



Notre Dame College

2017

VCE & VCAL

Student

Handbook

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VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications. The VCE program consists of VCE Units 1 and 2 in Year 11 and VCE Units 3 and 4 in Year 12. It can also include components of nationally recognized VET qualifications.

Eligibility for award of the VCE

The minimum requirement for the award of the VCE is the satisfactory completion of 16 units, which must include:

- three units from the English group*, with at least one Unit at 3 - 4 level**
- at least three sequences of Unit 3 - 4 studies other than English, which may include VCE VET Unit 3 and 4 sequences

Levels of achievement for Unit 3–4 sequences are assessed using School-based Assessment and external assessments (including examinations).

*The English group includes English/English ESL Units 1-4, English Language 1-4, and Literature 1-4 and Foundation English 1-2.

**Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR) satisfactory completion of both Units 3 & 4 English sequence is required.

Attendance

All VCE units involve a set number of hours for scheduled classroom instruction. A student needs to attend sufficient class time to complete work. Teachers will keep records of all absences. If a student has nine unexplained absences (the equivalent of nine short periods) from class during a semester, they may receive an N (Not Satisfactory) for the unit.

If a student receives an N for an assessment task or for a breach of school attendance rules, this will be communicated to him/her in a letter.

N letter and redemption

An "N" letter will be raised and will officially advise that the student has received an N for an assessment and hence an N for that unit. It will also outline the procedure the student needs to follow if they wish to apply for redemption of this unit.

Satisfactory completion of units

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes (assessment tasks designated for the unit). Satisfactory performance of these tasks is sufficient evidence to award an S for the unit. This will be when a student achieves the equivalent of an E+ grade on the criteria for each assessment task.

Satisfactory result

The student receives an S for a unit if the teacher determines that all the following requirements are achieved.

A student must:

- produce work that meets the required standard for each outcome
- submit work on time
- submit work that is clearly his/her own
- attend all scheduled classes

If on the first attempt of an assessment task a student is unable to demonstrate satisfactory outcomes for the unit, the student will be allowed a second attempt to achieve the required outcomes.

If a student is unable to achieve a satisfactory level on the second attempt, the student will receive a Not Satisfactory (N) for the assessment task and hence an N for the unit.

Not satisfactory result

The student receives an N for the unit when one or more of the requirements are not achieved because:

- The work is not of the required standard
- The student has failed to meet 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 class attendance rules.

Use of computer

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

School-based assessment

At Notre Dame College VCE Units 1 and 2 school-based assessments are known as Outcome Assessment Tasks (OATs)

In VCE Units 3 and 4, there are two types of school-based assessments –

1. School-assessed Coursework (SACs) – These assess how well a student has performed on the assessment tasks specified in the Study Design. These tasks are done mainly in class time. All studies, except Studio Arts, have SACs.
2. School-assessed Tasks (SATs) – Only seven studies have SATs:
 - Art
 - Computing
 - Product Design and Technology
 - Studio Arts
 - Systems Engineering

Dates for OATs and SACs are published on the Notre Dame College website.

Please note that students will undertake all English SACs during common study periods and these dates will be published in the College Newsletter.

Rules for school-based assessments

Students must observe and apply the rules of school-based assessment. Students must sign a declaration at the beginning of each year that they agree to abide by and observe the rules and instructions relating to the VCE assessment program and accept its disciplinary procedures. This form will be distributed to students in their Pastoral Groups.

These are the VCAA rules:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
 - prompting and general advice from another person or source, which leads to refinements and/or self-correction.
- Unacceptable forms of assistance include:
 - use of, or copying, another person's work or other resources without acknowledgement
 - 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 a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.
- Students must sign an authentication record for work done outside class when they submit the completed task. This declaration states that all work submitted for assessment is the student's own. Your teacher will provide this authentication form.

Feedback to students

Students will be given a written result by their teacher for OATs and SACs as a mark/grade range (A+ to UG) for each learning outcome.

Students will also receive online progressive feedback via the Community Portal from their teachers for each school-based assessment:

- This includes information as to the task
- advice on where improvements can be made for future learning

Please note that the grade/mark range for School assessed Coursework (SAC) tasks is not the final score. These grades/marks may change because of the statistical moderation or review process undertaken by VCAA.

