



St Joseph's College Mt Sion Assessment Requirements

(adapted from the VCE and VCAL administrative handbook 2022)

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Assessment: Satisfactory completion of units

At St Joseph's College, the Mt Sion Learning (Years 10 – 12) require students to take responsibility for their learning and the meeting of outcomes whether in VCE, VCAL or Year 10 subjects. While there are some differences in the approaches to assessment for a VCE unit, VCAL and a Year 10 subject, there are common approaches applicable to all students in the Senior Years. This document aims to provide advice on the satisfactory completion of subjects in the Senior Years and the process when outcomes are not satisfactorily met.

VCE School-based Assessment Attendance – Student Advice

All VCE students are expected to attend their School-assessed Coursework (SACs) or submit their School-Assessed Task (SATs) at the scheduled time. If you miss or do not submit any school-based assessment (SAC or SAT) for any reason, you must collect an **Application to attend an Academic Redemption Class** form from the Curriculum Office and return it to the relevant subject teacher the next school day signed by the relevant parent/guardian and teacher.

If you miss school-based assessment other than for a School Related Absence, you are required to produce a medical certificate or other official documentation (statutory declaration will suffice signed by an authorised person), collect an **Application to attend an Academic Redemption Class** form from the Curriculum Office, attach the certificate or documentation to the application and return it to your subject teacher the next school day.

If the SAC absence is approved, you will need to attend a Redemption Class as soon as practicable (usually the next available Redemption class) to undertake, repeat or complete the SAC. The SAC will be assessed (Satisfactory) **S** or (Not Satisfactory) **N** and a grade awarded.

Satisfactory completion of VCE units

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. 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. Satisfactory performance of these tasks is sufficient evidence to award a Satisfactory (S) for the unit. The decision to award an **S** for the unit is distinct from the assessment of levels of achievement. An S will be awarded for each outcome relevant to that study and will be reported on the end of semester report for Unit 1, 2 and 3 studies.

Satisfactory VCE unit result

The student receives an **S** for a unit if the teacher determines that all the following outcomes are achieved satisfactorily. A student must:

- produce work that demonstrates achievement of the outcomes
- submit work on time
- submit work that is clearly their own
- observe Victorian Curriculum and Assessment Authority (VCAA) and school rules

Satisfactory completion of Year 10 subjects

For satisfactory completion of a Year 10 subject, students must demonstrate their achievement of the set outcomes as specified in the subject's curriculum documentation. 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 subject. Satisfactory performance of these tasks is sufficient evidence that the student has met the required standard for the subject. Results for a Year 10 subject will usually appear as percentages for each assessment task. It is not a requirement that a Satisfactory (S) be awarded for the satisfactory completion of a Year 10 subject.

Year 10 Absence from a scheduled Year 10 Assessment Task

Students at Year 10 are expected to meet all assessment task due dates and to attend their scheduled assessment tasks if they occur during class time. If a student is absent at the time of a scheduled assessment task due to a School Related activity, he must see his subject teacher in advance who will issue a new submission date. If a student is absent from a scheduled assessment task due to other reasons, he must provide a written and signed parent/organiser note, explaining the reason for the absence. The subject teacher will issue a new submission date and the student will be required to complete the task by the new date or may be required to complete an Academic Redemption Session after school. **The student may be asked to attend an Academic Redemption session after school.** The task will be graded by the subject teacher. Where no explanation for the absence is provided, or for other reasons (see **Not Satisfactory Year 10 Assessment Task** below) a **Not Satisfactory** grade will be awarded.

Year 10 Attendance

Students need to attend sufficient class time to complete work and allow teachers the opportunity to verify satisfactory understanding of the outcomes. Students who are absent, without the permission of the school, for more than 20 % of scheduled class time will be required to meet with their House Coordinator. Low attendance in any subject will be taken into consideration for the student's Year 11 course of study.

Not Satisfactory VCE unit result

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

- the work does not demonstrate achievement of the outcomes,
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision,
- the work cannot be authenticated,
- there has been a substantial breach of rules, including school attendance rules. The **N** result should be used for students who only partly complete work or whose attendance records breach school rules.

