

Murrayville Community College VCE & VCE VM Delivery & Assessment Policy

Rationale

- This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.
- The responsibility for VCE and VCE VM delivery and assessment is located with teachers. The [VCAA](#) VCE Study Design will be the key document to inform design and delivery in each study.

Aims

- Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. The VCE Coordinator is available at any time to assist and advise regarding delivery and assessment of VCE and VCE VM Units.
- Students (and parents) will be provided with a clear written Course Outline at the outset of classes for each unit. This should outline what is required and how all required outcomes can best be achieved. Throughout the semester work requirements will to be clearly defined through written outlines.
- Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is not best fostered by assessment that is simply a mark or grade. Descriptors and written comment (Feedback Sheet) will accompany any grade given for any piece of work. Students will be helped to develop an understanding of their strengths and their weaknesses. The focus will be on what the student is achieving.
- There should be coherence between assessment procedures and teaching and learning. In each study there should be inter-relationship between the objectives of the study, its content, teaching strategies and assessment.
- Assessment procedures should define and communicate educational expectations and ensure that these standards are maintained. These procedures should support a wide range of learning and teaching approaches and outcomes.
VCE Units 3 & 4 : Assessments submitted by this school must be in accordance with VCAA guidelines so that they will be comparable on a state wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.
Record Keeping : All teachers must maintain up to date and accurate records of attendance, their delivery in each unit and assessment of student work. It is particularly important to maintain accurate records of the receipt of required work.
- In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment.

Implementation

All students and families will be provided with Appendix A, in order to understand their rights and responsibilities with regard to completing the VCE in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

Satisfactory completion of the VCE

- In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including:
 - ▶ three units from the English group, with at least one unit at Units 3 or 4 level. English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (EAL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.
 - ▶ at least three sequences of Units 3 and 4 studies other than English which may include any number of English sequences once the English requirement has been met.
- Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Satisfactory completion of the VCE VM (Vocational Major)

- In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including:
 - ▶ three units from the English group, either VM Literacy or VCE English/s (including a 3/4 sequence)
 - ▶ 2 VM Numeracy or VCE Maths units
 - ▶ 2 VM Work Related Skills units
 - ▶ 2 VM Personal Development units
 - ▶ 2 VET credits at Certificate II or above (180 nominal hours)

Satisfactory completion of a Unit

- To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design.
Achievement of an outcome means:
 - ▶ the work meets the required standard as described in the outcomes;
 - ▶ the work was submitted on time;
 - ▶ the work is clearly the student's own;
 - ▶ there has been no substantive breach of rules.
- If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.
- A student may not be granted satisfactory completion if:
 - ▶ the work is not of the required standard as described in the outcomes;
 - ▶ the student has failed to meet a school deadline or approved extension of time for the assessment task;
 - ▶ the work cannot be authenticated;
 - ▶ there has been a substantive breach of rules including school attendance rules.
- The VCAA administrative handbook states that all VCE units require a minimum of 50 hours of class time. A student needs to attend sufficient class time to complete work. Evidence of the completion of work will be in the form of a record of the work completed in class and for homework as well as the satisfactory completion of assessment tasks. Teachers will advise students about the work required to satisfy a unit at the beginning of each semester.

Graded Assessment

- Students will demonstrate the level of their achievement of each of the outcomes in the units they are undertaking through their performance on the *School Assessed Coursework (SACs)* designated for that unit. These tasks will be completed mainly in the classroom, in class time.
- At the beginning of each unit, students will be given a schedule of SAC dates.
- In Units 1 and 2 outcomes will be assessed and graded using the key knowledge and skills designated by the VCAA. In these Units, S or N results are reported to the VCAA. The college will provide students marks and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports. Marks are not reported to the VCAA and are not subject to moderation.
- In Units 3 and 4, Coursework assessment or *School Assessed Coursework (SAC)* describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet *Statistical Moderation of VCE Coursework* which can be accessed on the VCAA website: www.vcaa.vic.edu.au.
- At the school level students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

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- *School Assessed Tasks (SATs)* are forms of assessment which are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio: Art, Media, Art Making and Exhibiting, Visual Communication and Design, Design and Technology, Systems and Technology and Food and Technology. The scores for SATs are forwarded to the VCAA and are subject to review based on student performance on the General Achievement Test (GAT) which is held in June. The VCAA will inform students of their level of achievement on School Assessed Tasks. At the school level students will receive regular feedback throughout the duration of the task.
- In some studies there are designated SACs that are not scored but are essential for determining S or N.