Rescheduling an OAT or SAC

The following procedure must be completed by the student prior to the original date or within three school days following their return to school:

1. The student must complete the relevant Application to Reschedule an OAT / SAC form and attach supporting documentation**. (See Appendix 1)
2. The student takes the form to their class teacher to arrange an alternate date for the task to be completed. In most cases this will be the in OAT/SAC catch-up (OSCU) which runs on day 2 and day 9 at 3.30pm in CR10. The teacher will sign the form to acknowledge the change.
3. The student submits the completed form, with suitable documentation attached, to the Learning and Teaching Leader (VCE) for review.
4. The student, Head of House, PGL and class teacher will receive an email to notify them of the decision – Approved or NOT Approved.
5. The student is not permitted to undertake the task at the proposed new time unless the application is approved and the student has received the Approved email.
6. Where a student fails to attend the rescheduled session a class absence will be recorded and an email sent to the student, PGL, Head of House and class teacher. The student would be expected to attend OAT/SAC Catch up on the following Thursday unless the class teacher makes arrangements for the student to complete the task sooner.

** The following supporting documentation is required if:

A. Student is unwell at the time of an assessment:

- SAC/SAT
 - An original medical certificate or Doctor's report or Statutory Declaration.
- OAT
 - A medical certificate or Doctor's report or signed note from a Parent/Guardian pertaining to the absence

B. Other

- Official documentation or Statutory Declaration or a signed letter from Head of House explaining the absence.

* IMPORTANT NOTE: Where a student fails to follow this procedure, the student will receive an N - Not Satisfactory for the unit (refer to section 1.6 of the VCE/VCAL Student Information Handbook). The student then needs to Appeal via contact with the Learning and Teaching Leader (VCE) within 7 days.

External assessment for Units 3 and 4

VCE external assessments are any centrally set tasks assessed by the Victorian Curriculum and Assessment Authority (VCAA), including written, oral, electronic/digital, aural and performance tasks conducted according to the requirements of accredited study designs and VCE VET programs.

Examinations

VCAA-appointed panels set VCE examinations. VCE examination specifications and sample material (by study) and an archive of past examinations and examination reports are available on the VCAA website.

The VCAA determines the timing of VCE examinations. The school will issue each student with an individual Student Examination/Assessment Timetable after the release date for each examination period. The VCE examination timetable is also printed in the VCE Exams Navigator, which will also be issued to students by the school.

The examination period is typically in October/November.

VCAA examination rules

Students are required to observe the VCAA rules for the conduct of VCE external assessments that are conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution hosting the external assessment. VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments. The rules are available on the VCAA website and are included in relevant publications for students, such as the GAT brochure and VCE Exams Navigator.

Student identification requirements for VCE external assessments

Students must identify themselves by writing their VCAA student number on the response materials used for VCE written examinations. Student numbers are provided to students by the VCAA through their school.

Students undertaking the oral component of the VCE Languages examination will be required to identify themselves by stating, in English, their student number.

All students undertaking a performance or Languages oral examination and students completing a written examination will be required to provide personal identification at the registration point for their assessment.

The personal identification must consist of a clear photograph of the student and their full name such as your student ID card.

General achievement test (GAT)

All students enrolled in one or more Victorian Certificate of Education (VCE) Unit 3–4 sequences or VCE VET scored Unit 3–4 sequences, including Victorian Certificate of Applied Learning (VCAL) students, are required to sit the General Achievement Test (GAT). The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and external assessments have been accurately assessed.

The components of the GAT are:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences.

School-based assessment and the GAT

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment, and adjusts the school scores if necessary.

In some studies, GAT scores will also be used for statistical moderation. This will only be done if it provides a better match with School-based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.

Study scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's moderated School-based Assessment scores, the externally-assessed task and the examination scores for each study.

The maximum study score is 50. For studies with many enrolments (1000 or more), the following table shows the approximate proportion of students who will achieve a study score on or above the stated values. For studies with fewer enrolments, the proportions may vary slightly.

Study score	45	40	35	30	25	20
Approximate percentage of students on or above this position	2%	9%	26%	53%	78%	93%

Study scores and scaling

The cross-study comparison of students involves a statistical treatment of each student's Study Scores, after which these can be added in a simple way to derive each student's ATAR.

Central to the statistical treatment of study scores is a process known as scaling, which is a way of acknowledging the degree of competition in each study.

The degree of competition in a study is judged by looking at the total performance of the group of students taking that study; that is, the performance of that group of students in all the studies in their programs compared with their performance in that study. If this reveals that a particular study has students with a markedly high performance in all the studies in their programs, then the competition in that study was clearly very great. Therefore, all the Study Scores for that study might well be scaled upwards. On the other hand, in a study which has students with a lower overall performance in all their studies, competition was lower. Therefore, all the Study Scores in that study might well be scaled downwards.