N letter – VCE

A letter and an *Application to attend an Academic Redemption Class* form will be sent home to parents (emailed and hard copies given to the student) alerting them of the circumstances that led to an **N** result. The letter will form an important part of the appeal process. Students must have their parents sign the hard copies of the letter and form and return them to the Curriculum Office within a week of the date of the letter.

Not Satisfactory Year 10 Assessment Task

The student receives **Not Satisfactory** for an assessment task when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason
- the work cannot be authenticated
- the work was only partially completed
- there has been a substantial breach of rules, including school attendance rules

What happens next?

1. A “Not Satisfactory” letter is generated by the subject teacher stating the reason and the resubmission date (usually within one week from the date of the letter). A copy of the letter will automatically be emailed to Parent Access Module (PAM) assigned email and a hard copy given to the student to take home and have signed and returned to the subject teacher by the next class.

2. The student will be required to repeat or complete the task within one week of the date of the letter and at a time arranged by the subject teacher. The task will then be assessed by the subject teacher. If the repeated or completed task is deemed:
 - i. **'Satisfactory'**, the student's Learning Area result will be amended to **'Satisfactory'** and an explanation will be provided in the comment section of the assessment task. The percentage grade will be communicated to the student but will not appear in the student's report.
 - ii. **'Not Satisfactory'** the result will remain and an explanation will be provided in the comment section of the assessment task. The percentage grade will be communicated to the student but will not appear in the student's report.

If the student does not attend the session to repeat or complete the assessment task, the matter will be referred to the House Coordinator and/or the Head of Mt Sion Learning who will meet with the student to discuss the assessment. A student may appeal the "Not Satisfactory" result (see below). A "Not Satisfactory" result in any subject will be considered against the student's Year 11 subject selections.

Appealing an N (VCE) or Not Satisfactory (Year 10) result

Students who receive an **N** for an outcome or **Not Satisfactory** for a Year 10 subject assessment task (in exceptional circumstances) have an opportunity to appeal the decision to the Academic Panel (see Glossary). For a VCE student, the Application to Appeal is contained within the N letter. For a Year 10 student, a *Year 10 Application to Appeal "Not Satisfactory" Result* form will need to be obtained from the Curriculum Office and returned to the Curriculum PA on the next school day. The Academic Panel will:

- consider any mitigating circumstances leading to a student not being able to satisfy an outcome
- determine the seriousness of any breach of rules
- determine what the consequences of any breach of rules will be

The Academic Panel can:

- uphold the decision to give the work an **N** or **Not Satisfactory**
- ask for the piece of work to be repeated
- ask for parts of the work to be repeated

For any VCE subject, an opportunity to repeat work on appeal will result in an **S** being awarded where the repeated work demonstrates achievement of the outcomes, however, the original score for the task will remain.

For any Year 10 subject, an opportunity to repeat work on appeal will only result in a **Satisfactory** being awarded where the repeated work demonstrates achievement of the outcomes. A comment is recorded in the learning area task; however, no grade will be awarded. **See Appendix 3 for flowchart**

Redeeming VCE outcomes: submitting further work

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 consider work previously submitted, provided it meets the requirements.

A student may only submit further work, or resubmit a school-based assessment, for reconsideration to redeem an **S** for the outcome. The teacher may not allow a student to resubmit work to improve a score of a school-based assessment task.

Students complete work for a unit during the semester in which the unit is undertaken. However, the school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Mt Sion Academic Redemption Classes

Redemption classes will be held:

Wednesdays Periods 5 & 6 (Year 12 only) in A101

Thursdays 3.30pm – 5.00pm All Mt Sion students can attend this class in A101

VCE students are required to attend Redemption sessions for the following reasons:

Reason 1: They are absent from a School-assessed Coursework task and need to complete this task

Reason 2: They need to re-sit a School-assessed Coursework task due to receiving an **N** result

Reason 3: They fall below the 80% attendance requirement

Reason 4: The student is falling behind in his studies (e.g. missed classes)

Students who miss a scheduled Redemption session, to re-sit or complete a School-assessed Coursework task without a doctor's certificate or official documentation, will receive **N** for that outcome.

