



**Bairnsdale**  
SECONDARY COLLEGE



**Malgobila**  
CAMPUS

VCE Delivery and  
Assessment Policy  
2022

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## INTRODUCTION

Bairnsdale Secondary College aims to prepare students so that they can demonstrate achievement of Unit outcomes and complete graded assessment tasks in VCE Units to the best of their ability. This policy describes the procedures teachers will follow and the College's expectations of students to support the achievement of this aim. This policy sits alongside Bairnsdale Secondary College VCAL Assessment and Delivery Policy.

## AIM

This policy ensures that VCE students and teachers of VCE studies are aware of their responsibilities and aims to:

- ensure compliance with all Victorian Curriculum Assessment Authority (VCAA) requirements for assessment
- enable all students to have opportunities to demonstrate their competency of Unit outcomes
- ensure all students are adequately prepared for graded assessment tasks
- apply a consistent and fair assessment process across all VCE subjects.

## DEFINITIONS AND CLARIFICATIONS

**ATAR:** Australian Tertiary Admission Rank

**Common Assessment Task (CAT):** a school-based assessment task used for the purpose of grading and giving feedback against a student's satisfactory understanding of an outcome statement as per the relevant VCAA Study Design at VCE Unit 1 and 2 level. CATs are also used by this College across Years 7-10. VCE Units 1 and 2 CATs will be assessed and graded using the key knowledge and skills designated by 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 are not reported to the VCAA and are not subject to moderation.

**Coursework and Learning Tasks:** activities or tasks, developed by the class teacher, that enable students to develop their understanding of the key knowledge and skills of Unit outcomes. Coursework and Learning Tasks are completed in class or as homework. Coursework and Learning Tasks are not assessed against VCAA guidelines. These may be obtained from the class text but should be complemented with other resources such as subject specific organisations and online platforms.

**GAT:** General Achievement Test.

**KLA:** Key Learning Area delivered as curriculum according to the Victorian Curriculum stipulated by VCAA at Yr 7-10.

**School Assessed Coursework (SAC)** In VCE 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](http://www.vcaa.vic.edu.au).

**School Assessed Task (SAT)** When a student produces a piece of work for an outcome which is assessed over an extended period of time, the VCAA assessment process is called a SAT. The following subjects must assess student work as a SAT: Art, Design and Technology, Food Technology, Media, Studio Arts, Systems Engineering and Visual Communication and Design. Procedures for SATs will be provided by the VCAA each year. The VCE Coordinator will inform, via the VCAA Bulletin, the relevant KLA Leader and subject teacher of the SAT requirements annually.

**VASS:** Victorian Assessment Software System

**VCAA:** Victorian Curriculum and Assessment Authority

**VET:** Vocational Education and Training

**VTAC:** Victorian Tertiary Admissions Centre

**VCE:** Victorian Certificate of Education

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## SCOPE

This policy applies to all students studying a VCE subject at Bairnsdale Secondary College. This policy should be read in conjunction with the Department of Education and Training's School Attendance Guidelines and the *BSC Attendance Policy*. It does not replace or change the obligations of Bairnsdale Secondary College, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

## POLICY

The Victorian Curriculum and Assessment Authority (VCAA) stipulates that in order to be eligible for the VCE, at least 16 Units must be satisfactorily completed including three Units from the English group, which must include the Units 3 and 4 sequence. English Units may be selected from:

- English Units 1 to 4
- English Language Units 1 to 4
- English Literature Units 1 to 4
- Foundation English Units 1 and 2
- English as an Additional Language (EAL) Units 3 and 4.

**It is the policy at this College that all VCE students select English** (or EAL if English is not the first language of the student). English Language and English Literature may be selected as *additional* VCE Units. Students may apply to the VCE Coordinator for a variation in this school-based policy.

The minimum VCAA requirement is at least three sequences of Units 3 and 4 studies other than an English. This may include any number of other English sequences once the English requirement has been met. Note that VTAC advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an English sequence is required.

### 1. Satisfactory completion of Units and Outcomes

- a. To attain an S (satisfactory) for a VCE Unit, students must attain an 'S' for *all* outcomes of the Unit. Achievement of each of the outcomes for the Unit as specified in the appropriate study design 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 and
  - there has been no substantive breach of rules.

If all outcomes are achieved, the student is awarded 'S' 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 as the student's own
- there has been a substantive breach of rules **including school attendance expectation which is 90% VCE approved attendance**. Refer to the *BSC Attendance Policy* for more information.

- b. Students are encouraged to complete the coursework and learning tasks before the CAT or SAC to give themselves the best opportunity possible to maximise their grade.
- c. All CATs and SACs must be scheduled at least five school days before the end of semester. Teachers should consult the College's Assessment Schedule when setting deadlines for CAT and SAC dates.
- d. VASS deadlines are circulated early in the year.