The degree of scaling upwards or downwards depends on the relative competition in each study as revealed by the cross-study comparison.

The Scaling Report and further details about tertiary selection are available on the VTAC website, www.vtac.edu.au

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognized within the Australian Qualifications Framework (AQF). It is based on applied learning and has been designed to provide additional pathways for Years 11 and 12 students. Each student will have an individual program based on his or her interests and skills.

VCAL is designed to give students a practical work-related experience and a qualification that will be recognized by TAFE institutes and employers.

VCAL Program Structure - Four Curriculum Strands

1. Industry Specific Skills
2. Work Related Skills
3. Personal Development Skills
4. Literacy & Numeracy Skills

VCAL Award Levels

A VCAL student may be enrolled in a VCAL Certificate at one of the following three award levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior)

The three VCAL award levels allow the students to enter their VCAL Learning Program at a level suited to their abilities, interests, experiences and learning goals. The level of support needed by students in developing their skills, knowledge and understanding will be a factor in deciding the appropriate VCAL level for student enrolment.

Focus of Award Levels

Foundation	At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning, and may include: <ul style="list-style-type: none">• VCAL Foundation units• VCE Units 1 and/or 2• Vocational Education and Training (VET) and/or Further Education courses or Certificate I
Intermediate	At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills, and may include: <ul style="list-style-type: none">• VCAL Intermediate units• VCE Units 1 and/or 2• Vocational Education and Training Certificates I and II• Further Education Certificates
Senior	At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership, and may include: <ul style="list-style-type: none">• VCAL Senior units• VCE Units 3 and/or 4• Vocational Education and Training Certificates II and III• Further Education Certificates III

VCAL units

Each VCAL unit is 100 hours in length and are available at the three VCAL Award Levels –

- Work Related Skills
- Personal Development Skills
- Literacy Skills, Reading and Writing
- Literacy Skills, Oral Communication
- Numeracy Skill

VCAL Course Requirements and Achievement Levels

VCAL Course Requirements and Achievement Levels		
Foundation Level	Intermediate Level	Senior Level
Satisfactory completion of 10 units of curriculum as per course requirements.	Satisfactory completion of 10 units of curriculum, six of which must be at Intermediate Level, including one unit of literacy and one unit of personal development. The remaining four may be at Foundation Level.	Satisfactory completion of 10 units of curriculum, six of which must be at the Senior Level, including one unit of literacy and one unit of personal development. The remaining four may be at Intermediate Level.

VCAL Student Observance of VCAA Rules for Assessment

Students must sign a declaration at the beginning of each year that they agree to abide by and observe the rules and instructions relating to the VCAL assessment program and accept its disciplinary procedures. This form will be distributed to students in their Pastoral Groups.

The VCAA sets down a number of rules which a student must observe when preparing work for assessment:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all sources used, including:
 - Text, websites and source material
 - The names and status of any person 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. 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 acknowledgement
 - Corrections or improvements made or dictated by another person.
4. A student must not knowingly assist other students in a breach of rules.

VCAL Assessment

The curriculum components of a VCAL Learning Program must be assessed in accordance with the requirements of each component:

- All assessment of VCE units must be in accordance with VCAA guidelines
- All assessment of VET units of competence must be in accordance with the VET accredited curriculum or training package and the Australian Qualifications Framework.
- All VCAL units must be assessed in accordance with the VCAA and VQA Quality Assurance guidelines to ensure validity, reliability, flexibility and fairness.

VCAL Unit Results - Satisfactory

A student will receive an **S** (satisfactory achievement) for a unit in Work Related Skills, Personal Development Skills, Literacy Skills and Numeracy Skills when he/she has demonstrated competencies in the learning outcomes for the particular unit.

VCAL Unit Results - Not Satisfactory

A student will receive an **N** in a VCAL unit if they do not meet the course or class attendance requirements.

Students therefore must:

- Produce work that meets the required standard for each outcome
- Submit work on time
- Submit work that is clearly his/her own
- Attend all scheduled classes

If a student receives an **N** for a task, this will be communicated to him/her in a letter which will be posted home.

VCAL Class Attendance Rules

A student will receive an **N** for a unit if they have **nine unexplained absences** (the equivalent of nine short periods) from class during a semester. Teachers will keep records of all absences.

VCAL “N” Letter and Redemption

The letter sent to your home will tell you that the student has received an **N** for an assessment and hence an **N** for that unit. It will also outline the procedure they have to follow if you wish to apply for redemption of this unit.