VCE Special Examination Arrangement Applications (SEAA)

Students can apply for special examination arrangements which allows their circumstances to be taken into account in the assessment of their work if their grounds for an application are deemed valid. Applications need to be made to the Head of Mt Sion Learning. Students must have documented evidence of their circumstances. An application does not guarantee that Special Provision will be granted, all decisions are made by the Special Provision Unit at VCAA after consideration of the individual application is reviewed by a team of experts. For students completing a Year 10 or Unit 1 and 2 sequence, special examination arrangements are a school-based decision and will be informed by an independent health professional and/or adjustments that have been made by subject teachers in line with NCCD guidelines. These arrangements may or may not be accepted by VCAA for a Unit 3 and 4 sequence and is subject to review by the VCAA Special Provision Team. Once a decision is received from VCAA these arrangements will be mirrored by subject teachers in school-based assessment at a Unit 3 and 4 level.

Satisfactory completion of VET units

Satisfactory VET unit of competency result Students receive an S for a unit of competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Students receive an S for a module if they have demonstrated achievement of all the learning outcomes and have met the minimum attendance requirements as assessed by the RTO. Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete units of competency/modules. Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence. 80 VCE and VCAL Administrative Handbook 2017

Not Yet Competent VET unit of competency/module result

Students will receive **N** for a unit of competency if they have not yet demonstrated competence. This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the unit of competency. Students receive an **N** for a module if they have not yet demonstrated achievement of all learning outcomes. If a student has not satisfied sufficient units of competency/modules to be awarded satisfactory completion of a VCE VET unit, the result is left blank.

Care in the Use of Computers – VCE, VCAL and Year 10

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.

VCE and VCAL Attendance

Students need to attend sufficient class time to complete work and allow teachers the opportunity to verify satisfactory understanding of the outcomes. All absences must be explained by the parent or guardian and communicated to the school.

Students who are absent, without the permission of the school, for more than 20 % of scheduled class time will be awarded an **N** for that unit. Students who encounter particular hardship (illness or factors

relating to personal environment) need to apply to the Head of Mt Sion Learning for Special Provision (VCE).

When a student is absent from school for a prolonged period because of illness or other special circumstances, the school may grant Special Provision. In this case the student will not be penalised for lack of attendance. Usually a doctor's certificate or equivalent will be required as evidence.

Students unable to attend a scheduled SAC due to illness will need to contact the school so that the teacher concerned is aware of the absence. In such cases a doctor's certificate or statutory declaration will be required.

Authentication Rules – See also Appendix I for further clarification

The VCAA sets down rules, which a student must observe when preparing work for assessment. These rules apply to School Assessed Coursework, School Assessed Tasks and all Year 10 assessment tasks. They are:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
- A student must acknowledge all resources used, including:
 - texts, websites and source material;
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided;
- A student must not receive undue assistance from any other person 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 notetaking), 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 levels 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;
- Students must not submit the same piece of work for assessment more than once;
- Students who knowingly assist other students to plagiarise will also be penalised;
- Students must be able to produce evidence of the development of the work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and attest that the work is the student's own.

More details on the VCE program can be found at:

<https://www.vcaa.vic.edu.au/Documents/handbook/2022/AdminHandbook2022.pdf>

Unscored student pathway (Year 12 VCE students only)

A student without the requirement of an ATAR score can apply to the Head of Mt Sion Learning to undertake an unscored pathway. Before permitting this application, the student's overall performance, behaviour, work ethic, and career planning will be considered and feedback sought from subject teachers. The student and family choosing this pathway will also need to meet with the Careers Coordinator to discuss options for their post Year 12 pathway. Once this has happened, the student and his parent/guardian will be invited in for a meeting to discuss the implications and to finalise the details of this pathway. Students that do this cannot apply to VTAC for an ATAR score. These students know that their future lies in the work force or at a tertiary institution that does not require an ATAR score for entry.

The following information is an extract from the “VCE and VCAL administrative handbook 2021.”

A student may be eligible for the award of the VCE if they have submitted School-based Assessments for satisfactory completion of units, but have not been assessed for levels of achievement in the study and have not completed examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the work provided by the student, without assessing for levels of achievement. A student must be assessed for levels of achievement in two of the graded assessments in order to receive a study score.