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- e. **GRADUATION:** All students who satisfactorily complete their VCAL or VCE Certificate will be eligible to graduate. Students who are ineligible to graduate may present a case in writing to the Graduation Panel if they feel there is a reason why they should be invited to participate in the BSC graduation ceremony. Please refer to the *BSC Graduation Policy* for more information.
- f. **VCE REVIEW PANEL:** Students may wish to question or negotiate a case for a change in result for a Unit for a very particular reason. In this situation, the student should approach the VCE Coordinator and discuss their individual situation. The VCE Coordinator, on advice from the Assistant Principal or Principal may convene a meeting of the VCE Review Panel. The VCE Review Panel will include an Assistant Principal, VCE Coordinator and the Year Level Coordinator. The student may nominate a support person to accompany them to the panel meeting where they will have the opportunity to put forward their case for consideration. The decision of this panel will be final.

## 2. Completion of Coursework and Learning Tasks

Completion of coursework is an integral component of the student learning process and the preparation of students to undertake a CAT/SAC. It is the College's expectation that students will complete coursework set by the class teacher before sitting the CAT/SAC.

Subject teachers develop courses that provide opportunities for students to demonstrate achievement of the Unit outcomes via coursework. Teachers provide clear guidelines outlining the variety of learning tasks students will be required to complete, allowing students to demonstrate their understanding of the outcome and adequately prepare for CATs/SACs. Teachers also clearly indicate when learning tasks should be completed. This date must be before the date of the SAC to allow for timely feedback to students.

## 3. Change of Enrolment

Should a student wish to change their enrolment, they should discuss this with their Coordinator. If the change is approved, a Change of Enrolment Form must be completed and signed by the following staff members:

- Year Level Coordinator
- Careers Coordinator
- VCE Coordinator.

The Year Level Coordinator will update Edval and give the completed form to the VASS Administrator to update the VASS system.

## 4. Student Attendance

- a. Students must attend class on the date or dates scheduled by the class teacher for the CAT/SAC to be undertaken. Any student who misses a CAT/SAC can reschedule the CAT/SAC, provided specific requirements are met. It is the student's responsibility to contact the school as soon as practical when they know they are going to be absent for a CAT/SAC.
- b. A student absent on the date scheduled for the CAT/SAC *must* provide either a Medical Certificate, Statutory Declaration or other evidence of a valid reason (e.g. bereavement or another unavoidable situation) attesting to their circumstance rendering them unfit or unable to attend school on that day. Although it is possible, it is not recommended for a school Principal class member to sign a Statutory Declaration on behalf of a student in order to avoid a potential conflict of interest.
- c. Students absent with a Medical Certificate, Statutory Declaration or valid reason will have the opportunity to complete the CAT/SAC for grading at the *next available opportunity*. It is a VCAA expectation that the CAT/SAC will be completed within 5 school days of the original SAC date. The appropriate documentation must be provided to the school within five working days.
- d. Students absent without a Medical Certificate or valid reason will not be graded for that section of the course but will be required to complete the CAT/SAC (or other reasonable task) to demonstrate a satisfactory understanding

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of the outcome. Failure to complete or attempt the CAT/SAC may be reported as 'Not Assessed' (NA) which may result in an 'N' (not satisfactory) result for that outcome and the whole Unit.

e. VCE/VCAL approved absences:

Approved	Required Documentation
Illness	Medical Certificate / Statutory Declaration
Funeral / religious or cultural event	Note from Parent/Carer
Elite level sport	Note from Parent/Carer
Court appointments	Letter from the court
Medical / dental / hospital appointment (that cannot be arranged out of class time)	Medical Certificate
Driving licence / hazards test	Receipt
Family emergency	Statutory Declaration
Re-engagement	Refer to VCE Review Panel
Study session / teacher absence	Presence in study session recorded at Hub
School excursions	Not required - attendance will be recorded on Compass
Suspension - external	Not required - number of days/times is closely monitored
Suspension - internal	Not required - attendance will be recorded by Hub
Unapproved Absences	Clarification
Truancy	On school grounds but not in class. Will be recorded as Truancy
Unexplained absence	No explanation given within 5 working days

Given the importance of attendance at school, we encourage students and parents/carers to monitor attendance on Compass and to contact the College to ensure all Approved Absences are properly recorded.

## 5. CAT/SAC/SAT Dates

CAT/SAC/SATs should be recorded on the College Assessment Schedule and publicised to students at the start of a semester or Unit.

When setting a CAT/SAC date, teachers will consult the College calendar of events to minimise the possibility of clashes.

Students involved in overnight camps/excursions on the date of the CAT/SAC must consult with their teacher or VCE Coordinator to arrange an alternative date for completion prior to the CAT/SAC taking place.

SATs are usually completed over a semester or throughout the entire school year.

## 6. Sitting a Missed CAT/SAC

Students required to reschedule a CAT/SAC must do so at the next available opportunity. This must be within 5 days of the original SAC date. It is preferable to reschedule the CAT/SAC outside of regular timetabled classes. The exception to this requirement is if the task is of a practical nature requiring special equipment, facilities or supervision. In such cases, it is the responsibility of the subject teacher to arrange a suitable time and place for the student to sit a missed CAT/SAC. Appropriate supervision must be arranged to avoid authentication issues.

Whenever a student misses a CAT/SAC, the student and teacher must fill out and submit the *Uncompleted or Unsatisfactory Assessment Task and Rescheduling Form* (attached to this policy).

It is the student's responsibility to present the completed and appropriately signed form along with attached evidence to the VCE Coordinator.

The VCE Coordinator will review the information presented on the documentation provided and determine whether the CAT/SAC will be marked for a grade or not and communicate relevant details to the subject teacher.

Students who do not sit a missed CAT/SAC at the next available opportunity will be given only **one** additional opportunity to sit the CAT/SAC, after which an 'NA' will be recorded and could result in an 'N' for the Unit. This should take place within 5 school days of the rescheduled CAT/SAC.

## 7. Authentication

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.

Authentication issues must be supported by subject teacher evidence. Such issues must be reported immediately to the VCE Coordinator.

An alternative CAT/SAC will be devised for students sitting CAT/SAC at alternative times to ensure that authentication practices can be maintained.

All incidents of inappropriate behaviour will be referred to the VCE Coordinator.

A student should not accept undue assistance from any other person in the preparation and submission of work. 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 they proceed through the completion of assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of the work.

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 VCAA or the College, the teacher will investigate the matter and report it to the VCE Coordinator, who will then conduct further enquiries as required. The VCE Coordinator will act in an advisory capacity to the Principal, who is responsible for determining what action would be taken. For more information see: <http://www.vcaa.vic.edu.au/>.

## 8. Internal Exams, External VCAA Exams and Non-Scored VCE

Study scores for each subject are calculated using the aggregate scores for SACs, SATs (technology and Arts subjects) and the external VCAA exam result. The study score for each subject is combined to create a student's ATAR score. Sustained effort on school assessed coursework throughout the year and good exam practice is vital to maximising study scores and ATARs.

The College introduces formal internal exams for Mathematics and English in each semester at Year 10. These exams are usually timetabled into the Wallace Street Exam Centre and external exam supervisors are hired by the College. KLA's set informal practice exams from Year 7 to Year 9.

Unit 1, 2, 3 and 4 VCE students sit formal internal English and Mathematics exams mid-year and then a full program of exams in October / November. These exams are conducted in the Wallace Street Exam Centre, supervised by a team of external exam invigilators.

Students who wish to obtain their VCE, but do not wish to acquire an ATAR score may choose to undertake an unscored VCE, although the College does not encourage this. All students choosing to undergo an unscored VCE are still required to complete all the required SACS in order to pass the subject. Any student selecting this option must undergo a counselling process with the VCE Coordinator and Careers Coordinator.

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Parent/Guardian approval is required for this option, and the *Unscored VCE Contract* must be signed and returned to the College by the end of October that year. Students without an ATAR may be ineligible to access some tertiary or further educational institutions.

## 9. Special Exam Arrangements, Special Provision and Derived Exam Scores (DES)

Students who experience some form of chronic or significant hardship throughout their education or during Year 11 or 12 due to medical, physical and/or other serious reasons can apply for Special Provision. 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/SATs
- a separate room for completion of SACs
- use of a computer or use of a reader and/or scribe/clarifier.

These forms of support may also apply to exams under the Special Exam Arrangements Applications.

It is imperative that any significant hardships are well documented throughout the students' schooling. 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 Coordinator at the beginning of the School Year. Responsibility for collecting evidence and documentation lies largely with students and their families.

Year 12 VCE students 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* on the VTAC website ([www.vtac.edu.au](http://www.vtac.edu.au)).

The College will assist all VCE students to set up their own VTAC account. Information about how to do this and applying for scholarships is published throughout the year. The VTAC website is generally open to students for lodgement of these details from August through to October, however specific dates will be communicated to students throughout the year.

Sometimes a student may be prevented from completing the VCAA exam on the day due to extreme illness or other extenuating circumstances. The student may be in a position to apply to VCAA for a Derived Exam Score (DES) provided they have sat the GAT. This process must be supported by the VCE Coordinator and the College Principal. Medical certificates or other official documentation will be required.

## 10. 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 regularly 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 technical problems are NOT sufficient reasons for an extension of time to be given to complete an of assessment.

