



KOROWA
ANGLICAN GIRLS' SCHOOL

VCE STUDENT HANDBOOK 2023



Contents

Introduction	3
Student Attendance	5
VCE: General Information	6
Assessment and Reporting	8
VCE: Units 3 and 4	9
Examinations	12
Rescheduling assessment tasks	15
Additional information	16
VCE Unit Requirements and VCAA Rules	17
Policy for the Conduct of VCE Coursework	19
Rescheduling of Assessment Tasks Policy	20
Weighting of Unit 3 & 4 Graded Assessments contributing to the calculation of the Study Score	21

Introduction

This handbook contains Korowa Anglican Girls' School's policies 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.
- Over the course of 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.

Individual student needs are also an important factor in considering student program load.

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 (English, EAL or Literature), 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 Head of Student Futures keep copies of student VCAA numbers, these are also listed as 'Studies Code' on their personal Konnect page.

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.

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 their VCE subject teacher when they are experiencing difficulty. If a student needs to change a subject, they must then consult with their Head of Year. This process should be completed by:

- Early February for Units 1 or a 3 & 4 sequence; and
- Friday 23 June for Unit 2 only

A subject change will be given consideration where:

- Class size and timetable feasibility permit the change; and
- The change is approved by parents/guardians in writing and the current subject teacher has reported on the student's progress; 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.

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 unauthorised 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, they must seek special leave of absence in writing and in advance, where possible, from their Head of Year.

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

Attendance at classes is a requirement from VCAA, and contributes to the awarding of 'S' for each VCE unit. Students who do not meet the attendance requirements and who do not qualify for an authorised absence may be given an 'N' (Not Satisfactory) for the VCE unit.

VCE students are encouraged to obtain medical certificates to cover all absences from class due to illness, in order to provide documentation to substantiate absences and ensure they are recorded as authorised. Absences of more than two consecutive days, and absence on the day of assessment tasks must be supported by medical documentation.

All VCE 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, SAT or CAT scheduled.

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/guardians and students to communicate with subject teachers, Heads of Year, Mentor or the VCE Coordinator. The VCE Coordinator oversees the overall implementation of the VCE on behalf of the Principal.

VCE: General Information

Key Staff 2022

Interim Principal:	Mrs Frances Booth
Deputy Principal:	Ms Liana Gooch
Head of Senior School:	Ms Karlie Stocker
Head of Year 12 and VCE Coordinator:	Ms Niki Cook
Head of Year 11:	Ms Charlotte Lennie
International Student Coordinator:	Mrs Alexandra Jackson
Head of Student Futures:	Mrs Louise Blennerhassett

Satisfactory Completion of VCE Units

Satisfactory completion of a VCE unit depends on a student's satisfactory completion of learning outcomes and on their 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 successful completion of work requirements contribute to a student's satisfactory completion of an Outcome. Work requirements are formative tasks such as classwork, homework, contribution to group tasks, and practice writing. Students must ensure that they complete all set formative tasks. In the event that formative tasks are not completed, the subject teacher will contact the student's parents/guardians to advise them of the non-completion, and the relevant Head of Department and Head of Year will also be informed. In the event that a student is at risk of being marked as Not Satisfactory (N) for an Outcome, formative tasks may also be used to determine if the student has satisfied the requirements of the Outcome.

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 authorised absences. It is the student's responsibility to remind their 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 Head of Student Futures.

Assessment and Reporting

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 for both Unit 1-2 and Unit 3-4 studies.
- Assessment Tasks: Percentage scores are used to indicate the level of achievement in assessment tasks. At the start of each Unit, the subject teacher will provide details of the assessment tasks forming the basis of School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and Common Assessment Tasks (CATs). In exceptional circumstances for Unit 1-2 studies, NA is used when a student is formally exempted from an assessment task.
 - For Unit 3-4 studies, SAC and SAT scores are provided to the VCAA. These are used by the VCAA in the calculation of subject Study Scores.
 - For Unit 1-2 studies, CAT scores are provided to assist students and parents/guardians in gauging progress and achievement. Scores are not provided to the VCAA.
- Unit 3-4 studies only: 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 Page 21 for a summary of how each VCE study's assessment components are weighted for the calculation of the Study Score.
- Unit 1-2 studies only: Examinations are conducted at the end of each semester. For most subjects, the examination is not 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 at risk of receiving a Not Satisfactory (N).