It is important to note that students will still be required to attend school and complete work as requested by the teacher. Students not requiring an ATAR score will still need to satisfy the VCE rules as outlined above.

Students wishing to do four subjects in Year 12

Many students undertake five subjects in Year 12. Having five subjects ensures against an unexpected result in any given subject, and of course the study score is calculated using 10% of the fifth or in some cases a sixth subject. Notwithstanding this, given that students spend their Private Study periods fully supervised and the fact that some students do a Unit 3 / 4 subject in Year 11, it is possible for students to apply to do four subjects in their final year at school. Students wishing to do four subjects at Year 12 must apply to the Head of Mt Sion Learning in Term 3 of the previous year. Students must have a sound academic reason for wanting to do this. An application is no guarantee that the College will deviate from its normal policy, a final decision will not be given until the student has received their study score from their accelerated subject. If, however, this application is successful it will be a requirement that Private Study is attended at the times a fifth subject would normally have run. Students will be asked to supply evidence of their accelerated unit 3/4 at the start of their final year.

Glossary

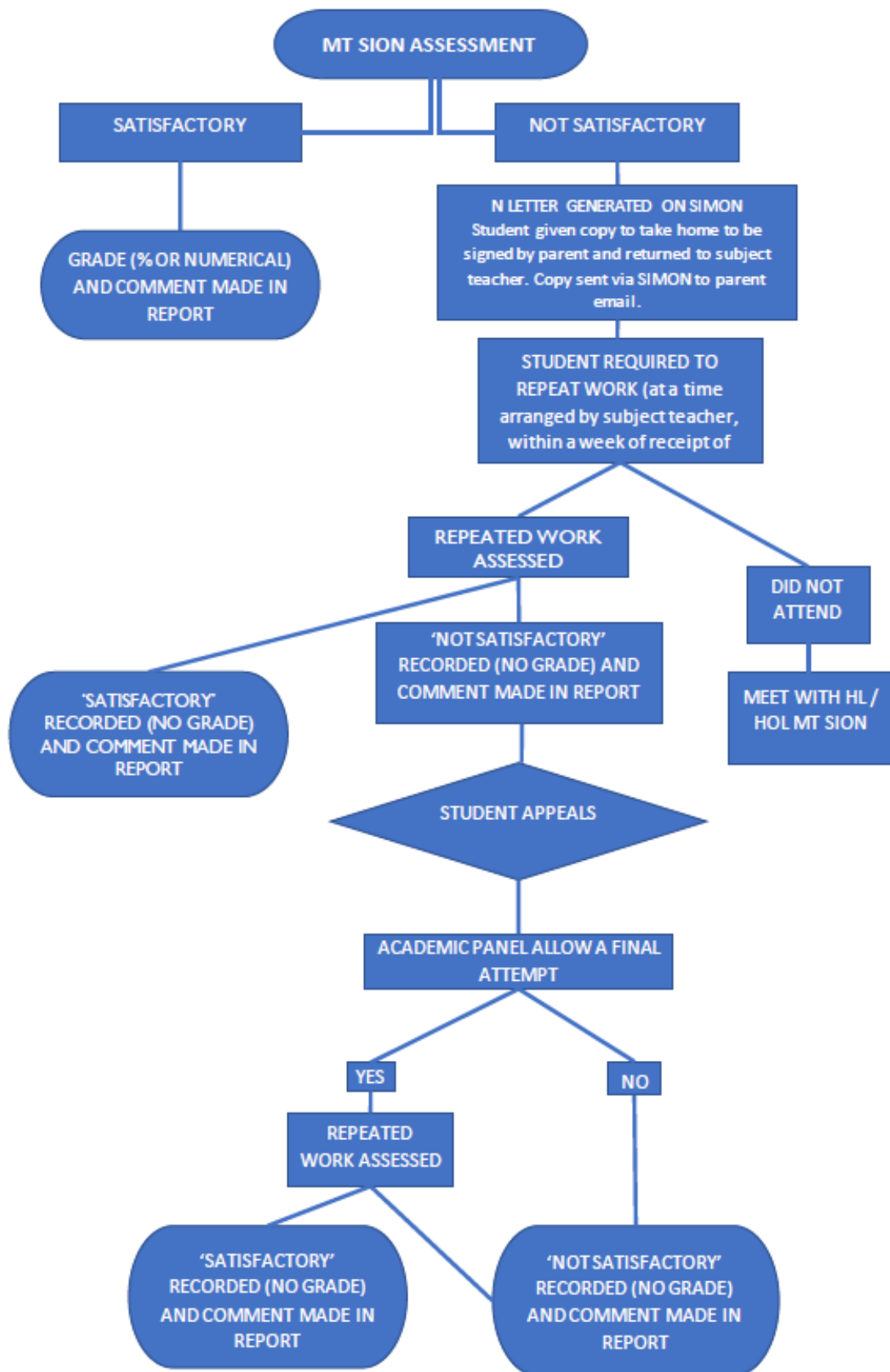
Academic Panel Is convened when a VCE student is awarded **N** or a Year 10 student is awarded **Not Satisfactory**.

The **VCE Academic Panel** comprises the Head of Mt Sion Learning and Director of Curriculum. In some circumstances, additional members of staff may be asked to attend (Curriculum Area Leader, House Coordinator).

The **Year 10 Academic Panel** comprises the subject teacher and Curriculum Area Leader. In some circumstances, it may be appropriate for the Director of Curriculum and / or House Coordinator to also attend.

APPENDIX I

Flowchart



APPENDIX II

Authentication Requirements for Students of St Joseph's College, Geelong

Statement of Belief

It is the presumption of St Joseph's College Geelong that all VCE students will submit work for assessment purposes, which demonstrates their own individual understanding. It is the responsibility of the each VCE student to be able to provide concrete evidence that any work submitted is indeed their own work.

Teachers' Authentication Responsibilities

- To provide the opportunity for students to complete most work during supervised time in class.
- To regularly consult with students and keep a formal record of the monitoring process, which includes attendance.
- To be aware of individuals' levels of performance
- To inform students well in advance about time lines, including details of stages of completion
- To vary assessment items and requirements every year.

Students' Authentication Responsibilities

- The onus is on the student to provide evidence that the work submitted is the students' own.
- To retain all planning materials, notes, rough drafts and annotated drafts for major work tasks; at least until the final assessment is made public for that particular piece of work. Students who fail to submit the prescribe drafts may jeopardise the subject teacher's ability to authenticate the work.
- Where group work is required to develop necessary data for an assessment task, the final product must reflect the work of each individual student.
- Where electronic means are used, the final versions, style and contents are to be consistent with the teacher sighted versions.
- To ensure that 'undue assistance,' or cheating, does not occur. Undue assistance would include providing actual adjustments or improvements for a student's work, or dictating or directing a student to insert particular text. Students may, however, be given advice about the nature of adjustments or improvements to their work.

To acknowledge all resources used, including:

- Text and source material
- The name and status of any person who provided assistance and the type of assistance provided.
- Students who knowingly assist other students in a breach of rules may be penalised.
- Students must not submit the same piece of work for more than one assessment task. 3

Computer Use

When students use a computer to produce any 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 authentication requirements: and that all work is saved onto a backup device, which should not be stored with the computer. If the work

cannot be authenticated, then the matter must be dealt with as a breach of rules relating to assessment as outlined in the VCE and VCAL Administrative Handbook 2021 Breach Of Rules

As SACs are mainly done in class and within a limited time frame and under test conditions authentication records are not required. However, students who knowingly acquire and/or seek undue assistance will incur penalties. The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task where similarities exist between students' work or where plagiarism has occurred. The subject teacher in conjunction with the Head of Mt Sion Learning and/or House Coordinator, will interview the student(s) concerned and a discipline measure will be implemented if appropriate. The Principal (or his/her delegate) must be informed of all incidents into possible breach of rules relating to assessment. All penalties imposed by the school must have the approval of the Principal (or his/her delegate). If a breach of rules is established the Principal (or his/her delegate) will notify the student within 14 days of the penalty imposed and of the right of appeal the student may have. Should the school be satisfied, on the basis of evidence, that there has been a substantial breach of rules, then the Principal (or his/her delegate) has the power to:

- reprimand a student and/or
- give the student the opportunity to resubmit work, if this can occur within the dates designated by VCAA; or refuse to accept that part of the work which infringes the rules and base a decision whether to award the task an 'N' or 'S' upon the remainder of the work.
- refuse to accept any of the work if the infringement is judged by the principal to merit such a decision, in which case an 'N' will be awarded for the work. Where work was initially accepted for assessment and a breach of discipline has been discovered after the initial assessment has been made, the principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result in accordance with the above procedure. If an 'N' is awarded for an assessment task then this would adversely affect the study score and may result in the failure of a Unit.

