students bringing bottled water into a room with the following conditions
 - The water is in a clear plastic bottle (no label)
 - The bottle has a secure lid
 - The capacity of the bottle is no more than 1500 ml
 - The water bottle must not be placed on the desk at any time
 - Water bottles must be not re-filled during the examination
 - Water bottles must not be shared between students

When a student does not meet their obligations

The school has a responsibility to ensure that all students abide by the rules set by the VCAA for the conduct of VCE/VCAL courses and their assessments. The school rules must also be followed by all students.

When there is a breach, or suspected breach, of rules regarding School-assessed Coursework or School- assessed Tasks this should be discussed immediately with the Year 11 and 12 Leader. An investigation of the situation will be undertaken in accordance with the VCAA requirements and appropriate penalties will be applied where necessary. The principal will be involved in all dealings with the student where a significant breach of the rules has occurred.

SACS & SATS completed outside of class time

Authentication

Students are required to ensure that all unacknowledged work submitted for assessment is genuinely their own.

For School-Assessed Coursework and School-Assessed Tasks (SAC/SAT) completed out of class, teachers will monitor and record the progress of each student through to completion. In order to ensure authentication, students work and its development is regularly sighted, with records kept of each of the sightings.

Students are required to complete the following document(s) as part of the Authentication process for School-assessed course work or school-assessed tasks completed outside of class time and submit to their teacher(s) with the assessment task.

1. Authentication record for School-assessed Coursework
2. Authentication Record for School-assessed Tasks

Senior School SAC/SAT Proforma



Montmorency Secondary College

Senior School SAC / SAT

UNIT		YEAR	
SUBJECT			
OUTCOME			
TEACHER			
TASK INSTRUCTIONS			
MATERIALS ALLOWED			
CONDITIONS			
TIME ALLOCATION			
MARK ALLOCATION			
DUE DATE			

Assessment Descriptors/Criteria (insert below):

Senior School SAC/SAT Proforma Sample – English



Montmorency Secondary College

Senior School SAC/ SAT

UNIT	3	YEAR	2020
SUBJECT	English		
OUTCOME	1, Part a: Produce an analytical interpretation of a selected text		
TEACHER	CPE, MCL, NCA, CDU, DME, EAN (please highlight/circle)		
LOCATION	CPE, DME, EAN, CDU: Resource Centre MCL, NCA: Study Centre		
TASK INSTRUCTIONS	<p>Choose <u>one</u> of the three topics below, on which to develop and justify an extended written interpretation of <i>In Cold Blood</i> by Truman Capote:</p> <p>Topic 1 : <u>In Cold Blood</u> demonstrates that compassion must be extended to both the victims and their killers. Do you agree?</p> <p>Topic 2: <u>In Cold Blood</u> depicts the American Dream as a barrier in society. Discuss.</p> <p>Topic 3: How does <u>In Cold Blood</u> explore morality and justice?</p> <p>Note:</p> <ul style="list-style-type: none"> Remember to plan your response and to proofread the finished response carefully, being sure that you address all criteria as fully as possible (SAC criteria – see below). There is space in the booklet for planning purposes. Write in blue or black pen only Your piece should be 900+ words 		
MATERIALS ALLOWED	<ul style="list-style-type: none"> pens, highlighters dictionary 		
CONDITIONS	Test conditions		
TIME ALLOCATION	<ul style="list-style-type: none"> 5 minutes reading time 		

	<ul style="list-style-type: none"> • 120 minutes writing time
MARK ALLOCATION	30 marks
DATE	Wednesday, June 24

Assessment Descriptors/Criteria (see overleaf):

VCE ENGLISH SCHOOL-ASSESSED COURSEWORK
Performance Descriptors

		DESCRIPTOR: typical performance in each range				
		Very low	Low	Medium	High	Very high
Unit 3 Outcome 1 Part 1 Produce an analytical interpretation of a selected text.		Limited understanding of the world of the text with reference to the values it expresses. Limited awareness of how the author has responded to different contexts, audiences and purposes.	Some understanding of the world of the text through an analysis of the values it expresses. Some awareness of how the author has responded to different contexts, audiences and purposes.	Satisfactory understanding of the world of the text through an analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes.	Thorough understanding of the world of the text through a detailed analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes.	Sophisticated understanding of the world of the text through an insightful analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes.
		Limited interpretation of textual meaning that makes little attempt to analyse features of the text. Limited reference to the text.	Some interpretation of textual meaning through a broad analysis of features of the text. Some use of textual evidence to justify the interpretation.	Clear and appropriate interpretation of textual meaning through a close analysis of features of the text. Suitable use of textual evidence to justify the interpretation.	Comprehensive and logical interpretation of textual meaning through a close analysis of features of the text. Careful use of textual evidence to justify the interpretation.	Sustained and insightful interpretation of textual meaning through a complex analysis of features of the text. Considered and accurate use of textual evidence to justify the interpretation.
		Limited use of the features of an analytical interpretation.	Some use of the features of an analytical interpretation including the use of structure, conventions and language, including the use of metalanguage.	Sound control of the features of an analytical interpretation including the appropriate use of structure, conventions and language, including the use of relevant metalanguage.	Careful control of the features of an analytical interpretation including the careful use of structure, conventions and language, including the use of relevant metalanguage.	Skilful control of the features of an analytical interpretation including the highly proficient use of structure, conventions and language, including the use of relevant metalanguage.
		Written language that shows limited control of spelling, punctuation and syntax of standard Australian English.	Mostly clear written language that employs some conventions of spelling, punctuation and syntax of standard Australian English.	Generally fluent and coherent written language that employs the appropriate use of spelling, punctuation and syntax of standard Australian English	Expressive, fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English.	Highly expressive, fluent and coherent written language that employs the skilful and accurate use of spelling, punctuation and syntax of Standard Australian English.

