



Yea High School Policy & Procedures

| TITLE | VCE DELIVERY AND ASSESSMENT POLICY |
|-----------------------------|------------------------------------|
| MANAGEMENT AREA: | |
| PERSON RESPONSIBLE: | |
| LOCATION OF POLICY: | |
| DATE OF PREPARATION: | 2017 |
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VCE TEACHER GUIDELINES

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The school provides the opportunity for students and staff to have an input into VCE subject offerings for the following year. The process includes consultation with the School Improvement Team and the Management and Development Committee. Student numbers and pathways are taken into account in the decision as well as the practicalities of the school to provide the subject. Students may be directed to the Distance Education Centre Victoria to ensure a viable course.

The responsibility for VCE delivery and assessment is located with teachers. The [VCAA](#) VCE Study Design will be the key document to inform design and delivery in each study.

Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. Key documents for each Unit 3 and 4 teacher will be VCAA previous years Result Data Analysis by study, in particular results. By improving quality of delivery and assessment there is an improvement in the quality of teaching.

The Year 12 Co-ordinator, Curriculum Manager, Year 11 and 12 Managers and Learning Area leaders are available at any time to assist and advise regarding delivery and assessment of VCE Units.

Students (and parents) must be provided with a clear written Course Outline at the outset of classes for each unit. This should outline what is required and how all required outcomes can best be achieved. Throughout the semester work requirements need to be clearly defined through written outlines.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is not best fostered by assessment that is simply a mark or grade. A description and written comment (Feedback Sheet) should accompany any grade given for any piece of work. Students



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should be helped to develop an understanding of their strengths and their weaknesses. The focus should be on what the student is achieving.

There should be coherence between assessment procedures and teaching and learning. In each study there should be inter-relationship between the objectives of the study, its content, teaching strategies and assessment.

Assessment procedures should define and communicate educational expectations and ensure that these standards are maintained. These procedures should support a wide range of learning and teaching approaches and outcomes.

Learning Areas will provide delivery planning and moderation/assessment support for teachers of all units including past results Data Analysis sessions, and will conduct moderation processes where more than one class operates for any VCE unit.

See also: VCE Policy, Assessment, Report writing.

VCE Units 3 & 4 : Assessments submitted by this school must be in accordance with VCAA guidelines so that they will be comparable on a statewide basis as all school leavers compete for employment and entry into tertiary institutions and courses.

Record Keeping : All teachers must maintain up to date and accurate records of their delivery in each unit and assessment of student work. It is particularly important to maintain accurate records of the receipt of required work.

In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment.

VCE VCAA Requirements are also provided to students through the VCE, VCAL VET Handbook.

Please read this document in order to understand your rights and responsibilities with regard to completing the VCE in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

Satisfactory completion of the VCE

In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including:

- ▶ three units from the English group, with at least one unit at Units 3 or 4 level. English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (EAL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.
- ▶ at least three sequences of Units 3 and 4 studies other than English which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Students are generally required to undertake the following: Year 11: 12 units (six studies), Year 12: 10 units (five studies).

Satisfactory completion of a Unit

To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design.



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Achievement of an outcome means:

- ▶ the work meets the required standard as described in the outcomes;
- ▶ the work was submitted on time;
- ▶ the work is clearly the student's own;
- ▶ there has been no substantive breach of rules.

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- ▶ the work is not of the required standard as described in the outcomes;
- ▶ the student has failed to meet a school deadline or approved extension of time for the assessment task;
- ▶ the work cannot be authenticated;
- ▶ there has been a substantive breach of rules including school attendance rules.

The VCAA administrative handbook states that all VCE units require a minimum of 50 hours of class time. A student needs to attend sufficient class time to complete work. Evidence of the completion of work will be in the form of a record of the work completed in class and for homework as well as the satisfactory completion of assessment tasks. Teachers will advise students about the work required to satisfy a unit at the beginning of each semester.

Graded Assessment

Students will demonstrate the level of their achievement of each of the outcomes in the units they are undertaking through their performance on the *School Assessed Coursework (SACs)* designated for that unit. These tasks will be completed mainly in the classroom, in class time.