Formal School-based Assessment

1 Authentication

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

1.1 School-assessed Coursework

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks. Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted. Work completed outside class Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time. VCE and VCAL Administrative Handbook 2021 Scored assessment: School-based Assessment 77 Additional work and study undertaken outside of class time will be required as part of the student's regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills, and for teachers to provide diagnostic feedback. A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The amount of work to be completed as homework is decided by the study teacher, considering the nature, scope and purpose of the task. Students should be advised just before beginning the task that some information or data might be collected outside the classroom. For School-assessed Coursework undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form. Drafting Teachers are not required to formally sight drafts or to record their

completion of drafts unless it is for authentication purposes. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting; however, drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task that will contribute to the total School-assessed Coursework score. Teachers must not mark or provide comments on any draft submitted for School-assessed Coursework.

School-assessed Tasks

Teachers must ensure that there is a sufficient range of topics within their class to distinguish a student's work and, therefore, to assist in the authentication process. Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study specific School-assessed Task Authentication Record form. This requires regular sightings of the work by the teacher. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

1.1 Strategies for avoiding authentication problems

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve:

- teachers should ensure that tasks are kept secure prior to delivery, to avoid unauthorised release to students and thereby compromising the assessment. Tasks should not be sent by mail or electronically without due care
- a significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student
- students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research
- copies of each student's written work should be filed at given stages in their development
- assessment tasks should not be recycled, unless modifications are made to ensure that students are unable to use other students' work from a previous academic year
- where commercially produced tasks are being used for School-based Assessment, the school should ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to enable student work to be authenticated VCE and VCAL Administrative Handbook 2021 Scored assessment:

School-based Assessment

- if there is more than one class of a particular study in the school, the school should apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record keeping, as cross marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables earlier identification of possible authentication problems and the implementation of appropriate action
- students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

APPENDIX III:

VCE external assessments include the GAT, written, aural, electronic/digital, oral and performance examinations and the Extended Investigation oral presentation.

Students are required to observe the following rules for the conduct of VCE external assessments conducted by or on behalf of the VCAA, as well as the day-to-day rules of their school and of the venue.

VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments.

All supervisors are issued with directions for the administration of VCE external assessments and are required to report all alleged breaches of these rules to the VCAA.

Supervisors have the right to check any authorised materials that are taken into a VCE external assessment.

1. Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
2. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
3. Students must not present for a VCE external assessment in another student's place.
4. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
5. Students must obey and observe all proper instructions or directions given by their supervisor.
6. Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
7. Students attending a VCE external assessment may bring only the materials and equipment approved for that external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.
9. Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the VCAA or its agents to enable the interrogation of the device.
10. Students must not bring into or possess in the examination room any drinks or food, except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the VCE external assessment is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
13. Students must not remove or tear out any part of a bound reference, answer book, question/task book or question and answer book except where permitted, for example, formula sheets.
14. Students must not remove any response material, used or unused, from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wish to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.

18. Students will not be permitted to leave the VCE external assessment before 30 minutes have elapsed from the start of writing time.
19. Students will not be permitted to leave in the last five minutes of the VCE external assessment.
20. Students must cease writing when instructed to do so by a supervisor.
21. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.
22. Students must not communicate with an assessor, before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment.

Students arriving late

A student arriving late for a:

- **Written examination, up to 30 minutes** after the scheduled start of writing time, will be admitted to the examination room. The student is allowed the full writing time but is given no allowance for reading time.
- **Written examination, after 30 minutes** from the scheduled start of writing time, but before the scheduled finish of writing time, may be admitted only if all the following conditions are met:
 - The principal of the host school, or the principal's delegate, recommends the student's admittance.
 - The student is admitted into the room on the understanding that their response materials may not be accepted by the VCAA. The student must be advised of this condition and must sign acceptance of this requirement on a statutory declaration.
 - The student completes a statutory declaration immediately following the conclusion of the examination declaring:
 - ❖ the reason for being late to the examination
 - ❖ the time of admittance to the examination room
 - ❖ they have not seen or read the examination question book prior to their admittance
 - ❖ they have not received any information about the contents of the examination question book
 - ❖ they understand that their response materials may not be accepted by the VCAA.
 - ❖ Appropriate arrangements can be made to enable the student to complete the examination and that it can be completed without disruption to other students.

The student is allowed the full writing time but is given no allowance for reading time.

- **performance or languages oral examination or Extended Investigation oral presentation** may have their assessment rescheduled to an alternative time, provided the student has a valid reason for the lateness, which must be endorsed by the student's home school.

Irregularities

Irregularities are events that significantly interrupt and adversely affect a student's performance immediately before, or during, a VCE external assessment that are outside their control. Examples of events that can occur and could be classified as an irregularity are:

- power failures, emergency evacuations and other disruptive events
- printing and/or collating errors in examination question/answer books
- excessive noise/interference
- incorrect interpretation of examination conditions or rules by supervisors
- procedural issues with the conduct of languages oral, performance examinations or the Extended Investigation oral presentation.

If reasonably possible and practical, minor disruptions will be rectified and remedied at the time of the external assessment by the supervisor, for example, replacing faulty books.

In the event of major disruptions to the conduct or administration of an external assessment, the supervisor should refer the matter to an authorised person at the school.

Irregularity applications

An irregularity application should be completed where an event has occurred and a principal (or principal's delegate) considers that, despite any remedial action taken, the performance of a student (or group of students) may have been materially adversely affected.

If a student believes that an event constitutes an irregularity that has materially adversely affected their performance in the external assessment, the student must advise the principal (or principal's delegate) in writing within three days of the end of the external assessment.

Applications received at the VCAA directly from students or their parents will not be considered. Students or parents who contact the VCAA will be advised to notify the principal of their home school.

Once an irregularity is received, a committee of senior management at the VCAA will determine whether the circumstances warrant an adjustment to the student's external assessment result and, if so, the level of adjustment that should be made. The VCAA may undertake its own enquiries before making any determination.

If it is found that an irregularity warranting an adjustment has occurred, the VCAA may, without limiting its discretion, make an estimate of a fair score by applying:

- the calculation for a derived examination score
- the results of the performance of the student on those parts of the external assessment not affected by the event
- any other appropriate statistical method.

Should the score originally obtained by the student be lower than this estimate, it will be replaced by the estimate. A student's external assessment results cannot be lowered by the irregularity process.

At the conclusion of this process the school will be advised in writing of the outcome. The results issued to students will be the final results, inclusive of any special consideration that may have been granted through the irregularity process.

Closing date for applications

The VCAA must receive an irregularity application no later than seven days after the student's last external assessment. There are different closing dates for the:

- Extended Investigation Critical Thinking Test
- languages oral examinations
- performance examinations
- oral presentations
- languages (CCAFL)
- all other VCE written examinations.

Students should refer to their individual student assessment timetable to determine final dates for lodgement.

Only in the most exceptional circumstances will late applications be considered. No applications will be considered by the VCAA after the final VCE results have been released.

School personnel can obtain the irregularity application

APPENDIX IV**Authentication Record Form Example**VCE School-assessed coursework

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment Audit.

Student name _____ Student No.

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School _____

Teacher _____

Component of School-assessed Task	Date submitted	Teacher comments	Teacher's initials	Student's initials
Unit _____ Outcome _____		<p>Student completed a 2-hour writing task at home. He is acknowledging that work submitted is his own. Plagiarism and collusion will result in an N being graded for this outcome.</p> <p>All writing has been done in 'real time' and the editing functions of this document will provide details to support this notion.</p>		
Copyright All material has been sourced and acknowledged. Written copyright approval has been provided for the use of any third-party material.				

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature
