



KOROWA
ANGLICAN GIRLS' SCHOOL



VCE
STUDENT
HANDBOOK
2019

Table of Contents

Introduction	3
VCE: General Information	6
VCE: Units 3 and 4	9
VCE Units 3 And 4: Examinations	13
Units 3 and 4: Lateness to Examinations	15
Workload Issues	15
VCE Unit Requirements and VCAA Rules	16
APPENDIX A: Policy for the Conduct of Unit 3 and 4 Coursework	17
APPENDIX B: Rescheduling of SACs Policy	18
APPENDIX C: Template for SAC/SAT detail to be issued to Students	19
APPENDIX D: Acknowledgement of Receipt of Information for the Upcoming SAC/SAT	20
APPENDIX E: Template for SAC Cover Sheet	21
APPENDIX F: Weighting of Unit 3 & 4 Graded Assessments contributing to the calculation of the Study Score	22
APPENDIX G: Unit 3 & 4	23

Introduction

This handbook contains Korowa Anglican Girls' School's policy and procedures for delivery of studies accredited by the Victorian Curriculum and Assessment Authority (VCAA) for the Victorian Certificate of Education (VCE). Year 11 and 12 students follow a program of study which leads to the award of the VCE. The rules relating to the VCE are set by the VCAA.

Each study in the VCE consists of four semester length units:

- Units 1 and 2: in some studies, these units may be taken separately. The School is responsible for the assessment of Units 1 and 2.
- Units 3 and 4 must be taken as a sequence. Units 3 and 4 are assessed externally by the VCAA.

In Year 11 and 12, the usual program is for students to take 22 units of study consisting of:

- 6 VCE units per semester in Year 11.
- 5 VCE units per semester in Year 12.

A student undertaking two Unit 3 & 4 subjects in Year 11 is expected to complete five subjects in Year 12.

To be awarded the VCE, students must satisfactorily complete at least 16 units of study.

The program must include satisfactory completion of:

- three units of English studies, of which two are Units 3 and 4;
- three sequences of Units 3 and 4 other than an English study.

Entry into VCE Studies and VCAA Student Numbers

Students are required to complete and sign a Personal Details Form and an agreement to abide by the VCAA regulations, which is completed early in the School year. VCE Students have their own identification number provided by the VCAA. Student Services, Heads of Year 11 and 12 and the Careers Counsellor keep copies of student VCAA numbers. Students who have enrolled to study a subject at another school, e.g. a language or Dance, must ensure that the details of this are given to Student Services. According to VCAA regulations, until the enrolment at the other School is recorded at Korowa (the Home School); the student is not officially enrolled in that unit(s).

Students are responsible for accurately checking VCAA enrolment details and for advising the School of errors in subject enrolment, enrolment in studies offered by outside providers, change of address, etc.

A student undertaking two Unit 3 & 4 subjects in Year 11 is expected to complete five subjects in Year 12.

Subject Changes and Changes to a VCE Program or Enrolment Records

Most students will have finalised their VCE program by the start of the new school year; however, a student should first see her VCE subject teacher when she is experiencing difficulty. If a student needs to change a subject, she must then consult with her Head of Year. This process should be completed by:

- **Wednesday 13 February** (Semester 1) for Units 1 or a 3 & 4 sequence; and
- **Friday 21 June** for Unit 2 only

A subject change will be given consideration where:

- The change is approved by parents in writing and the current subject teacher has reported on the student's progress;
- Class size and timetable feasibility permit the change; and
- The student has investigated the effects on tertiary course selection and career choice of the change.

A change may not be possible when:

- It requires changes to other subject groupings;
- The class the student wishes to enter is already full; and/or
- The student has not successfully completed prerequisite studies or demonstrated sufficient readiness.

A subject may be dropped in exceptional circumstances. Each case will be considered on its merits.

Students are responsible for accurately checking VCAA enrolment details and for advising the School of errors in subject enrolment, enrolment in studies offered by outside providers, change of address, etc.



Student Attendance

Korowa's VCE students must attend one hundred percent (100%) of all their scheduled classes. All VCE teachers maintain an accurate record of students' class attendance. This is in addition to School attendance information.

Any missed class is counted as an unexcused absence unless the student has a medical certificate or note/communication from a parent/guardian, indicating that the student was unfit for school on that day or that the student needed to attend an unavoidable medical appointment. The exceptions to this rule are:

- When a student is on a school excursion or participating in a GSV event;
- When a student is attending a VET subject; or
- When a student is attending a VCAA externally assessed performance examination.

If a student anticipates missing a class for any other reason, she must seek special leave of absence in writing and in advance, where possible, from her Head of Year.

It is the student's responsibility to find out the work that was covered and set during her absence and to complete all required work

Students need to attend sufficient class time to complete work. Students who do not meet the attendance requirements and who do not qualify for an excused absence may be given an 'N' (not satisfactory) for the VCE unit.

Unit 3 & 4 students must have a medical or other professional certificate, provided by an independent practitioner who is not a family member, if they are absent on a day on which there is a SAC or SAT scheduled.

Unit 1 and 2 students must have a medical certificate or other professional certificate, provided by an independent practitioner who is not a family member, if they are absent on a day on which there is an Assessment Task scheduled or a major piece of work relating to an Outcome is due. A note from a parent will not suffice.

It is the student's responsibility to find out the work that was covered and set during her absence and to complete all required work

Questions about the VCE

The VCAA maintains a website at: <http://www.vcaa.vic.edu.au>

The School provides up-to-date information and is happy to answer any questions about the VCE. The School actively encourages parents and students to communicate with subject teachers, Heads of Year, Advisor or the Director of Curriculum. The Director of Curriculum oversees the overall implementation of the VCE on behalf of the Principal.

VCE: General Information

Key Staff 2019

Director of Curriculum:	Mrs Grace Kinch
Deputy Principal:	Ms Liana Gooch
Deputy Principal Student Wellbeing:	Mrs Kellie Lyneham
Head of Senior School:	Ms Karlie Stocker
Head of Year 12:	Ms Niki Cook
Head of Year 11:	Ms Ashmini Perera
International Student Co-ordinator:	Mrs Alexandra Jackson
Careers Counsellor:	Mrs Emma Nelson
Timetabler:	Mrs Mary Skehan

Satisfactory Completion of VCE Units

Satisfactory completion of a VCE unit depends on a student's satisfactory completion of learning outcomes and on her meeting the School's attendance requirements.

Decisions about satisfactory completion rest with the VCE subject teacher who makes clear to students, both in writing and verbally, the requirements for satisfactory completion of the unit. Achievement of an outcome means:

- The work is clearly the student's own.
- It meets the required standard.
- The work was submitted on time.
- There has been no substantive breach of rules.

If all outcomes are achieved, the student receives an S (Satisfactory) for the Unit.

A student receives N (not satisfactory) for a unit when one or more of the outcomes are not achieved because:

- The work is not of the required standard.
- The student has not met a School deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated.
- There has been a substantial breach of rules including School attendance rules.

The VCE subject teacher keeps the Head of Year informed when a student is not managing her study program. The VCE subject teacher makes any decision not to award an S in consultation with the relevant Head of Year, Head of Senior School and the Director of Curriculum.

English as an Additional Language (EAL)

Students who qualify for English as an Additional Language (EAL) status are identified prior to their entry into Year 12. Any student who believes she qualifies for EAL status should check her class enrolment detail and be clear as to whether she is enrolled in English (EAL). If a girl is unsure, she should check with Student Services.

Student Appointments with VCE Teachers and Other Members of the VCE Team

VCE students are expected to take increasing responsibility for their own learning and to work actively and co-operatively with subject teachers.

Students should seek assistance from teachers both inside and outside the classroom when they have questions, need reassurance, have suggestions, etc. Students are welcome to make appointments with teachers and other School personnel during non-timetabled periods, lunchtime and before/after school. VCE teachers often provide students with specific periods during which they are available for consultation on an impromptu basis. Students are also encouraged to use email or Konnect to communicate with relevant staff.

Using Computers for VCE Assessment

When using either a notebook or desktop computer, the student is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability;
- Hard copies of the work in progress are regularly produced;
- Each time changes are made the work is backed up. The backup file must not be stored with the computer.

Problems with technology are not acceptable grounds for extensions of time or for Special Provision.

VET and the VCE at Korowa

Provisions are made for students to study a VET subject outside the School as part of their VCE program. These students will be absent from Korowa once a week, usually every Wednesday afternoon. VET-related absences are deemed excused absences. It is the student's responsibility to remind her VCE subject teacher of absences and to make up all missed work at times negotiated with the subject teacher. VET arrangements are administered by the Careers Counsellor.

VCE: Units 1 and 2

Assessment

All VCE Units 1 and 2 offered by Korowa will be assessed in two ways:

- **Each Learning Outcome** will be assessed as Satisfactory (S) or Not Satisfactory (N). All Learning Outcomes must receive an S for the Unit to be satisfactorily completed. This information is reported to the VCAA.
- **Assessment Tasks:** Percentage scores are used to indicate the level of achievement in assessment tasks. NA is used when a student is formally exempted from an assessment task. At the start of each Unit, the subject teacher will provide details of the assessment tasks forming the basis of Common Assessment Tasks (CATs). Assessment components for Unit 1 & 2 subjects are weighted according to weightings applied to Unit 3 & 4 subjects. Please refer to Appendix F for this information.
- **Examinations:** are conducted at the end of each semester. The examinations are not usually an assessment task that contributes directly to the judgement of a satisfactory completion of the unit; however, performance in the examination may be used to achieve satisfactory completion if the student is a potential for non-satisfactory completion.
- **Lateness to examinations:** Units 1 & 2
 - Students who are up to 30 minutes late once writing time has commenced will be given an additional 15 minutes of writing time to complete their exam.
 - If a student is more than 30 minutes late after the writing time has commenced, it is at the discretion of the subject teacher/Head of Department as to whether to admit the student into the examination. If permitted, an additional 15 minutes only of writing time will be given.

Students are not permitted to bring mobile phones and/or any other unauthorised electronic devices (Apple Watch, iPod, MP3 player, etc) into an assessment task. Failure to adhere to this rule may result in the forfeiture of marks or cancellation of scores for this assessment. (VCAA policy for Units 3 and 4)

Reporting

Parent-student-teacher interviews, continuous online reporting (COR) and informal conversations provide feedback to students and parents. Parents should consult the School calendar for the dates of parent-student-teacher interviews. Continuous online reporting is available through the Parent Portal during the semester. In mid-December, the School receives from the VCAA, a Statement of Results showing S or N for each unit attempted by each student enrolled in Unit 1 and 2 studies. These results will contribute to the award of the full VCE. These statements will be distributed to students at the commencement of the next year.

Learning Outcomes and Assessment Tasks

The subject teacher decides whether a student has satisfactorily completed a Unit based upon whether the student has achieved each of the Learning Outcomes for the Unit. Subject teachers design a range of assessment tasks that relate to each of the Learning Outcomes. The decision as to whether a student has completed each Outcome will be based on the teacher's judgement of the student's performance on assessment tasks for the Unit. If the student's attempt at the assessment task does not achieve the required standard, then the student has one opportunity to redeem the potential N. The purpose of this resubmission is for the student to achieve an S assessment for the task, and consequently for the relevant Outcome. The result given to the original assessment task will not be altered. If, after resubmission, the work is still not considered to have achieved an S standard, then the teacher will inform the Head of Year and the Director of Curriculum.

EAL Students Units 1 and 2: Assessment Tasks and Examinations

EAL students may use a paper bi-lingual dictionary during an assessment task and examinations.