MONTMORENCY SECONDARY COLLEGE

School Assessed Tasks (SAT) Protocol

NOTE: This protocol is directly informed by the VCAA.

School-assessed Tasks 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. 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.

The General Achievement Test (GAT) may also be used in statistical moderation. This section applies to the School-assessed Tasks for the following studies:

- Algorithmics(AL03)
- Art (AR03)
- Computing- Informatics (IT02)- Software Development (IT03)
- Media (ME03)
- Product Design and Technology (PDF & PDW)
- Studio Arts (SA03)
- Systems Engineering (SE03)
- Visual Communication Design (VC03)

1. School-Assessed Tasks Assessment

Teachers ensure that there is a sufficient range of topics within their class to distinguish a student's work and, therefore, to assist in the authentication process.

Teachers monitor and record each student's development of work, from planning and drafting through to completion, in the study specific School-assessed Task Authentication form.

2. Sighting Of Student Work

- **The number of observations required per student is determined by the number indicated on the VCAA SAT Authentication Record Sheet for each study.**
- **Observations of individual work done in class must be recorded on the subject specific authentication sheet* (see below)**
- **The teacher and student must sign each recorded observation.**

3. Visual Record Keeping By Students For Authentication

This is a compulsory aspect of the process. Subject teachers will set the minimum expectations of documentation requirements with students in their classes.

4. Assessment Sheets For School-Assessed Tasks

- The VCAA provides grade descriptors to all schools specifying the criteria which is used in awarding scores.
- Assessment sheets are published annually and made available on the relevant Advice to Teachers page of the VCAA website.
- Schools must use the current year's assessment sheets.
- Each criterion has a numeric scale of 0-10 which schools use to award marks.

5. Due Dates

- **All SAT tasks are due by or ON the due date at a time specified by the subject teacher.**
- **Any extension request must be made prior to the due date. This follows the school and VCAA rules.**
- **If the SAT is not submitted on the due date a medical certificate must be supplied and the SAT must be submitted on the next working day.**
- SAT due dates will not be adjusted for students involved in co curricula activities. Students involved in such activities around SAT due dates are required to submit their SAT **before** the due date.
- Teachers may set internal due dates for the sections of the SAT. [These dates will be communicated to students at least one week forward notice as per SAC protocols]. At risk notification letters and redemption tasks will be forwarded to families if students do not adhere to these due dates

VCAA Rules For Authentication Of School-Based Assessment

Students must observe and apply the rules for the authentication of School-based Assessment. Students must sign an authentication record for work completed outside class when they submit the completed task.

The VCAA authentication rules state that:

1. a student must ensure that all unacknowledged work submitted for assessment is their own
2. a student must acknowledge all resources used including:-texts, websites and other source material-the name and status of any person who provided assistance and the type of assistance provided
3. a student must not receive undue assistance from another person in the preparation and submission of work
4. acceptable levels of assistance include:- the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context- prompting and general advice from another person or source, which leads to refinements and/or self-correction
5. unacceptable forms of assistance include:-use of, or copying, another person's work or other resources without acknowledgment-corrections or improvements made or dictated by another person
6. a student must not submit the same piece of work for assessment in more than one study, or more than once within a study
7. a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
8. a student must not knowingly assist another student in a breach of rules
9. in considering if a student's work is their own, teachers should consider if the work:-is atypical of other work produced by the student-is inconsistent with the teacher's knowledge of the student's ability-contains unacknowledged material-has not been sighted and monitored

VCE EXAMINATIONS

The General Achievement Test (GAT)

The VCAA requires VCE students to sit the GAT each year they undertake a unit 3 & 4 study. All students enrolled in one or more sequences of units 3 & 4 must sit the General Achievement Test. This includes year 11 students undertaking a unit 3 & 4 study. The only exceptions are students who are visually or hearing impaired.

The GAT is a general aptitude test. It seeks to measure the level of general achievement students have accomplished across three broad areas:

- written communication
- mathematics, science technology
- humanities, arts, social sciences

It is externally set and assessed. It consists of two written tasks, each of half an hour duration and 70- multiple choice questions for which two hours are allowed. Numerical scores are reported to students for each of these three components – along with State means.