Entry Requirements and Access

The VCAL framework allows for the flexible entry of students enrolling in the VCAL. There are no formal entry requirements. Students may gain one or more VCAL certificates whilst enrolled in the VCAL depending on their abilities and/or pathway goals.

VCAL Tertiary Entrance - CPM

The CPM is available to VCE and VCAL Senior level graduates who have no more than 3 or not less than 2 scored VCE studies. The CPM will have the same numerical dimensions as the ATAR but it will not be used as a ranking device for all applicants, merely as an additional piece of information for selection authorities. Students must apply for a tertiary place through VTAC to receive a CPM.

Granting credit for VCAL

A student transferring to VCAL from a VCE program who has completed eight or more VCE units 1 and 2 and/or Block Credit for VET units may be deemed eligible to enroll in VCAL senior.

Students with Credit from VCAL Transferring to VCE

Students who have successfully completed the VCAL Intermediate or Senior level who enroll in the VCE in a subsequent year will be eligible to complete the VCE if they satisfactorily complete –

- Two units from the VCE English Group
- Three sequences of VCE Units 3 and 4 in studies other than English

Studies completed by a student as part of a VCAL learning program will contribute towards the VCE as follows:

- Intermediate VCAL units contribute towards satisfactory completion of VCE Units 1 and 2 level
- Senior VCAL units contribute towards a VCE Units 3 and 4 sequence in the following ways:
 - two Senior VCAL Units from Personal Development Skills Strand and the Literacy and Numeracy Skills Strands
 - a combination of any two Senior VCAL Personal Development Skills/Literacy and Numeracy Skills units
 - two Senior VCAL units from the Work Related Skills Strand

Structure of the VCAL Program at Notre Dame College

Year 11 (Foundation or Intermediate level)

Industry Skills	Work Skills	Personal Development Skills (PDS)	Literacy & Numeracy Skills
VET in VCE Subject	VCAL Work Related Skills Units 1 & 2	VCE Religion & Society Unit 2 (PDS Unit 2)	VCAL Literacy Skills
		PSD Unit 1	VCAL Numeracy Skills

Year 12 (Intermediate or Senior level)

Industry Skills	Work Skills	Personal Development Skills (PDS)	Literacy & Numeracy Skills
VET in VCE Subject	VCAL Work Related Skills Units 1 & 2	VCE Religion & Society Unit 2 (PDS Unit 2)	VCAL Literacy Skills

CAREERS RESOURCE CENTRE

The Careers Resource Centre offers students up-to-date careers and course information. Students are encouraged to visit the Centre, take hard copies of material and/or arrange a time for a personal interview with the Careers Counsellors if required. Parents are welcome to attend these interviews.

Careers Publications

Many resources are available for student use in the Careers Resource Centre. Some of the following publications can be accessed through the website.

- The Job Guide (electronic)
- VTAC Guide, VICTER (electronic)
- Handbooks on Victorian Universities, TAFE Colleges, some private providers
- Interstate Universities (e.g.: QTAC) (also available for borrowing from the library)
- Tertiary Entrance cut off scores
- Leaflets on specific courses and careers
- Information on jobs, traineeships and apprenticeships
- Revision Lecturers for units 1-4
- Resume Writing and interview skill information

Work Experience

It may benefit some Year 10, 11 or Year 12 students to participate in Work Experience in order to find out more about their intended course or career. Some Tertiary courses also require Work Experience in the field. Please arrange an appointment with the Careers Counsellors/Workplace Learning Administration Officer if you would like to do Work Experience. Please note any work experience arrangement should be completed in the holidays where possible.

Careers Information - Relevant Websites

VTAC website – www.vtac.edu.au CourseLink is a wonderful site that allows Year 10, Year 11 and Year 12 to manipulate their VCE programme and check tertiary courses they may be interested in, in relation to prerequisites, ATARs, course information etc. If you scroll down the front page of the VTAC website you can click on cancelled courses or new courses and keep up to date with changes that have not been recorded in the guide.

My Future - <http://www.myfuture.edu.au>

My Future is an online career information service.

You can find specific information covering:

- Careers development
- Work and employment
- Education and training providers
- Funding, financial support, scholarships, awards and grants
- Contact information for organisations and support services

Youth Central – www.youthcentral.vic.gov.au

Information on jobs and careers, health and relationships, studying and training, and much, much more.

Youth – www.youth.gov.au

Information regarding Education and Work, Health, Community, Culture, Environment and Finances, with useful links to other great sites.