VCE: Units 3 and 4

Korowa students who enrol in a Unit 3 and 4 subject prior to Year 12 do so knowing that there is a 'no repeat' policy. Students are required to fully commit to their Unit 3 and 4 study in the year of enrolment.

If a student undertakes two Unit 3 & 4 subjects in Year 11, there is an expectation that five subjects are completed in Year 12. This does, however, give such a student the opportunity to pursue a University Enhancement subject in Year 12 if eligibility criteria are met.

School-Assessed Coursework (SACs)

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the Unit's outcomes. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed in class time. Work will be required to be submitted to the teacher at the end of the session. No work is to be taken home for completion. This does not preclude some of the work being completed out of class, e.g. preparation for the task; however, in allowing students to complete part of the work out of class time, teachers must be able to authenticate that work.

School-Assessed Tasks (SATs)

Art, Studio Art and Visual Communication and Design have School-Assessed Tasks as well as Coursework. Tasks are used in studies where products and models are assessed. The kind of tasks used for SATs will be the same for every School, with specifications being provided by the VCAA; however, the School will decide the content of the tasks. The VCAA specifies how marks and grades are to be allocated. The teacher completes the assessment and forwards to the VCAA a score indicating how each student performed in the SAT.

SAC/SAT Protocols

Communication to students about SACs/SATs follow these protocols.

1. Unit 3 & 4 teachers must provide the following by end of the first full week of School, via Konnect and hard copy.
 - a. A calendar outline of each week's topics which includes SAC weeks and dates
 - b. An overview of each component of assessment, including weighting contributing to the final assessment
 - c. An overview of the topics for each SAC including mark allocation
2. At a minimum of two weeks before a SAC, students must receive the following in hardcopy and be published on Konnect. Teachers must use the template as per Appendix C to provide the information below.
 - a. A detailed overview of the content being assessed in the SAC;
 - b. A detailed overview of the structure of the SAC
 - c. Breakdown of the marking schedule; and
 - d. Assessment Rubric where relevant
3. Students must sign an acknowledgement form which indicates that they have received the information regarding the forthcoming SAC. This will be supplied by the teacher. Refer to Appendix D for the template.
4. All SACs/SATs must contain a coversheet as per Appendix E.

Schools are responsible for the initial assessment of Coursework, which will be then transferred to the VCAA. Statistical moderation processes will be applied to the initial assessments after VCE examinations have been assessed. Results of Coursework contribute towards a student's Study Score in each VCE study.

Rules for SACs/SATs: breaches and investigations

Where a teacher believes a breach of VCAA assessment rules has occurred in a SAC, the teacher will report this to the Director of Curriculum. A preliminary investigation into the allegation will be conducted according to the guidelines provided by the VCAA in the *VCE and VCAL Administrative Handbook*.

SAC and SAT Calendar

Students will receive SAC/SAT dates via their subject teachers, in hard copy and via Konnect. An overall SAC/SAT calendar will be distributed to Year 12 students and parents early in Term 1.

Examinations

Examinations are centrally set tasks externally assessed by the VCAA. This includes written, oral or performance tasks according to the requirements of study designs and taken under examination conditions. Examinations are set by panels, which are appointed by the VCAA.

Statistical Moderation

School assessment is an important part of the VCE. In many studies it counts for at least 50% of students' assessments. It is important that the assessments made by all schools throughout the State are comparable and fair to all students. Moderation is needed to ensure that schools' assessments are comparable and thus fair for all students throughout Victoria.

Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing each subject. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the School. The VCAA will use moderation to ensure that the assessments given by each school are comparable throughout the State. The process will involve adjusting the level and spread of each school's assessments of its students in each subject, to match the level and spread of the same students' scores on the common external examination. A copy of the VCAA's statistical moderation policy is found on the VCAA website.

Special Provision for Unit 3 & 4 studies (VCE & VCAL Administrative Handbook)

Students eligible for 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. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances, to be able to demonstrate their capabilities. The guiding principles, which must be satisfied in all forms of Special Provision, are:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

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

- Illness: acute and chronic
- Impairment: long term or
- Personal circumstances.

Schools have many ways of making alternative arrangements to enable students to be assessed against the outcomes of the study design, following guidelines issued by the VCAA.

Assessment and Reporting: Units 3 and 4

The VCAA assesses all students undertaking Units 3 and 4. All studies have three graded assessments, which include School-Assessed Coursework, School-Assessed Tasks and the external examination component. Scored VCE VET programs have two graded assessments. Please refer to Appendix F for a summary of how each VCE study's assessment components are weighted for the calculation of the Study Score. Please refer to Appendix G for an overview of each Unit 3 & 4 subject's SAC/SAT titles.

Reporting to Parents

Please refer to the 2019 School calendar, which lists the dates for Semester 1 and 2 Parent-Student-Teacher Interviews. Continuous Online Reporting (COR) is made available during the Semester where teachers will provide percentage results and written feedback as to performance in each SAC/SAT. Parents access COR via the Parent Portal. Students can access these results via Konnect. VCE study scores and grades are distributed by the VCAA and are made available to students in December. VTAC is responsible for the distribution of the ATAR in December to Year 12 students only.

Feedback on Performance in Assessment Tasks & the Return of Student Work

The VCAA recommendation is that students should receive meaningful feedback about their performances in SACs and SATs. As a result, students enrolled in Units 3 and 4 will receive an unmoderated percentage score for each SAC/SAT. This percentage score and comment will be conveyed via COR to both students and parents. *It is important to note that the letter grade awarded by VCAA is the result of its statistical moderation processes at the end of the year.*

Students are reminded that results are confidential to the individual student. Students should not feel pressure to share this information with other students. The purpose of providing feedback/advice to the student is to assist her to learn from her attempt at the task.

SACs are returned to students according to the timeline for each Subject Department, so as to assist with examination preparation or for other revision purposes.