At the beginning of each unit, students will be given a schedule of SAC dates.

In Units 1 and 2 outcomes will be assessed and graded using the key knowledge and skills designated by the VCAA. In these Units, S or N results are reported to the VCAA. The college will provide students marks

and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports. Marks are not reported to the VCAA and are not subject to moderation.

In Units 3 and 4, Coursework assessment or *School Assessed Coursework (SAC)* describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet *Statistical Moderation of VCE Coursework* which can be accessed on the VCAA website: www.vcaa.vic.edu.au.

At the school level students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

School Assessed Tasks (SATs) are forms of assessment which are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio: Art, Media, Studio Arts, Visual Communication and Design, Design and Technology, Systems and Technology and Food and Technology. The scores for SATs are forwarded to the VCAA and are subject to review based on student performance on the General Achievement Test (GAT) which is held in June. The VCAA will inform students of their level of achievement on School Assessed Tasks. At the school level students will receive regular feedback throughout the duration of the task.



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In some studies there are designated SACs that are not scored but are essential for determining S or N.

Attendance at assessment tasks

A student who is absent from an assessment task should contact the school on the day of the assessment task.

Students studying Units 3 and 4 must see the Year 12 Co-ordinator immediately on return to school with an explanation for the missed SAC. The school may verify this documentation with the practitioner concerned.

Students studying Units 1 and 2 must see the Year 11 Co-ordinator immediately on return to the school with an explanation for the missed SAC in the form of a medical certificate or note from a parent. The Year 11 Co-ordinator will enter the reason for absence on the roll.

Students who do not satisfactorily complete all the criteria for an assessment task will have an opportunity to redeem this situation after consultation with their teacher. This redemption will not change the score for that assessment task but will qualify the student for an S for the outcome.

Completion of a replacement SAC

In order to satisfactorily complete outcomes, students undertaking Units 1 to 4 should immediately see their teachers on return to school to be informed of the date for their replacement SACs. Students who haven't completed the missed SACs within two weeks will be referred to the Year 12 Co-ordinator.

Extension of time to complete SATs

Students who are unable to complete a SAT by the due date must apply to the Year 12 Co-ordinator prior to the due date for an extension of time and must provide a medical certificate or other documentation to support their application. Extensions of up to two weeks from the original date may be granted.

Authentication of Coursework and Assessment Tasks

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from any other person's work.

A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source.

Teachers will provide opportunities throughout the unit to check each student's work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of the work.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the college, the teacher will investigate the matter and submit a written report to the Year 12 Co-ordinator, who will then conduct further enquiries as deemed necessary.

The Year 12 Co-ordinator will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.

For more information see: <http://www.vcaa.vic.edu.au/>

Computer Use

When students use a computer to produce a work requirement or assessment task it is the student's responsibility to ensure that:

- ▶ there is an alternative system available for use in case of computer or printer malfunction or unavailability
- ▶ hard copies of the work in progress are produced regularly to meet drafting and authentication



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requirements

- ▶ work is saved onto a back-up file. The back-up file should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home
- ▶ computer errors and problems are NOT sufficient reason for an extension of time to be given to complete a piece of assessment.

Attendance and Appeals

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

Students who are persistently late for classes will have every three late arrivals recorded as an absence. This will affect their overall attendance.

Special Provision

Students who experience some form of *chronic or significant hardship* during the year due to medical, physical and/or other serious reasons can apply for Special Provision. The VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support: extra time for SACs, a separate room for completion of SACs, use of a computer or use of a reader and/or scribe. These forms of support may also apply to exams.

It is imperative that significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. Medical practitioner's or psychologist's reports must be provided by the student to support their application. Students wishing to apply for Special Provision should see the VCE Manager at the beginning of the School Year.

Year 12 students completing their VCE who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of the year should complete a *SEAS (Special Entry Access Schemes) Application Form* at the end of the year. This form is sent to VTAC and could assist with tertiary entrance. This form will be available from the school or on the VTAC website: www.vtac.edu.au.

<http://www.vcaa.vic.edu.au/>

Satisfactory completion of Outcomes and Units

- **From the VCAA handbook:**
 - The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.
 - The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.
- **From the Assessment Guides:**
 - Teachers must select assessment tasks from the designated list for each outcome published in the study design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.
 - The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.



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What is a designated assessment task?

A list of study specific designated assessment tasks appear in Study Designs at the conclusion of each unit. Typically these tasks include tests, short and extended responses, reports, folios, analyses, presentations, annotated folios, summaries, a selection of exploratory works, practical activities, problem solving, etc.

As can be seen from the list above, the term 'designated assessment task' encompasses SACs and SATs, which are formal assessment tasks used to verify our reading of a student's understanding, to grade student performance and to prepare them for the end of year examination and the coursework activities most teachers set as part of their day to day teaching.

How do I award S or N?

To satisfy an outcome students must demonstrate satisfactory completion of all SACs and SATs and undertake sufficient coursework to demonstrate engagement with the outcome.

Students who have passed the SACs and SATs and have, on balance, satisfied the coursework requirements for an outcome will be assessed as S for that outcome.

Students who have passed the SACs and SATs but have, on balance, not satisfied the coursework requirements for an outcome will be assessed as N for that outcome.

Students who have passed formal assessment tasks are likely to have demonstrated engagement with the course through the knowledge and skills they have demonstrated in these tasks. Should this not be the case students may query their results and teachers may be required to provide records of the role the uncompleted tasks play in satisfying the outcome.

What is Coursework?

Coursework encompasses a range of classroom and homework activities set by the teacher to scaffold and support student learning with a view to students performing better on SACs as a result.

In moving to the use of coursework as a measure of engagement we must build in checks and balances to protect both teachers' professionalism and students' rights to equity within and between studies in the VCE.

What does this mean in practice?

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

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



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Underlying principles

Whilst we would all like students to work harder we know that adding extra layers of work or more hoops to jump through will not achieve this goal. The impetus of this development springs from the sound pedagogical practice of linking preparation with performance through engagement. It is about a carrot rather than a stick and is an opportunity to put the E5 model to use:

- Engage →
- Explore →
- Explain →
- Elaborate→
- Evaluate

Course Outline : Informing students and their families

All students must be advised in advance of the assessment tasks and coursework requirements that must be satisfactorily completed to pass each outcome.

It is wise for all teachers to remind students of what is required of them from time to time. Students then have time and support to catch up and to plan for the remaining weeks of the semester. Please see examples of the type of documents you might like to use at the end of this document. Mentors may need to help students with study planners and interim deadlines, even if they have already missed many deadlines.

What should be in a course outline?

The course outline should detail all formal assessment tasks including the form these tasks will take and the dates on which they will be held as well as information about any coursework requirements that students will be required to undertake to satisfy each outcome.

Coursework tasks will be drawn from the list of designated tasks and expressed in the detail appropriate to the study. For some studies such tasks will be explicit such as, for example, attendance at a performance, summaries of textbook chapters, a glossary of terms, designated problems. For other studies tasks may be more generic including for example, the maintenance of a workbook or visual diary, participation in classroom discussions, a collection of cuttings from a newspaper or garden, etc. it is important to explain these requirements to students but inadvisable to provide fine detail as tasks may vary as the semester progresses.

Shared practice is the way to a common understanding

There has been concern expressed that some teachers may set much more or less coursework than others. Such concern can be overcome by sharing the types and breadth of coursework that is being set between teachers and studies. Other measures that will break down this concern include professional learning activities such as guided observations of teachers' classrooms, research at work activities such as investigating the link between coursework and performance, and the collection of examples of coursework requirements by the curriculum manager.

Special Provision and data collection

Information will be collected at the conclusion of each semester about students who have passed SACs but not satisfied coursework requirements. The Year 11 and Year 12 Co-ordinators will undertake this. Such information will be distributed to year level managers and the welfare team who will determine a process for Special Provision. This data will drive further development of the initiative.

Teachers who have any questions about the management of this process should see the Year 12 or Year 11 Co-ordinator. Those who would like to discuss curriculum implications should see the curriculum manager.

Students or parents who are concerned about this shift in approach should be referred to the Principal. These students and teachers may be required to present evidence of the work set and completed and, in the case of teachers, records of evidence collected. The final decision will, as always, rest with the Principal. It is expected that there will be few, if any, such situations.

School-assessed coursework and classroom coursework

What is the difference and how can we make it work for us?



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All teachers provide students a course outline with details of the course, outcomes and assessment task dates at the beginning of each unit.

In addition teachers employ a range of class work, homework and coursework tasks, designed to engage students and ensure that they 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.

For teachers the results of these tasks also provide a useful evaluation of one's teaching.

Types of tasks set at the school include:

- Topic tests
- Chapter questions
- Homework that is
 - Sighted and recorded
 - Collected and assessed
 - Expected or understood to have been completed
- Compilation of glossaries
- Charts or tables for filling in
- Journals with a designated number of entries per topic
- Visual diaries
- Practise SACs
- Take home SACs
- Question sheets
- Activities to be completed at home including reading, research, responding to a stimulus, writing or creating
- A requirement to attend school on Wednesday or at another time to complete or make up a task or to attend an extra class
- Rehearsals

Ensuring the completion of these tasks can be difficult when students erroneously focus on assessment tasks at the expense of regular work practices.

Some teachers record or assess coursework tasks, others don't.

Some students are confused about which tasks contribute to the satisfactory completion of an outcome and which don't.

From the VCAA handbook:

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.

The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

This means that if students pass each assessment task as designated in the Study Design for a unit provided there has been no breach of the rules they will pass the unit.



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From the Assessment Guides:

Teachers must select assessment tasks from the designated list for each outcome published in the study design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.

The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

Of concern is that students are not always 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.

Students must be informed in advance when they are to be assessed for the satisfactory completion of an outcome using a designated assessment task. They must be provided with information about the task including the date on which it will take place, the scope and duration of the task and the criteria for assessment.

Coursework tasks should not be confused with assessment tasks. They make a valuable contribution to students' learning but their completion cannot be used to pass or fail a student for a unit.

We have published an attendance requirement of 90% and have set an attendance protocol and procedures in place to decide on satisfactory completion of a unit.

The VCAA allows schools to set the attendance requirements for the satisfactory completion of a unit but this has been problematic over the years.

A solution that reinforces attendance, the completion of coursework and therefore increases satisfactory completion of units and maximises students' results.

Whilst we cannot make unofficial coursework a requirement for satisfying outcomes or a unit of study we can work with the satisfactory completion conditions set by the VCAA. The key is the requirement of 50 hours of class time (or equivalent).

From the VCAA handbook:

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

A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may upon application from the student grant Special Provision for school-based assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the application for Special Provision for School-assessed Coursework and School-assessed Tasks and the Unit Completion form and retain this at the school together with the supporting evidence.

Coursework Policy

1. Students should expect to demonstrate 50 hours of work in each study. If they attend regularly and complete the coursework in class this requirement will be easy to demonstrate.



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2. Coursework supports learning and maximizes students' opportunities to achieve the best result possible. Students will keep a record of their learning in their workbooks. This record (in, for example, the forms outlined on page one) may be used to redeem an unsatisfactory assessment task.

From the VCAA Handbook:

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

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

4. Coursework tasks to be a regular part of teaching and learning. Tasks to support development of knowledge and skills related to outcomes.

5. Teachers will keep accurate records of coursework requirements and achievement.

6. Students who are away are expected to work at home to catch up.

7. Students who fall behind will be required to catch up. Mentors will be informed of progress at Year level meetings. This progress could be the subject of a conversation with the student and parent.

8. For students who are unwell or have other documented extenuating circumstances Special Provision can be applied for to allow extra time to complete work.

9. Teachers in each study group to meet regularly to share examples of coursework and to ensure that coursework requirements are applied equitably across studies and teachers. A collection of coursework requirements be made to provide exemplars and to support teachers new to the school.

Policy History

| Version | Approval Date | Summary of Changes |
|----------------|----------------------|---------------------------|
| | 2017 | Date of Preparation |
| | | |
| | | |