Careers Display Board, Daily Bulletin, College Website and Newsletters

Students are encouraged to listen to the items published in the Student Bulletin each day, read the Careers News in the Newsletter, check the Career Display Board regularly for information on new courses, Open Days, information sessions and jobs. The Careers Counsellors will also email relevant information to student year levels.

Careers Counselling

Students may make appointments at any time of the year and book their appointments individually through moodle. Parents/guardians are welcome to attend these appointments with their students. Students are asked to email the careers team on the generic email careersstaff@notredame.vic.edu.au to advise that a parent will be at the meeting so more time can be allocated.

Careers Counselling and Tertiary Application Timeline

February - June	Careers Counsellors will have class lessons during 'Study' to look at directions and options for the year.
June	Application to sit the UMAT Test.
Start August	VTAC Information Session – during common study time. Students list all possible course interests.
Mid-August	VTAC preferences refined Send off or ring interstate applications (e.g. UAC, SATAC, QTAC, Tasmania). UMAT test.
AUGUST (most Sundays)	OPEN DAYS.
September	VTAC preferences submitted to VTAC Complete SEAS form and Consideration of Disadvantage Forms if necessary. For Rural students this is a useful support.
October	Apply for On-Campus housing – metropolitan and country if needed. Check employer incentives/scholarships/cadetships for availability.
October/November	External Assessments.
Late November/December	Interviews for some TAFE and Tertiary courses. FORMS due!
Late December	Support: Results available to VCE and VCAL candidates Interviews available at Notre Dame College at "Change of Preference" time.
Late December	Changes in Course selection. "Change of Preference" submitted to VTAC Some interviews are conducted in early January.
Mid-January	First round offers – Tertiary and TAFE – in newspapers and in the post.
Early February	Second round of offers. Tertiary and TAFE – in newspapers and post. In recent years there have not been many second round offers.

Special provision

Special Provision provides all students with the maximum opportunity to participate in and complete their senior secondary studies. Individual students may need special provision in curriculum to achieve the learning outcomes and in assessment to demonstrate their learning and achievement. The provisions are available to VCE and VCAL students.

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL or from being assessed against the outcomes of the 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.

There are three forms of Special Provision and, in each case, there are specific eligibility requirements that apply:

Special Provision Category	Eligibility Requirements	Possible alternative arrangements
<p><u>School-based assessment</u></p> <p>The student must apply by completing the <i>Application for School-Based Special Provision (For OATs, SACs, & SATs)</i> form (see appendix 6) and submitting to the NDC Learning and Teaching Leader VCE- Students are eligible for Special Provision for classroom learning and School-based Assessment if their ability to demonstrate achievement is adversely affected by:</p>	<ul style="list-style-type: none"> • An acute or chronic illness • personal circumstances • a long-term impairment 	<ul style="list-style-type: none"> • rescheduling classroom activities and/or an assessment task • allowing the student extra time to complete work or an assessment task • setting a substitute task of the same type • replacing a task with a different type • using a planned task to assess more outcomes, or aspects of outcomes, than originally intended • using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks • deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).
<p><u>Special Examination Arrangements</u></p> <p>(Approved by VCAA) - Schools can apply for special examination arrangements for students with a disability or illness.</p>	<ul style="list-style-type: none"> • Severe health impairment • Significant physical disability • Hearing impairment • Vision impairment • Learning disability • Severe language disorder 	<ul style="list-style-type: none"> • Total duration of examinations • Separate examination room • Separate supervision • Readers • Scribes • Clarifiers • Use of computers

Breach of rules, plagiarism and cheating

All students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work.

If a subject teacher believes that the work submitted by a student for assessment:

- is not typical of the work produced by the student
 - is inconsistent with the teacher's knowledge of the student's ability
 - contains unacknowledged material
 - has not been sighted and monitored by the teacher during its development,
- then the work will not be accepted for assessment until the student provides evidence to show that the work is their own.

If the subject teacher believes that a breach of rules has occurred, the student will be informed by the teacher. The teacher will then report the suspected breach of rules to the Learning and Teaching Leader (VCE).

Prior to a decision being made by the school that may result in a penalty being imposed, the student will be requested to attend an interview with the Learning and Teaching Leader (10 - 12) and their subject teacher. The student will be given 24 hour's notice of this meeting and advised that a parent or friend may accompany them to the interview in a support role, but not as an advocate.