The VCAA uses GAT scores in the process of:

- Reviewing school assessments in School-Assessed tasks
- Requesting authentication checks by schools for particular students' School-Assessed Tasks
- Checking the accuracy of student scores in examinations
- Enhancing the statistical moderation in School-Assessed Coursework
- Calculating Derived Examination Scores where Special Provision has been approved
- **GAT date: Wednesday June 10, 2020, 10 am-1.15pm**

2020 VCE Examination periods

The following examination periods for next year were approved by the VCAA Board on 26 June 2019.

- **General Achievement Test (GAT)**
Wednesday 10 June 2020, 10.00am – 1.15pm
- **Extended Investigation Critical Thinking Test**
Wednesday 29 July 2020, 10.00am – 11.10am
- **Performance and Languages oral examinations and Extended Investigation: oral presentations**
Monday 5 October 2020 – Sunday 1 November 2020
- **Languages (CCAFL) written examinations**
Tuesday 20 October 2020
- **Auslan examination**
Wednesday 21 October 2020
- **Written examinations**
Wednesday 28 October 2020 – Wednesday 18 November 2020

Australian Tertiary Admissions Rank (ATAR)

Studies used for the ATAR

- All VCE Unit 3 & 4 sequences
- Vocational Education and Training (VET) Programs with Unit 3 and 4 sequences
- Approved Higher Education studies

To qualify -

- Qualify for the VCE (16 Units)
- Achieve study scores in at least 4 Unit 3 and 4 VCE studies, including 1 from the English group

Calculation of the ATAR

Developed from an aggregate produced by adding the results for up to 6 studies as follows:

- The ATAR subject score in an English study
- The next best 3 scaled study scores (together with English study make up the primary four
- 10% of any fifth and sixth permissible scores that are available.

Restrictions on studies in the ATAR

There are restrictions to how many studies from the same study area grouping and/or VET industry area can contribute to an ATAR.

In each of the study areas of:

- English [English; English Language; Literature]
- Mathematics [Further Maths; MM ; Specialist Maths]
- History
- Contemporary Australian Studies
- Information Technology
- LOTE
- Music

✓ At most TWO results can contribute to the primary four

✓ At most THREE results can contribute to the ATAR, be they VCE results, Higher Education study results or VET results.

For further information go to

http://www.vtac.edu.au/files/pdf/publications/study_area_groupings_2020.pdf

Year 11 Examinations

Examinations will be scheduled at the end of Semesters 1 and 2 for students undertaking Units 1 & 2 courses of study.

RULES

It is important that the Unit 1 and 2 examinations are conducted in accordance to the rules as specified by the VCAA. All students need to ensure that they are familiar with all requirements expected during examinations.

GENERAL

Please check the Year 11 Examination timetable for your allocated Exam times. Arrive at school early and ensure that you know the correct location of your examination room. Students are to meet at least 10 minutes before their exam at the designated area outside of the exam centre. You will not be allowed to leave the examination room until the end of the scheduled finishing time for each exam.

Students must be in full school uniform to sit their exams.

Students must bring to the examinations their own writing equipment, erasers, ruler, etc. These must be carried and stored **in a clear plastic pocket**. Pencil cases and bags are not to be brought to the examination room.

Students may not bring to the Examinations mobile phones, iPods, Smart Watches or other types of music or communication devices.

The VCAA approves students bringing bottled water into an examination room with the following conditions

- The water is in a clear plastic bottle (no label)
- The bottle has a secure lid
- The capacity of the bottle is no more than 1500 ml
- The water bottle must not be placed on the desk at any time
- Water bottles must be not re-filled during the examination
- Water bottles must not be shared between students

CONDUCT AT EXAMINATIONS

Please take particular note of the following rules. During any examination you must not:

• Have in your possession any book or notes or blank paper (apart from the materials distributed for that examination) or any other resources that would improperly help you in your work. An exception applies to physics mathematics or subjects which allow the use of bound resources during examinations.

During any examination you must not:

- Have in your possession any electronic device (including mobile phones and electronic dictionaries) apart from calculators (for those subjects in which they are permitted);
- Directly or indirectly help any other student;
- Permit any other student to copy from or otherwise use your papers;
- Directly or indirectly accept help from any other student;
- Use any papers of any other student;
- Behave in a manner that disrupts other students.

USE OF DICTIONARIES

If a dictionary is permitted in the examinations you must provide your own. The use of dictionaries in examinations is subject to the following conditions:

- A dictionary may not contain any additional material that may help you in the examination of the subject concerned.
- The supervisor at the examination room has the authority to inspect your dictionary.

USE OF CAS CALCULATORS

Students must use the approved CAS or Graphics calculator in their mathematics examinations. Please ensure that you bring your own calculator and that you have **a spare set of batteries** for your calculator. **No batteries will be supplied during the exam.**

Please note: Students are not permitted CAS calculators in the Chemistry examination. General Maths A1 & 2, Maths Methods 1 & 2 and Specialist Maths both have one calculator-free exam.