Units 3 and 4: Continuous Online Reporting (COR)

Teachers of VCE Units 3 and 4 use COR as described above under *Reporting to Parents*. At the end of each semester, the COR will also provide the Unit result of Satisfactory (S) or Not Satisfactory (N). Teachers do not report projected study scores or student class rank order.

Year 12 students and Final Results

On completion of the VCE, Year 12 students receive a statement of results from the VCAA. The statement contains:

- A cumulative record of achievement for all VCE and VCE VET units undertaken, and the year in which the result was obtained.
- Graded Assessments and a Study Score for each sequence of Unit 3 and 4 studies undertaken either in the current year or earlier.
- University Enhancement studies with the titles of the studies and the university listed if successfully completed.
- Credit obtained for study undertaken overseas, interstate or in the International Baccalaureate, or for a Vocational Certificate.
- A declaration that the student has or has not been awarded the VCE.

Year 12 students will also receive their ATAR score from the Victorian Tertiary Admissions Centre (VTAC).

VCE Units 3 And 4: Examinations

General Achievement Test (GAT)

All VCE students enrolled in one or more sequences of Units 3 and 4 must sit the GAT on Wednesday 12 June 2019. It consists of written tasks and multiple-choice questions. A confidential statement of GAT results is sent to each student at the end of the year. The results are not provided for either tertiary selection or employment purposes. The statement will indicate the student score, with descriptive comments about the student's performance on each component. The components are: Written Communication, Mathematics/Science/ Technology and Humanities/Arts/Social Sciences.

The GAT is an essential part of the VCE assessment procedure, in that the results play an important role in checking that School-based Assessments and examinations have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES). The VCAA will use GAT scores in:

- the statistical moderation of School-based Assessments;
- checking the accuracy of student scores in examinations; and
- the calculation of a DES.

2019 Examination Periods

General Achievement Test (GAT): Wednesday 12 June

Performance and LOTE Oral examinations: 7 October – 3 November

End-of-year Examinations: Wednesday 30 October – Wednesday 20 November

Students will receive a personalised copy of their Units 3 and 4 examination timetable for their end-of-year examinations. External examination arrangements are the responsibility of the Director of Curriculum, with support from the Head of Year 12.

Trial Exams

Unit 3 & 4 Trial exams are scheduled in the last part of the Term 3 school holidays and the Staff Day at the beginning of Term 4. Trial exams are compulsory for Year 12 students and for those Year 11 students enrolled in a Unit 3 & 4 subject. Although completion is not part of the awarding of satisfactory completion of Units or the VCE, trial exams are a vital part of feedback and learning for both students and teachers as follows:

- To provide feedback to teachers to assist with the planning of revision classes;
- To provide feedback to teachers so as to guide individual students with revision, as it relates to areas of strengths and areas which require further revision; and
- To give students feedback so that they can establish focus areas for revision and study in preparation for the VCAA exams. This includes areas of strength and weakness; skills that need further refinement and feedback regarding time management within an exam.

These exams are scheduled in a short time-frame to enable marking to take place promptly. Typically, external markers are used in some subjects. These markers are often VCE assessors who work with our teachers to provide accurate, timely feedback in preparation for the VCAA exams.

Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by:

- Accident or sudden onset of illness
- Personal circumstances
- Long-term impairment

Applications for special examination arrangements must be accompanied by recent supporting medical or other specialist documentation, and are overseen by the Head of Learning Support, in consultation with the Head of Year, School Counsellor and Director of Curriculum. Special Examination Arrangements may take the form of:

- Extra reading time in addition to the official reading time and/or
- Extra time designated for the examination and/or
- Normal time but with appropriate rest periods and/or
- Use of a computer and/or
- Permission to sit the examination in a separate room.

Students with specific illnesses or disabilities may be assisted by other measures designated by the VCAA. Students, who have been granted EAL status, are not eligible for Special Examination Arrangements on this ground alone.

Derived Examination Score (DES)

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of her learning or achievement in the study.

The purpose of a 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 she has demonstrated in her study over the semester/year.

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the examination period has affected their performance on an examination or has prevented them from attending an examination. 'Immediately before' applies to the two-week period prior to a performance or oral examination or the first written examination in the October/November examination period.

The DES is not intended to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year.

Students who believe they may be eligible for the DES should contact the Director of Curriculum. The School is responsible for making the initial decision on eligibility and is recommending approval to the VCAA. Final approval rests with the VCAA.

The calculation for the DES uses all available scores for the student in the affected study and the indicative grade for the examination provided by the school and the GAT component scores. For each approved application for a specific examination, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including moderated School-based Assessments, GAT component scores, other examination scores if available and indicative grades provided by the school.

Units 3 and 4: Lateness to Examinations

Unit 3 and 4 students receive a copy of the VCE Exams Navigator Student Information & Timetable booklet prior to the October/November examination period. Students are expected to be familiar with its contents. The VCAA has additional regulations relating to the late arrival of a student to an examination, and these should be read and understood by the student prior to the examination period.

Workload Issues

Managing Workload and Last Day of Semester

Korowa sets a last date that Learning Outcomes and other assessment tasks can be due and sets an end of semester date, which is the last date that any type of assessment tasks may be accepted for an S to be granted. In 2019, the final date for submitting work in order to obtain satisfactory completion of a unit is Monday 11 November.

VCE students are expected to use their school diary to manage their workload. This can be achieved but the School is aware that sometimes students may need help with study skills, time management or stress management; they may grapple with personal or family problems; or they may lack motivation to do their best. Students and their parents should not hesitate to contact the Advisor, Head of Year or the School Counsellor for help.

Rescheduling School-Assessed Coursework (SACs) and Tasks (SATs) at Units 3 & 4

Unit 3 & 4 students must have a medical or other professional certificate, provided by an independent practitioner who is not a family member, if they are absent on a day on which there is a SAC scheduled or a SAT is due.