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/guardians. 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 their to learn from their 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.

Teachers do not report projected study scores or student class rank order.

Reporting

Parent-student-teacher interviews, online reporting and informal conversations provide feedback to students and parents/guardians. Parents/guardians should consult the School calendar for the dates of Parent-Student-Teacher interviews, which occur in Semester 1 and Semester 2. Continuous online reporting is available through the Parent Portal, and to students via Konnect, 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 VCE studies. These results will contribute to the award of the full VCE. For Year 10 and 11 students, these statements will be distributed to students at the commencement of the next school year. Concluding Year 12 students will receive these statements as part of their VCE Certification.

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.

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, the Head of Senior School, and the VCE Coordinator.

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.

Satisfactory Completion of VCE Units

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's professional judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an S for Satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the VCE certificate.

Final School-based Assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome; for example, a teacher may consider work previously submitted, provided it meets the requirements. Students may not resubmit work to improve a School-based Assessment score.

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 a 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 Making and Exhibiting, Media 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.

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.

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.

SAC and SAT Calendar

Students will receive SAC/SAT dates via their subject teachers, in hard copy and via Konnect. A link to the calendar that provides up to date information about the SAC/SAT schedule will be distributed to parents/guardians early in Term 1.

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 VCE Coordinator and Head of Senior School. A preliminary investigation into the allegation will be conducted according to the guidelines provided by the VCAA in the *VCE and VCAL Administrative Handbook*. Further details regarding the process for the investigation of a potential breach can be found later in this handbook.

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).

EXAMINATIONS

VCE Units 3 and 4: External Assessments Examinations

VCAA External Assessments are centrally set tasks 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.

General Achievement Test (GAT)

All VCE students enrolled in one or more sequences of Units 3 and 4 must sit the GAT on Thursday 15 June. 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.

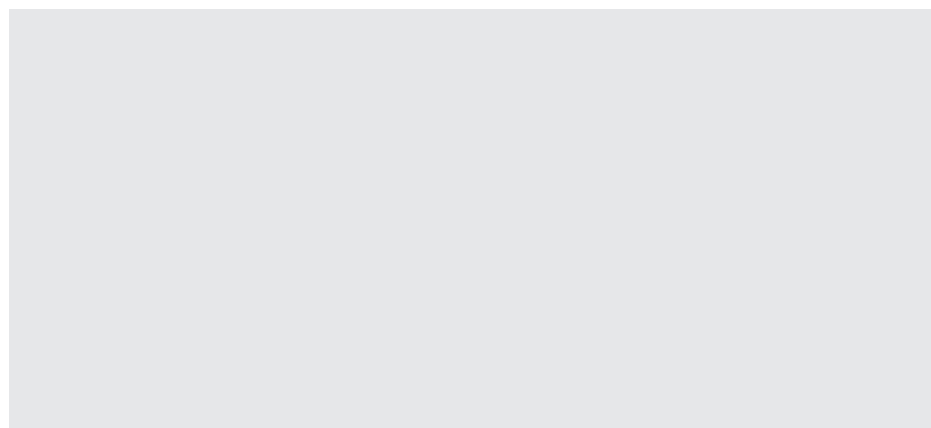
The GAT is an essential part of the VCE assessment procedure, in that the results play an important role in checking that School-based Assessments and examinations have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES). The VCAA will use GAT scores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

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

The Statement of Results received by students will also indicate their results in relation to the literacy and numeracy standards. The results will be recorded as one of the following – that the student:

- Has met the standard;
- Has not met the standard; or
- Has met the standard and demonstrated a level of excellence.

Students will also receive an overall score for each GAT component – Writing, Numeracy and Reading.



During Term 3, students will receive an individual copy of the VCE Exam Navigator. This contains detailed information regarding the rules, regulations and protocols for the conduct of the VCE examinations.

The Navigator contains information regarding permitted materials for each of the examinations, along with the protocols surrounding Derived Examination Scores, lateness to examinations, and all additional matters relating to the examinations.

Students should ensure that they read this document carefully, and familiarise themselves with the content.

Trial Exams

Unit 3 Trial exams are scheduled during the final week of Term 2. They will take place after school. These exams provide feedback for students on their grasp of the skills and knowledge studied in Unit 3, and assist in the identification of areas for further focus.

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.

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 VCE Coordinator. 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 their 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 they have demonstrated in their 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 VCE Coordinator. 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.

Unit 1 and 2 Examinations

Korowa will conduct internal Unit 1 and 2 examinations at the end of each semester. These exams will provide students with the opportunity to test their grasp of the skills and knowledge studied during the semester, and to develop exam techniques in preparation for their Unit 3 and 4 external examinations.

In Semester 2, examinations will mirror the timing and format of the Unit 3-4 examinations.

Unit 1 and 2 exams will be conducted according to VCAA exam regulations and protocols, in order to familiarise students with these procedures.

Students will be briefed on the regulations and protocols prior to the commencement of the exams. It is each student's responsibility to be aware of, and adhere to, these protocols. Failure to do so may impact a student's examination result.

Students who bring unauthorised material into an examination will be penalised by a minimum reduction of 10% of their examination mark.

Lateness to examinations

- 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.

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 2023, the final date for submitting work in order to obtain satisfactory completion of a unit is Friday 3 November.

VCE students are expected to use their school diary to manage their workload. 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/guardians should not hesitate to contact the Mentor, Head of Year or the School Counsellor for help.

Rescheduling Assessment Tasks

This refers to School-Assessed Coursework (SACs) and Tasks (SATs) at Units 3 & 4, and Common Assessment Tasks (CATs) at Units 1 & 2.

Any student who is absent on the day of a VCE assessment (SAC, SAT or CAT) must have a medical or other professional certificate, provided by an independent practitioner who is not a family member.

Students must submit their medical certificate (or similar documentation) to Student Services, either electronically, or in hard copy upon their return to School.

The assessment task will then be rescheduled in the first available after-school session following the student's return. The scheduling of the assessment task cannot be negotiated by the student or their parents/guardians.

Further details regarding this process can be found in the specific policies later in this handbook.

Additional Information

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 they qualifies for EAL status should check their class enrolment detail and be clear as to whether they are enrolled in English (EAL). If a student is unsure, they should check with Student Services.

EAL Students: Assessment Tasks and Examinations

Unit 1 and 2

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

Unit 3 and 4:

EAL students may use paper bi-lingual dictionaries in Semester 1 SACs, with no dictionaries permitted in Semester 2. Semester 2 exceptions include English as an Additional Language and languages as all students are permitted to take paper dictionaries into these written examinations.

Special Provisions

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.

Korowa must apply to the VCAA for Special Provisions for Unit 3-4 examinations. These provisions will then also be applied to a student's School-based assessment tasks. For Unit 1-2 studies, Korowa will provide students will provisions that we are confident will be granted by VCAA, in order for students to conduct their assessments under conditions similar to those that they can reasonably expect to occur during their Unit 3-4 studies.

The most commonly approved special provision is rest breaks. The following rest break provisions apply for approved applications:

Length of Assessment	Rest break allowances
30 minutes	Up to 5 minutes
40 minutes	Up to 6 minutes
50 minutes	Up to 8 minutes
60 minutes	Up to 10 minutes
70 minutes	Up to 11 minutes
80 minutes	Up to 12 minutes
90 minutes`	Up to 15 minutes
120 minutes	Up to 20 minutes

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 a number of rules which a student must observe when preparing work for assessment. These rules apply to SACs and SATs. They are:

- A student must ensure that all work submitted for assessment is their own.
- A student must not plagiarise the work of someone else.
- A student must not cheat.
- 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.
- A student must not receive undue assistance from any other person, including their teacher, 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.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within the same study.
- A student must not circulate or publish a piece of work that is being submitted for assessment in the academic year of enrolment.
- A student must not knowingly assist other students in a breach of rules.

Authentication

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.

Each student must sign a general declaration that they will obey the rules and instructions for the VCE and accept its disciplinary provisions. (This is done via the Student Personal Details Form.)

Potential Breaches of VCAA Rules

The Principal via the VCE Coordinator must report to the VCAA any serious breach of rules. Accordingly, subject teachers and Heads of Year must report to the VCE Coordinator possible breaches of rules as soon as they are suspected.

Teachers work with the VCE Coordinator to determine whether a breach has occurred. In the event of an alleged breach of rules, the following process will be followed:

- The subject teacher (or supervising teacher if in an assessment task) informs VCE Coordinator of a potential breach of VCAA rules.
- Any relevant work, notes, evidence (electronic or otherwise) is given to the VCE Coordinator.
- The VCE Coordinator speaks to the Head of Department to determine if a potential breach has occurred.
- If it is determined that a potential breach has occurred, the student and their parents/guardians are notified in writing. The Head of Department will also inform the parents/guardians by telephone.
- The student will attend a panel interview with the VCE Coordinator, the Head of Senior School, and the Head of Curriculum.
- Following the interview, and the collection of evidence regarding the potential breach, the panel will determine whether a breach has occurred, and an appropriate penalty for the breach. Possible consequences include, but are not limited to:
 - A formal written reprimand
 - The requirement for work to be resubmitted
 - The non-assessment of some or all of a piece of work
 - The forfeiture of some, or all, marks for an assessment
 - Other actions deemed appropriate for the specific circumstances of the breach.
- The student and their parents/guardians will be notified in writing of the outcome of the panel's findings.
- If the matter requires further discussion, it will be referred to the Deputy Principal for consideration.

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 (also applicable to Unit 1 & 2 assessments).

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. Absence may occur for one of two reasons:
 - a. Unexpected absence eg illness.
 - b. Authorised absence eg GSV Sport or other School-based approved activity.

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, CAT 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 or CAT, will not be permitted to sit the assessment on that day. Medical documentation will be required to support the absence, with the assessment task being rescheduled to the first available after-school session from the original date.

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

3. The following process applies for an unexpected absence:
 - 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. 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. 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.
5. If a student knows in advance that they will be absent from School on the day an assessment task is scheduled (and it is an acceptable/explained absence), they should notify their 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.
6. Once the student has returned to School, they will sit the assessment task during the rescheduled session. This will occur regardless of whether they have provided supporting documentation or not. If a student does not provide supporting documentation, their assessment task will be marked as S/N only, and they will receive a mark of zero.
7. 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.

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 their parents/guardians in gauging a student's progress, but they cannot be used to predict the VCAA study score or the VTAC ATAR score.

Rescheduling of SACs Policy

Applicability

This policy applies to the rescheduling of all VCE assessment tasks (SACs, SATs and CATs) when students are absent on the date(s) the assessment task is scheduled for completion.

Statement of Intent

All VCE teachers strive to complete assessment tasks in a timely, equitable and organised manner. When a student is absent on the day of the scheduled assessment, this means that similar conditions need to be found to allow the absent student to complete the task.

Process

1. Absence occurs for one of two reasons:
 - Unexpected absence eg illness
 - Authorised absence eg GSV event or other School-based approved activity.
2. *Unexpected absence*: If a student is absent on the day of a scheduled SAC, their parent or guardian must contact Student Services to inform the School of their 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. *Authorised absence*: The student must inform their subject teacher and Head of Year in advance of the clash, and provide any relevant documentation. The subject teacher will then commence the rescheduling process.
4. 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.
5. 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.
6. 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.
7. 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.
8. Supervision and similar conditions as provided in the original SAC will be provided.
 - 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.
9. Students do not negotiate the timing of the rescheduled SAC.

Weighting of Unit 3 and 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 Making and Exhibiting	Unit 3 & 4 SACs: 5% each SAT: 60%	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	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%
Media Studies	Unit 3 & 4: 20% Unit 3 & 4 Task: 40%	Written Exam: 40%
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%



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Students and parents/guardians will be informed of any changes to this