Attendance at assessment tasks

- A student who is absent from an assessment task should contact the school on the day of the assessment task.
- Students studying Units 3 and 4 must see the VCE Coordinator immediately on return to school with an explanation for the missed SAC. SAC grades may be withheld from the VCAA until a medical certificate or other official documentation such as a statutory declaration or report from a counsellor is supplied to cover the student's absence. The school may verify this documentation with the practitioner concerned.
- Students studying Units 1 and 2 must see their Form Teacher immediately on return to the school with an explanation for the missed SAC in the form of a medical certificate or note from a parent. The reason for absence will be entered on the roll.
- Students who do not satisfactorily complete all the criteria for an assessment task will have an opportunity to redeem this situation after consultation with their teacher. This redemption will not change the score for that assessment task but will qualify the student for an S for the outcome.

Completion of a replacement SAC

- In order to satisfactorily complete outcomes, students undertaking Units 1 to 4 should immediately see the VCE Coordinator and their teachers on return to school to be informed of the date for their replacement SACs. Any SAC that has been missed due to absence without a medical certificate needs to be completed at a negotiated time after school within 5 days of the original sitting date.

Extension of time to complete SATs

- Students who are unable to complete a SAT by the due date must apply to the VCE Coordinator prior to the due date for an extension of time and must provide a medical certificate or other documentation to support their application. Extensions of up to two weeks from the original date may be granted.

Authentication of Coursework and Assessment Tasks

- In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from any other person's work.
- A student should not accept 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 students and used in a new context.
 - Prompting and general advice from another person or source which leads to refinement 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.

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- Any material referred to in student work should be attributed to its source.
- Teachers will provide opportunities throughout the unit to check each student's work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of the work. Students must sign the declaration of authenticity 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.
- If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the college, the teacher will investigate the matter and submit a written report to the VCE Coordinator, who will then conduct further enquiries as deemed necessary.
- The VCE Coordinator will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.
- For more information see: <http://www.vcaa.vic.edu.au/>

Computer Use

- When students use a computer to produce a work requirement or assessment task it is the student's responsibility to ensure that:
 - ▶ there is an alternative system available for use in case of computer or printer malfunction or unavailability
 - ▶ hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
 - ▶ work is saved onto a back-up file. The back-up file should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home
 - ▶ computer errors and problems are NOT sufficient reason for an extension of time to be given to complete a piece of assessment.

Attendance and Appeals

- Students are expected to cover all absences with written explanations from parents or with medical certificates.

Special Provision

- Students who experience some form of *chronic or significant hardship* during the year due to medical, physical and/or other serious reasons can apply for Special Provision. The VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support: extra time for SACs, a separate room for completion of SACs, use of a computer or use of a reader and/or scribe. These forms of support may also apply to exams.
- It is imperative that significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. Medical practitioner's or psychologist's reports must be provided by the student to support their application. Students wishing to apply for Special Provision should see the VCE Manager at the beginning of the School Year.
- Year 12 students completing their VCE who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of the year should complete a *SEAS (Special Entry Access Schemes) Application Form* during Term 3. This form is sent to VTAC and could assist with tertiary entrance. This form will be available from the school or on the VTAC website: www.vtac.edu.au.

Satisfactory completion of Outcomes and Units

From the VCAA handbook:

- The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.
- The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

From the Assessment Guides:

- Teachers must select assessment tasks from the designated list for each outcome published in the study design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.
- The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

What is a designated assessment task?

- A list of study specific designated assessment tasks appears in Study Designs at the conclusion of each unit. Typically these tasks include tests, short and extended responses, reports, folios, analyses, presentations, annotated folios, summaries, a selection of exploratory works, practical activities, problem solving, etc.
- As can be seen from the list above, the term 'designated assessment task' encompasses SACs and SATs, which are formal assessment tasks used to verify our reading of a student's understanding, to grade student performance and to prepare them for the end of year examination and the coursework activities most teachers set as part of their day to day teaching.

How do teachers award S or N?

- To satisfy an outcome students must demonstrate satisfactory completion of all SACs and SATs and undertake sufficient coursework to demonstrate engagement with the outcome.
- **Students who have passed the SACs and SATs and have, on balance, satisfied the coursework requirements for an outcome will be assessed as S for that outcome.**
- **Students who have passed the SACs and SATs but have, on balance, not satisfied the coursework requirements for an outcome will be assessed as N for that outcome.**
- Students who have passed formal assessment tasks are likely to have demonstrated engagement with the course through the knowledge and skills they have demonstrated in these tasks. Should this not be the case students may query their results and teachers may be required to provide records of the role the uncompleted tasks play in satisfying the outcome.

What is Coursework?

- Coursework encompasses a range of classroom and homework activities set by the teacher to scaffold and support student learning with a view to students performing better on SACs as a result.
- In moving to the use of coursework as a measure of engagement we must build in checks and balances to protect both teachers' professionalism and students' rights to equity within and between studies in the VCE. What does this mean in practice?

From the VCAA handbook:

- All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantive breach of attendance rules and the school therefore wishes to assign **N** to the unit, the school must assign **N** for one or more outcomes and thus the unit.
- A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may upon application from the student grant Special Provision for school-based assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the application for Special Provision for School-assessed Coursework and School-assessed Tasks and the Unit Completion form and retain this at the school together with the supporting evidence.

- It is expected that students with high levels of attendance who have listened to and/or participated in classroom activities, lectures and discussions, kept a fairly organised workbook and undertaken some homework tasks will easily demonstrate engagement.

Course Outline : Informing students and their families

- All students must be advised in advance of the assessment tasks and coursework requirements that must be satisfactorily completed to pass each outcome. This information will normally appear in the document that outlines the course that is provided to students in the first week of the semester.

What should be in a course outline?

- The course outline should detail all formal assessment tasks including the form these tasks will take and the dates on which they will be held as well as information about any coursework requirements that students will be required to undertake to satisfy each outcome.
- Coursework tasks will be drawn from the list of designated tasks and expressed in the detail appropriate to the study. For some studies such tasks will be explicit such as, for example, attendance at a performance, summaries of textbook chapters, a glossary of terms, designated problems. For other studies tasks may be more generic including for example, the maintenance of a workbook or visual diary, participation in classroom discussions, a collection of cuttings from a newspaper or garden, etc. It is important to explain these requirements to students but inadvisable to provide fine detail as tasks may vary as the semester progresses.

From the Assessment Guides:

- Teachers must select assessment tasks from the designated list for each outcome published in the study design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.
- The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

- Students must be informed in advance when they are to be assessed for the satisfactory completion of an outcome using a designated assessment task. They must be provided with information about the task including the date on which it will take place, the scope and duration of the task and the criteria for assessment.
- Coursework tasks should not be confused with assessment tasks. They make a valuable contribution to students' learning but their completion cannot be used to pass or fail a student for a unit.
- This college has set the standard that no unit can be passed where a student has 12 or more lessons of absence in that unit. The Principal or VCE Coordinator will only approve absences that concern events related to the student's education such as approved work placement, attendance at open days, participation in sporting events and significant illness or injury that is accompanied by a medical certificate.
- The completion of coursework and attendance of classes is paramount in a student's overall chances of success. Therefore if a student breaches attendance rules and does not make up this time they will be awarded an **N** for an outcome and ultimately a unit.
- Whilst we cannot make unofficial coursework a requirement for satisfying outcomes or a unit of study, we can work with the satisfactory completion conditions set by the VCAA. The key requirement is 50 hours of class time (or equivalent).

Coursework Policy

1. Students should expect to demonstrate 50 hours of work in each study . If they attend regularly and complete the coursework in class this requirement will be easy to demonstrate.
2. Coursework supports learning and maximizes students' opportunities to achieve the best result possible. Students will keep a record of their learning in their workbooks. This record (in, for example, the forms outlined on page one) may be used to redeem an unsatisfactory assessment task.

From the VCAA Handbook:

- If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student provided it meets the requirements set out, or allow the student to submit further work. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. Students may **not submit further** tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

3. Teachers will make coursework requirements explicit at the beginning of each unit and will reinforce these requirements by regularly recording coursework completion throughout the semester.

4. Coursework tasks are to be a regular part of teaching and learning. Tasks are to support development of knowledge and skills related to outcomes.
5. Teachers will keep accurate records of coursework requirements and achievement.
6. Students who are away are expected to work at home or attend homework club to catch up.
7. Students who fall behind or are not meeting attendance requirements will be required to catch up after school or during homework club. Year level meetings will inform all teachers and VCE Coordinator of each student's progress. This progress could be the subject of a conversation with the student and parent.
8. For students who are unwell or have other documented extenuating circumstances Special Provision can be applied for to allow extra time to complete work.

Evaluation

- This policy will be reviewed annually.

When First Approved: 16th June 2014

When Reviewed / Modified: 25th August 2023

VCE Administrative Procedures for VCE Students

Unit requirements

Points outlined in the current VCE Administrative Handbook:

What the Students Must Do

To achieve an outcome the students must:

- Complete all required coursework to meet each outcome
- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly his or her own
- Observe VCAA and school rules which are outlined below.

VCAA Rules for Assessment and Subject Selection

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own.
2. A student must acknowledge all resources used, including:
 - Text, websites and sources material
 - 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 students and used in a new context.
 - Prompting and general advice from another person or source which leads to refinement 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 (i.e. more than one subject).
5. A student who knowingly assists other students is a breach of rules and may be penalised.
6. ***Students must back up their work on USB and the server to ensure if one source crashes their work is still retrievable. An excellent idea is to do regular printouts of work completed. Loss of work due to computer failure is not an acceptable reason for failing to meet a deadline.***
7. A student must sign the declaration of authenticity 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.
8. A student must sign a general declaration that he or she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.
9. Students are not to change their subjects without prior approval. They need to consult with the following staff:
Principal, Mrs Mudie
Year 10-12 Coordinator, Mrs Inglis
to approve such a change. Also, the students must obtain a note from their parents approving the change.

Attendance

All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantive breach of attendance rules, the school may assign **N** for one or more outcomes and thus an overall **N** for the unit.

Murrayville Community College Rules

1. This College has set the standard that no unit can be passed where a student has 12 or more lessons of absence in that unit. The class teachers and form coordinators will keep strict attendance records. 6 absences in any unit will signal a letter to be sent home to parents informing them that their student is in danger of failing that unit, and an interview will be held with the student. The Principal or VCE Coordinator will only approve absences that concern events related to the student's education such as approved work placement, attendance at open days or participation in sporting events and significant illness or injury that is accompanied by a medical certificate.
2. All teachers will provide students with due dates for submission of work. No extensions can be given unless the Principal gives prior approval. In such cases requests or extensions must be submitted in writing to the VCE Coordinator.
3. All work must be submitted to class teachers directly. That is, work cannot be given to another staff member to be left on the class teacher's desk. The only exception to this is if the class teacher is absent. The student may then submit the piece of work to a Year 11 or Year 12 form teacher if they give the class teacher a form signed by the Form Teacher to show that the piece of work has been accepted. The form is provided below.
All students should document when they submit learning activities/assessed tasks/coursework to their teachers. Records should be kept on their personal learning activities sign off sheet, which should be kept safe. This document must be able to be produced at any time requested.
4. Any work that is deemed by the class teacher to be unacceptable, and registers an **N** or an **N** registered due to absence for the task, may be redeemed within 14 days if the student presents a request to redeem, in writing, to the VCE Coordinator. The request can only be accepted by the VCE Coordinator and/or the Principal.
5. Any SAC task missed due to absence without a medical certificate must be completed after school at a time negotiated with the class teacher, within 5 days of the original sitting date.