## 11. Teaching Expectations

a. It is the responsibility of VCE teachers to ensure they are using the current Study Design to understand course content, and to be familiar with this content. Teachers should:

- be familiar with assessment tasks in particular
- collaborate with other teachers that have previously taught, or currently teach the course of study
- take up Professional Development opportunities as required
- participate in the webinar presentation that VCAA offers every year for Unit 3 and 4 studies.



- b. VCE teachers should examine the data from the preceding years of the study to support their teaching. Additional data on students' other subjects can also be accessed. Data sets will be provided to teachers each February, along with professional development to support the interpretation of the data and the implications on teaching and learning.
- c. 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 a document that outlines the course and provided to students in the first week of the semester.

It is advised that teachers remind students about their requirements regularly. Students then have time and support to catch up and to plan for the remaining weeks of the semester. Teaching staff and Coordinators may need to help students with study planners and interim deadlines.

- d. VCE teachers employ a range of class work, homework and coursework tasks, designed to engage students and ensure that students are:
  - creating a written and/or visual record of their developing knowledge and skills
  - consolidating their knowledge and skills through practise
  - demonstrating their grasp of the material covered in the course
  - creating a study resource for exam revision.

Timely and meaningful feedback must be given on all completed tasks.

For teachers the results of these tasks also provide a useful evaluation of one's teaching. Types of tasks set at this College includes:

- topic tests
- chapter questions
- homework including reading, research, responding to a stimulus, writing or creating (should be sighted or collected and its receipt recorded)
- compilation of glossaries
- cloze tests
- charts or tables for filling in
- journals with a designated number of entries per topic
- visual diaries
- practise SACs
- take home SACs
- question sheets
- rehearsals
- preparation of cheat sheets
- practice exams.

- e. Teachers must select assessment tasks from the designated list for each outcome published in the VCAA 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.
- f. The overall Assessment Schedule for the Unit should include a variety of assessment task formats, ensure provision for authentication of student work and take into account the overall workload for students. Each teacher should share the Assessment Schedule with students.

- g. Students must be made aware of the difference between assessment tasks used to demonstrate the satisfactory completion of an outcome and coursework required by the teacher for the purpose of teaching and learning.
- h. 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.
- i. Coursework tasks should not be confused with assessment tasks. Coursework tasks make a valuable contribution to students' learning but their completion cannot be used to pass or fail a student for a Unit.
- j. 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. Students may **not submit further** tasks for the reconsideration of School Assessed Coursework scores awarded by the school.
- k. Teachers will keep accurate records of coursework requirements and achievements.
- l. Students who are away or fall behind will be required to catch up. Coordinators should be informed of progress. This progress could be the subject of a conversation with the student and parent.
- m. For students who are unwell or have other documented extenuating circumstances Special Provision can be applied to allow extra time to complete work.
- n. Teachers in common studies are expected to meet regularly to share examples of coursework, moderate work and to ensure that coursework requirements are applied equitably across studies and teachers. CATs and SACs should be common across the same subject.
- o. A collection of coursework requirements will be made to provide exemplars and support teachers.
- p. The College has published an attendance requirement of 90% and has attendance procedures in place to assist in a decision on satisfactory completion of a Unit if necessary. See the *BSC Attendance Policy* for further information.

# Uncompleted/Unsatisfactory Assessment Task and Reschedule Form

*This form is completed by the Teacher/Year Level Coordinator /VCE Coordinator. A copy of this form is retained by the Year Level Coord, classroom teacher and parent.*

Person completing this form	Name: Role/position:	Date of application	
Student	Name: Form Group:	Parent / carer notification	Date: Notified By Whom:
Task/assessment	Title: Type: SAC / SAT / CAT / Learning Task	Date of missed assessment	
Subject teacher's name		Subject/Unit	

**Date and time of rescheduled assessment** (negotiated by classroom teacher and Year Level Coordinator and must be completed within 5 school days of original task (VCAA). Any exceptions *must* be negotiated with the Year Level Coordinator)

*Non-attendance for the rescheduled SAC / SAT / CAT / Learning Task may result in a failure to demonstrate the achievement of outcomes required to achieve an S result for this Unit of study.*

Reason for missed task	Medical / Lost or Damaged Work / Work Below Required Standard / Other
Documentation provided <i>(attach copies)</i>	Medical Report / Certificate / Statutory Declaration / Other
Additional notes:	

## Signatures

Year Level Coordinator		Date	
Parent / carer		Date	
Student		Date	

## Confirmation of Completion of Task

Date task was completed:		Result: <i>(an 'N' result will be referred to the VCE Coordinator to determine the next steps)</i>	Result: Scored:	S / N
Signed by teacher:		Signed by VASS Coordinator:		
Signed by Year Level Coordinator:		VASS input date: <i>(if applicable)</i>		