Please refer to Appendix A and B which outlines Korowa's policy for the procedures and processes for the conduct and rescheduling of Unit 3 and 4 coursework (SACs and SATs).

Rescheduling Assessment Tasks for Units 1 & 2

Unit 1 & 2 students must have a medical certificate or other professional certificate, provided by an independent practitioner who is not a family member, if they are absent on a day on which there is an Assessment Task scheduled. A note from a parent will not suffice.

Students must take evidence of the certificate to their subject teacher to verify the absence, and to negotiate an alternative date on which to complete the assessment task.

VCE Unit Requirements and VCAA Rules

The VCE is awarded on the basis of satisfactory completion of units, according to VCE program requirements.

The VCAA sets down seven rules which a student must observe when preparing work for assessment. These rules apply to SACs and SATs. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including text, websites and source material; and the name/s and status of any person/s who 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, e.g. 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. Teachers will distribute these forms where relevant.
 7. A student must sign a general declaration that he/she will obey the rules and instructions for the VCE and accept its disciplinary provisions. (This is done via the Student Personal Details Form.)

The Principal via the Director of Curriculum must report to the VCAA any serious breach of rules. Accordingly, subject teachers and Heads of Year must report to the Director of Curriculum possible breaches of rules.

Teachers work with the Head of Department or Head of Year to determine whether a breach has occurred and report to the Director of Curriculum suggested actions. Actions that the School may take in case of a breach of rules include:

- Student notified in writing of interview
- Reprimand student
- Student asked to resubmit work
- Part/s of work not authenticated and not accepted for assessment (these parts are crossed out on the work)
- Refuse to accept all work
- Other fair and appropriate actions deemed in the student's and other students' best interests.

APPENDIX A:

Policy for the Conduct of Unit 3 and 4 Coursework

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices (Apple watches, iPod, MP3 player, etc) into a SAC. Failure to adhere to this rule may result in the forfeiture of marks or cancellation of scores for this assessment.

1. All students are expected to be present on the day a SAC is scheduled. An unexplained absence may result in a score of zero for the task. Students cannot defer a SAC on the grounds that they believe they are not ready.
2. Absenteeism occurs for one of three reasons:
 - a. Student Services will inform a subject teacher via email if notification has been received from a parent regarding student absence from a SAC.
 - b. Subject Teacher lets Student Services know that a student is missing from a SAC.
 - c. Student is missing from a SAC due to an explained absence: GSV event or other School-based approved activity.
3. The subject teacher will initiate the application to reschedule the SAC following the steps described on the Application to Reschedule a SAC form. Rescheduled SACs will be scheduled on the next available after-school session.
4. If a student knows in advance that she will be absent from School on the day a SAC is scheduled (and it is an acceptable/explained absence), she should notify her subject teacher as soon as possible. Written medical/professional documentation is required from the student for absences not associated with GSV events or other School approved activities.
5. Students must supply a medical certificate to support their application where the absence is due to health reasons, or other documentation that provides a legitimate explanation for the absence. A note from a parent indicating that a student has a cold (or similar) is insufficient.
6. Once the student has returned to School and has supplied medical documentation to Student Services verifying the absence, Student Services will notify the Subject Teacher and Head of Year.
7. Students will be advised when SACs are scheduled, by both the Subject Teacher and via Konnect.
8. EAL students may use paper bi-lingual dictionaries in Semester 1 SACs, with no dictionaries permitted in Semester 2. Semester 2 exceptions include EAL English and languages as students are permitted to take a bi-lingual paper dictionary into these written examinations.
9. Where students are to complete SACs using computers for either health or special provision reasons, a School provided notebook computer will be used, supplied by IT Services. A minimum of three days' notice is required.

Documentation requirements for partial or full absence on the day of a SAC

Students who are absent for part of the day on which they have a SAC or a SAT due for submission, and who then present for the SAC/SAT submission, are required to provide official documentation to support the absence in order to be able to sit the SAC or submit the SAT. This includes all absences, including appointments, 'other' and illness. Official documentation includes medical certificates, or statements from other health professionals, for example, dentists, optometrists, etc.

Students who are absent for a full school day, but who then present for an after-school SAC, will not be permitted to sit the SAC on that day. Medical documentation will be required to support the absence, with the SAC being rescheduled to the first available after-school session from the date of the SAC.

Medical documentation must be supplied by an independent practitioner, who is not a member of the family.

All Unit 3 and 4 assessments will contain the following disclaimer:

"Any marks/scores provided to a student by Korowa are provided to assist the student and her parents in gauging a student's progress, but they cannot be used to predict the VCAA study score or the VTAC ATAR score."

APPENDIX B:

Rescheduling of SACs Policy

Applicability

This policy applies to the rescheduling of all Unit 3 and 4 School-Assessed Coursework (SACs) when students are absent on the date(s) the SAC is scheduled for completion.

Statement of Intent

All Unit 3 and 4 teachers strive to complete SACs in a timely, equitable and organised manner. When a student is absent on the day of the scheduled SAC, this means that similar conditions need to be found to allow the absent student to sit the SAC.

Process

1. Absenteeism occurs for one of three reasons:
 - Student Services will inform a subject teacher via email if notification has been received from a parent regarding student absence from a SAC.
 - Subject Teacher lets Student Services know that a student is missing from a SAC.
 - Student is missing from a SAC due to an explained absence: GSV event or other School-based approved activity.
2. A student absent on the day of a scheduled SAC must contact either Student Services or her Head of Year to inform the School of her absence, along with information relating to the scheduled SAC. Please also refer to the *Policy for the Conduct of Unit 3 & 4 Coursework* in relation to partial absenteeism on the day of a SAC/SAT, and the process regarding when a student sits the SAC in these circumstances.
3. Subject teachers are to follow the procedures as per the *Application to Reschedule a SAC* form in order to have the absent student sit the SAC. The onus is on the subject teacher to initiate and complete the *Application to Reschedule a SAC form*.
4. For absenteeism relating to illness: on the return to School the student must present an independent medical certificate to Student Services to verify the absence. This information will be forwarded to the Subject Teacher and Head of Year. The Subject Teacher will finalise the *Application to Reschedule a SAC form*.
5. The SAC and any relevant information is placed in a sealed envelope – appropriately labelled - and given to Student Services two days prior to the rescheduled date, by the Subject Teacher.
6. Rescheduled SACs will be completed in the week after the return to School on either the Wednesday and/or Thursday after school, starting promptly at 3.30pm in the designated venue. *The timing of the rescheduled SACs will take priority over all other activities that a student may be involved in.*
7. Supervision and similar conditions as provided in the original SAC will be provided.
 - a. Variations: If the rescheduled SAC is a 'prac' in Biology, Chemistry or Physics or an oral in a Language subject, the Subject Teacher will liaise with the student in order to reschedule the SAC at a time when it is suitable for the SAC to take place.
8. Students do not negotiate the timing of the rescheduled SAC.

APPENDIX C:

Template for SAC/SAT detail to be issued to Students



Name of Subject, Unit Number, SAC/SAT Number

Date of SAC or SAT submission

Title of SAC:

Content to be assessed:

Structure of the SAC/SAT (Delete/Add lines as required)

Section	Number of questions	Number of questions to be answered	Number of Marks
			Total

Assessment Criteria (where applicable)

Permitted Materials:

-

Any marks/scores provided to a student by Korowa are provided to assist the student and her parents in gauging a student's progress, but they cannot be used to predict the VCAA study score or the VTAC ATAR

APPENDIX E:

Template for SAC Cover Sheet



Subject Unit ? 201?

<Topic> SAC

Date of SAC

Name or VCAA number: _____

Teacher: <name>

Reading time:

Writing time:

Structure of the SAC/SAT (Delete/Add lines as required)

Section	Number of questions	Number of questions to be answered	Number of Marks
			Total

Assessment Criteria (where applicable)

Permitted Materials:

- List permitted materials here as dot points.
- Item number 2.

Any marks/scores provided to a student by Korowa are provided to assist the student and her parents in gauging a student's progress, but they cannot be used to predict the VCAA study score or the VTAC ATAR

APPENDIX F:

Weighting of Unit 3 & 4 Graded Assessments contributing to the calculation of the Study Score

It is assumed that the Coursework column references SACs unless SAT is specifically stated.

The same weightings apply to Korowa's assessment for Unit 1 & 2 subjects.

SUBJECT	UNIT 3 & 4 COURSEWORK	END OF YEAR EXAMINATION
Accounting	Unit 3 & 4: 25%	Written Exam: 50%
Art	Unit 3 & 4: 20% SAT: 50%	Written Exam: 30%
Biology	Unit 3: 16% Unit 4: 24%	Written Exam: 60%
Business Management	Unit 3 & 4: 25%	Written Exam: 50%
Chemistry	Unit 3: 16% Unit 4: 24%	Written Exam: 60%
Drama/Theatre Studies	Unit 3 & 4: 40%	Performance Exam: 35% Written Exam: 25%
English	Unit 3 & 4: 25%	Written Exam: 50%
English as an Additional Language (EAL)	Unit 3 & 4: 25%	Written Exam: 50%
Food Studies	Unit 3 & 4: 30%	Written Exam: 40%
Geography	Unit 3 & 4: 25%	Written Exam: 50%
Global Politics	Unit 3 & 4: 25%	Written Exam: 50%
Health and Human Development	Unit 3 & 4: 25%	Written Exam: 50%
History: Revolutions	Unit 3 & 4: 25%	Written Exam: 50%
Chinese (Second Language)	Unit 3 & 4: 25%	Oral Exam: 12.5% Written Exam: 37.5%
Chinese (First Language)	Unit 3 & 4: 25%	Oral Exam 10% Written Exam: 40%
French	Unit 3 & 4: 25%	Oral Exam 12.5% Written Exam: 37.5%
German	Unit 3 & 4: 25%	Oral Exam 12.5% Written Exam: 37.5%
Japanese (Second Language)	Unit 3 & 4: 25%	Oral Exam 12.5% Written Exam: 37.5%
Legal Studies	Unit 3 & 4: 25%	Written Exam: 50%
Literature	Unit 3 & 4: 25%	Written Exam: 50%
Further Mathematics	Unit 3: 20% Unit 4: 14%	Written Exam 1: 33% Written Exam 2: 33%
Mathematical Methods	Unit 3 & 4: 17%	Written Exam 1: 22% Written Exam 2: 44%
Specialist Mathematics	Unit 3 & 4: 17%	Written Exam 1: 22% Written Exam 2: 44%
Music Performance Solo	Unit 3: 20% Unit 4: 10%	Solo Performance Exam: 50% Written Exam: 20%
Physical Education	Unit 3 & 4: 25%	Written Exam: 50%
Physics	Unit 3: 21% Unit 4: 19%	Written Exam: 60%
Psychology	Unit 3: 16% Unit 4: 24%	Written Exam: 60%
Studio Art	Unit 3 & 4 SAT: 33%	Written Exam: 34%
Theatre Studies	Unit 3: 30% Unit 4: 15%	Performance Exam: 25% Written Exam: 30%
Visual Communication	Unit 3: 25% Unit 4 SAT: 40%	Written Exam: 35%

APPENDIX G:

Unit 3 & 4 Overview of SAC/SAT Assessments

ACCOUNTING

Unit 3	Term
SAC 1A: Recording Financial Data	1
SAC 1B: Stock and General Journal	1
SAC 2A: Balance Day Adjustments – Expenses	2
SAC 2B: Reporting Financial Data	2
Unit 4	
SAC 1A: Stock Valuation	3
SAC 1B: Balance Day Adjustments – Income	3
SAC 2A: Budgeting	3
SAC 2B: Analysis and Interpretation of Reports	4

ART

Unit 3	Term
SAC 1A: Applying Frameworks	2
SAC 1B: Extended Comparative Response	2
SAT 1: Folio and Finished Artwork	2
Unit 4	
SAC 2A: Commentaries	3
SAC 2B: Extended Response: Issues	3
SAT 2: Folio and Finished Artwork	3

BIOLOGY

Unit 3	Term
SAC 1: Report on Practical Activities related to the dynamic nature of the cell	1
SAC 2: Structured questions on communication between cells	2
Unit 4	
SAC 1: Written Report analysing evidence of evolutionary change	3
SAC 2: Written Report on using tools and techniques to manipulate DNA	3
SAC 3: Scientific Poster on an experimental investigation	2

BUSINESS MANAGEMENT

Unit 3	Term
SAC 1: Business Foundations	1
SAC 2A: Theories of Motivation	1
SAC 2B: Employee Management Strategies	2
SAC 3: Operations Management	2
Unit 4	
SAC 1A: Key Performance Indicators	3
SAC 1B: Reviewing Performance – the need for change	3
SAC 2A: Implementing Change	3
SAC 2B: Stakeholders and Change	4

CHEMISTRY

Unit 3	Term
SAC AOS 1: Analysis of biodiesel	1
SAC 2 AOS 2: Investigation of a Chemical Process	2
Unit 4	
SAC 1 AOS 1: Organics	2 & 3
SAC 2 AOS 2: Experimental investigation	3
SAC 3: Practical investigation and write up of Scientific Poster	3

DRAMA

Unit 3	Term
Outcome 1: Ensemble Performance	2
Outcome 2: Ensemble Analysis	2
Outcome 3: Play Analysis	1
Unit 4	
Outcome 1: Mini Solo	2 & 3
Outcome 2: Solo	3 & 4
Outcome 3: Solo Analysis	3

ENGLISH	
Unit 3	Term
SAC 1A: Produce an analytical interpretation of a selected text	1
SAC 1B: Produce a creative response to a different selected text	2
SAC 2: Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media	2
Unit 4	
SAC 1: Produce a detailed comparison which analyses how selected texts present ideas, issues and themes	3
SAC 2: Construct a sustained and reasoned point of view on an issue currently being debated in the media	3

ENGLISH (EAL)	
Unit 3	Term
SAC 1A: Produce an analytical interpretation of a creative response to a selected text	1
SAC 2: Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media	2
SAC 3: Comprehend a spoken text	1
Unit 4	
SAC 1: Produce a detailed comparison which analyses how selected texts present ideas, issues and themes	3
SAC 2: Construct a sustained and reasoned point of view on an issue currently being debated in the media	3

GEOGRAPHY	
Unit 3	Term
SAC 1: Fieldwork Report	1
SAC 2: Structured Questions	1
SAC 3A: Analysis of Data	2
SAC 3B: Analysis of Data Part 2	2
SAC 3C: Analysis of Data Part 3	2
Unit 4	
SAC 1: Analysis of Geographic Data	3
SAC 2: Structured Questions	3

GLOBAL POLITICS	
Unit 3	Term
SAC 1: Global Actors Test	1
SAC 2: Power in the Asia-Pacific Region Essay	1
SAC 3: Power in the Asia-Pacific Region	2
SAC 4: Human Rights Essay	2
Unit 4	
SAC 1: Ethical Issues and Debates Test	3
SAC 2: Ethical Issues and Debates Essay	3
SAC 3: Global Crises Test	4

HEALTH AND HUMAN DEVELOPMENT	
Unit 3	Term
SAC 1A: Analyse variations in health status	1
SAC 1B: Analyse variations in health status	2
SAC 2: Analyse improvements in population health over time and evaluate health promotion strategies	2
Unit 4	
SAC 1A: Analyse similarities and differences in the factors that contribute to differences in health and wellbeing	3
SAC 1B: Analyse similarities and differences in health status and differences in health and wellbeing	3
SAC 2: Analyse relationships between the SDGs and evaluate the effectiveness of global aid programs	4

HISTORY: REVOLUTIONS	
Unit 3	Term
SAC 1: Causes of Revolution Analysis of Documents	1
SAC 2: Consequences of Revolution Research Inquiry	2
Unit 4	
SAC 1: Causes of Revolution Essay	3
SAC 2: Consequences of Revolution Historical Perspectives	4

CHINESE (2ND LANGUAGE AND 2ND LANGUAGE ADVANCED)

Unit 3	Term
SAC 1: Express ideas through the production of original texts	1
SAC 2: Analyse and use information from spoken texts	2
SAC 3: Exchange information, opinions and experiences	2
Unit 4	
SAC 1: Analyse and use information from written texts, and translate part of the text/s into English	3
SAC 2A: Respond critically to written texts which reflect aspects of the language and culture of the Chinese-speaking communities	3
SAC 2B: Respond critically to spoken texts which reflect aspects of the language and culture of the Chinese-speaking communities	3

CHINESE (1ST LANGUAGE)

Unit 3	Term
SAC 1: Express ideas through the production of original texts	1
SAC 2: Analyse and use information from spoken texts	2
SAC 3: Exchange information, opinions and experiences	2
Unit 4	
SAC 1: Analyse and use information from written texts	3
SAC 2A: Respond critically to written texts which reflect aspects of language and culture	3
SAC 2B: Respond critically to spoken texts which reflect aspects of language and culture	3

FRENCH

Unit 3	Term
SAC 1: Oral: Exchange information, opinions and experiences	1
SAC 2: Listening: Analyse and use information from spoken texts	2
SAC 3: Writing: Express ideas through the production of original texts	2
Unit 4	
SAC 1: Reading: Analyse information from written texts	3
SAC 2A: Writing: Respond critically to written texts which reflect aspects of language and culture	3
SAC 2B: Oral: Respond critically to spoken texts which reflect aspects of language and culture	4

GERMAN

Unit 3	Term
SAC 1: Oral: Exchange information, opinions and experiences	2
SAC 2: Listening: Analyse and use information from spoken texts	1
SAC 3: Writing: Express ideas through the production of original texts	2
Unit 4	
SAC 1: Reading: Analyse information from written texts	3
SAC 2A: Writing: Respond critically to spoken and written texts which reflect aspects of language and culture	3
SAC 2B: Oral: Respond critically to spoken and written texts which reflect aspects of language and culture	3

JAPANESE (2ND LANGUAGE)

Unit 3	Term
SAC 1: Oral: Exchange information, opinions and experiences	2
SAC 2: Listening: Analyse and use information from spoken texts	2
SAC 3: Writing: Express ideas through the production of original texts	1
Unit 4	
SAC 1: Reading: Analyse information from written texts	3
SAC 2A: Writing: Respond critically to spoken and written texts which reflect aspects of language and culture	3
SAC 2B: Oral: Respond critically to spoken and written texts which reflect aspects of language and culture	4

LEGAL STUDIES

Unit 3	Term
SAC 1A: The Victorian Criminal Justice System	1
SAC 1B: The Victorian Criminal Justice System	1
SAC 2A: The Victorian Civil Justice System	2
SAC 2B: The Victorian Civil Justice System	2
Unit 4	
SAC 1A: The People and Australian Constitution	3
SAC 1B: The People and the Australian Constitution	3
SAC 2A: The People, the Parliament and the Courts	3
SAC 2B: The People, the Parliament and the Courts	3

LITERATURE	
Unit 3	Term
SAC 1: An analysis of the extent to which meaning changes when a text is adapted to a different form	1
SAC 2A: A creative response to a text	2
SAC 2B: A reflective Oral commentary establishing connections with the original text	2
SAC 3: A written interpretation of a text using two different perspectives to inform their response	2
Unit 4	
SAC 4A: A written interpretation of a text, supported by close textual analysis	3
SAC 4B: A written interpretation of a different text from Task 1, supported by close textual analysis	3

FURTHER MATHEMATICS	
Unit 3	Term
SAC 1A & SAC 1B: A two-part data analysis Application Task which involves guided analysis of a given set of data	2
SAC 2: A problem solving task relating to Recursion and financial modelling	2
Unit 4	
SAC 3: A modelling/problem solving task relating to the Matrices Module.	3
SAC 4: A modelling/problem solving task relating to Networks and decision mathematics Module	3

MATHEMATICAL METHODS	
Unit 3	Term
SAC 1A & SAC 1B: A two-part Application Task which involves analysis of transformations, logs and exponents, circular functions and differentiation	2
Unit 4	
SAC 2: A Problem-Solving and Modelling Task relating to Probability and Integral Calculus	3
SAC 3: A Problem-Solving and Modeling Task relating to Sampling and Probability	3

SPECIALIST MATHEMATICS	
Unit 3	Term
SAC 1: Investigation This is a mathematical investigation into a practical context, but with a strong theoretical emphasis	2
Unit 4	
SAC 2: Modelling This is a modelling task, on the topics of Kinematics, Vector Functions and Dynamics	3
SAC 3: Problem Solving This is a problem-solving task, on the topics of Linear Combinations of random variables and distribution of sample means; and Hypothesis Testing for the mean	3

MUSIC PERFORMANCE SOLO	
Unit 3	Term
SAC 1: Technical work presentation	2
SAC 2A: Aural and written test	2
SAC 2B: Practical task	2
Unit 4	
SAC 1: Technical work presentation	3

PHYSICAL EDUCATION	
Unit 3	Term
SAC 1A & 1B: How are movement skills improved?	1
SAC 2A & 2B: How does the body produce energy?	2
Unit 4	
SAC 1: What are the foundations of an effective training program	3
SAC 2A, 2B & 2C: How is training implemented effectively to improve fitness?	3

PHYSICS	
Unit 3	Term
SAC 1 Part 1: How fast things can go? Motion	1
SAC 1 Part 2: How fast things can go? Special Relativity	2
SAC 2: How do things move with contact? Concepts of Fields	2
SAC 3: How are fields used to move electrical energy? Electricity Transmission	2
Unit 4	
SAC 1: How can waves explain the behaviour of light? Light as a wave	3
SAC 2: How are light and matter similar? Light as a particle and particles as waves	3
SAC 3: Practical investigation Student designed practical investigation	3

PSYCHOLOGY

Unit 3	Term
SAC 1 AOS 1: How does the nervous system enable psychological function? Written test	1
SAC 2 AOS 2: How do people learn and remember? Folio response and set of structured questions	2
Unit 4	
SAC 1 AOS 1: How do levels of consciousness affect mental processes and behaviour? Written test	3
SAC 2 AOS 2: What influences mental wellbeing? Media analysis/response	3
SAC 3: Practical Investigation Write up of a scientific poster based on primary data collection	3

STUDIO ART

Unit 3	Term
SAT 1A: Criteria 1: Exploration Proposal	1
SAC 1A: Culture and Historical Context Questions	2
SAC 1B: Artist Culture and Historical Context Extended Response	2
SAT 1B: Folio and Finished Artwork	2
Unit 4	
SAC 2A: Art Industry Contexts – Gallery Questions	3
SAC 2B: Art Industry Contexts – Two Exhibitions Extended Response	3
SAT 2: Folio and Finished Artwork	3

VISUAL COMMUNICATION

Unit 3	Term
SAC 1: Analysis and Practice in Context A folio of three practical design responses and three related written analysis pieces	2
SAC 2: Design Industry Practice Written response related to the investigation of designers working in industry	2
Unit 4	
SAT 1: Folio Brief, folio of developmental work and two finished Visual Communication pieces	3



KOROWA

ANGLICAN GIRLS' SCHOOL

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Students and parents will be informed of any changes to this information.