The student will be notified in writing of the decision/penalties imposed and their rights of appeal. The decision/penalty imposed by the school could be in the form of:

- a reprimand to the student or
- if there is sufficient time before the due dates designated by the school or VCAA, the student could be asked to resubmit the work or
- refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an N or an S upon the remainder of the work or
- refuse to accept any part of the work and an N will be awarded for the outcome.

Statement of results

The VCAA issues a Statement of Results at the end of the calendar year to all students enrolled in VCE or VCAL units.

VCE Statement of Results 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 Units 3 & 4 undertaken in either the current year or earlier
- Whether the student has qualified for the VCE.

VCAL Statement of Results contains:

- A cumulative record for all VCE units, VCAL units and VET units of competence/modules undertaken and the year in which the result was obtained
- Graded Assessments and a Study Score for each sequence of VCE Unit 3 & 4 undertaken either in the current year or earlier
- Whether the student has qualified for the VCAL.

Inspection of scripts and Statement of Marks

Students' examination scripts remain the property of the VCAA and will not be returned to them, but may be made available for inspection at school under certain conditions. Students can also apply for a Statement of Marks for each examination. Students will need to fill out an application form, which can be obtained from the VCAA website: www.vcaa.vic.edu.au

WELLBEING SUPPORT SERVICE

Notre Dame has Counsellors available to the students and their parents. The Counsellor's role is to provide support to those students who request it, or as a result of a concern raised by a staff or family member of the student. Support can be provided in a number of areas. These include –

- Organisational issues
- Time management
- Study skills
- Revision skills
- Stress management
- Counselling regarding relationship issues
- Counselling regarding personal issues
- Counselling regarding grief issues
- Information in relation to other services/contacts in the area
- Family support
- Substance abuse
- Or simply having someone to 'unload' to when things get on top of you
- Any other area of concern

The Counsellors can be contacted in a variety of ways -

1. Call in and see them yourself to arrange a time
2. Ask your Pastoral Group Leader to contact them to arrange a time for you to see them
3. Contact them through the College e-mail system
4. Drop them a note under their door
5. Organise a parent to make the contact and set up an appointment
6. Catch up with them in the yard

Appointments are often sent in an envelope on the morning roll.

There is no problem too big or too small. If something is worrying you then it is important enough to talk about. The counselling service is free and confidential.

Assessment Plan	A set of tasks relating to the units of competence/modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes.
Australian Tertiary Admissions Rank (ATAR)	The overall ranking on a scale of zero to 100 that a student receives based on his or her <i>Study Scores</i> . The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER)
Authentication	The process of ensuring that the work submitted by students for assessment is their own.
Award Level	In the VCAL there are three award levels; Foundation, Intermediate and Senior
Competency	Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies.
Derived Examination Score (DES)	Provision available for students who are ill or affected by personal circumstances at the time of an examination.
General Achievement Test (GAT)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing a VCE Unit 3 and 4 sequences and used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework.
Outcome Assessed Tasks (OATs)	At Notre Dame College, VCE Unit 1 & 2 school based assessment tasks are known as OATs.
Registered Training Organisation (RTO)	An organization which is registered and approved to deliver Vocational Education and Training (VET) programs within a defined Scope of Registration.
School-assessed Coursework	A school-based assessment that is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes.
School-assessed Task	A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A school-assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.
Structured Workplace Learning	On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programmes.
School Based Apprenticeships	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
Sequence	Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Examination Arrangements	Arrangements that are approved by VCAA to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination.
School based - Special Provision	Arrangements that are made at NDC to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievements.
Statement of Marks	For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.
Statement of Results	The document(s) issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether he/she has graduated. See also VCE/VCAL Certificate.
Statistical moderation	The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study.
Student ID Number	The unique number assigned by VCAA to each student enrolled in the VCE, VCAL and VCE VET.
Studies	The subjects available in the VCE.
Study design (VCE)	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.
Study Score	A score from zero to 50 which shows how a student performed in a VCE study, relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.
Units (VCE)	The components of a VCE study. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.
Units (VCAL)	VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.
Victorian Certificate of Applied Learning (VCAL)	An accredited senior secondary school qualification undertaken by students in Years 11 and 12.
VCAL/VCE Certificate	The Certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE. See also Statement of Results.
VCAL Learning Program	A program of accredited curriculum that leads to the award of a VCAL certificate.
Victorian Certification of Education (VCE)	An accredited senior secondary school qualification.
Vocational Education and Training (VET)	Nationally recognised vocational certificates integrated within the VCE or VCAL.
VCE VET	VET programs approved for full recognition in the VCE
VTAC	Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR)