



DE LA SALLE
COLLEGE

VCE Student Handbook 2022



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1. VCE Overview

“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.

Each VCE study is designed to provide a two-year program. Studies are nationally and internationally benchmarked at Unit 1 and Unit 2 level to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed learning such as homework and study for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.” (VCAA, 2017)

1.1 Successful Completion of the VCE

To successfully complete the VCE, students are required to satisfactorily complete a minimum of 16 Units. This must include:

- At least three Units of English. This requirement can be met by gaining an ‘S’ for at least one Unit from English Units 1 and 2, and both Units 3 and 4 of either English or Literature.
- An additional three Unit 3-4 sequences of studies other than English, which may include other English sequences once the English requirement has been met.

NB: The VCE/VET Studies count for four Units if taken in Years 11 and 12 (like any other VCE Study). Satisfactory completion of an approved Higher Education study (HES) within the VCE will contribute towards the satisfactory completion of the VCE as an unscored Unit 3–4 sequence and will contribute as the 5th or 6th increment towards the ATAR.

1.2 Study Score/ATAR

Year 12 VCE assessments are conducted under the VCAA and at the conclusion of Year 12, students will be awarded a study score to indicate their performance in those assessments. The combined study scores from all subjects completed is used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the student’s ATAR (Australian Tertiary Admission Rank – formerly known as the ENTER). The ATAR is the basis for entry to most university courses and a large number of TAFE courses. VTAC has advised that from 2018 satisfactory completion of a scored Unit 3–4 of an English group sequence is required for the calculation of a student’s ATAR.

A study score has a maximum of 50 and indicates how a student has performed in comparison to all students’ state wide who completed the subject. A study score of 23 – 37 indicates the student is in the middle range in comparison to other students’ results, whilst a study score above 38 places the student in the top 15% of all students completing the study. To receive a study score students must receive 2 or more graded assessments in the study and be awarded an S for both Units 3 & 4 in the same year.

VTAC uses VCE results issued by the VCAA to calculate the ATAR. “The ATAR is developed from an aggregate produced by adding:

- VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
- The next best three VTAC scaled study scores permissible; and
- 10% of the fifth and sixth permissible scores that are available” (VTAC, 2018).

The ATAR is not a score out of 100 – it is a rank. It shows a student's achievement in relation to other students. For more information on how the ATAR is calculated, see the VTAC website.

In 2022, Study Scores and ATAR scores will be published on Monday 12 December.

1.3 Unsourced VCE

There is an option for De La Salle College students to elect to undertake an Unsourced VCE program. Students completing an Unsourced VCE will still receive their Victorian Certificate of Education but will not receive subject study scores or an ATAR.

Students must complete all required coursework and must be able to satisfactorily demonstrate achievement in all outcomes to be awarded the VCE however, there is no requirement to complete SACs or the final exam in November.

Any student wishing to undertake an Unsourced VCE must submit a formal application to the Director of Students – Senior School. Application forms can be downloaded from the VCE Information page on Ollie. A copy of the Application to Undertake Unsourced VCE can be found in Appendix 1.

A student can only begin an Unsourced VCE program once their application has been approved. The student and their teachers will be notified via email once the application has been approved.

Some students may be recommended to undertake an Unsourced VCE program.

1.4 Changing your VCE Program

Students are able to make changes to their VCE Program at four points only during Units 1-4. These are the only times alterations to subjects can be made. These times are:

1. During Unit 1 Headstart
2. At the end of Unit 1
3. At Unit 3-4 Subject Selections
4. During Unit 3 Headstart

To make a change, students must complete a formal application which can be collected from the VCE Coordinator when the change periods open.

If you want to move to VCAL, you must already study/have studied a VET to ensure you are able to satisfy the entry requirements.

2. Satisfactory Completion of VCE Units

2.1 S/N Process

At De La Salle College, in order to achieve an S for a VCE Unit, students have to satisfactorily complete all outcomes as described in the Study Design. Students meet these outcomes by completing work requirements set by the assessing teacher(s). These work requirements are known as ungraded tasks or S/N tasks.

If a student is able to demonstrate a satisfactory level of achievement in the ungraded or S/N tasks, they are to be awarded an S for that outcome.

The teacher is responsible for judging satisfactory completion of a unit. By reporting satisfactory completion, the teacher is certifying that the student has achieved the set of outcomes for the unit according to the rules set out by the VCAA and the school.

It is important to note that the award of an S is distinct from the numerical score achieved in School-based assessment such as SACs and SATs. The award of an S/N should be completely unrelated to a student's performance in SACs, SATs or graded assessment tasks.

2.1.1 Satisfactory VCE unit result (S)

A student will receive an S for a unit if the teacher determines that the following requirements are achieved.

A student must:

- produce work that demonstrates achievement of the outcomes
- submit work that is clearly their own
- observe the rules of the Victorian Curriculum and Assessment Authority (VCAA) and the school relating to attendance and submission of work.

2.1.2 Not Satisfactory VCE unit result (N)

A student will receive an N for the unit when one or more of the requirements listed in 2.1.1 is not achieved:

- 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.

2.1.3 S/N Tasks

At De La Salle College, students are provided with tasks, separate to SACs, SATs and other formal scored assessment tasks, that will allow them to demonstrate Satisfactory Completion for each Outcome. These tasks are known as ungraded tasks or S/N tasks.

These tasks:

- will be the same for all students in the same subject.
- will be outlined clearly on the S/N Task Template and uploaded to the relevant subject course page on Ollie.

If a student does not submit the task, or the evidence submitted does not meet the required standard, the student will be referred to the Student Progress Panel where an action plan will be formed.

The requirements of an action plan will be clearly communicated to the student and a timeline of work submission will be set.

The full process relating to the awarding of an S can be found in Appendix 2.

2.2 Unsatisfactory Progress

If a student is not progressing satisfactorily, a notification of Unsatisfactory Progress will be sent to parents. The Unsatisfactory Progress notification is a warning to students and parents that further work is necessary to ensure the student meets the requirements of the VCE. Various other provisions can also be put in place to assist students such as referral to study sessions, one-to-one assistance, extended study session referral and learning logs.

The following examples may warrant a notification of Unsatisfactory Progress:

- Sustained failure to complete class tasks and/or homework
- Not working to ability
- Sustained unexplained absence

Continued unsatisfactory progress may see a student referred to the Study Sessions Program. The Study Sessions Program provides an opportunity for students to develop good study habits, catch up with work and improve the level of quality of their work. These sessions are held each Thursday in Morgan Hall from 3.30pm-4.35pm.

2.3 Provisional N

As outlined in Section 2.1, if a student does not submit the ungraded or S/N task, or is unable to demonstrate satisfactory completion of the task, a Provisional N will be issued. The Notification of a Provisional N will be emailed to parents and will contain the information related to the redemption task that needs to be submitted in order to redeem the Provisional N.

2.3.1 Redeeming a Provisional N

Once the student has completed the redemption task detailed on the Provisional N notification email, the Provisional N can be redeemed.

To have the Provisional N redeemed, the student will need to complete an Application to Redeem a Provisional N form. This can be downloaded from Ollie and must be emailed to the VCE Coordinator for the Provisional N to be officially withdrawn. An example of the Application to Redeem a Provisional N form can be found in Appendix 3. If the application is approved, the VCE Coordinator will notify the student and their teacher.

Failure to complete and submit the Application to Redeem a Provisional N form will result in no change to the result and therefore the student would receive an N for the outcome.

2.4 Redemption Policy

If, in the judgment of the teacher, the work submitted by a student does not meet the standard required for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The redemption task is to be clearly outlined when issuing the Provisional N.

There should be a minimum of 1 week from the date the Provisional N email is sent, to the revised deadline for demonstration of the Outcome. The teacher should ensure that the student is clear about what they must do to redeem an S, including the due date. Students must be aware the redemption task may involve work that is different to the original work task and can include a range/variety of tasks. The redemption task/s will have no impact on the numerical results the student has achieved for the graded tasks in the outcome.

When the redemption task has been completed on time and to a standard that satisfactorily demonstrates the outcome, the result can be changed to an S. To have the Provisional N formally redeemed, the student must complete an Application to Redeem a Provisional N form. Once this application has been approved by the VCE Coordinator, the result will be officially recorded as an S. Failure to complete and submit the Application to Redeem a Provisional N form will result in no change to the result.

A student who is unable to satisfactorily complete the redemption task will be asked to attend a Student Progress Review Panel to discuss their academic progress.

2.5 Student Progress Panel

If there is a serious concern about a student's academic progress following ongoing attempts to assist him to make improvements in his learning behaviours, he will be referred to the Student Progress Panel. The Student Progress Panel is made up of the Director of Students, the House Coordinator and the VCE Coordinator. Parents are encouraged to attend the Panel with their son.

The Progress Panel will examine the learning issues and create an action plan for improvement. The action plan essentially becomes a contract, enabling the student, school and parents to understand exactly what is required for improvement to occur. Should there be a breach of the action plan on the part of the student, serious consequences may be applied. If a student's ongoing academic progress and attempts to make improvements in learning behaviours are not successful, consequences may include an N Result for that Unit and restricted promotion to specific subjects and programs in the following year.

3. School Assessed Coursework / School Assessed Taskwork

3.1 SAC Dates

In Units 1 and 2, students will have SAC dates communicated with them via their subject teacher and on Ollie.

In Units 3 and 4, there will be an official SAC calendar published at the beginning of each Unit that outlines all SAC tasks for the Semester. This calendar can be accessed on Ollie via the VCE Information page or the Calendar tab at the top of the Ollie homepage.

At De La Salle it is acceptable to have up to 3 Unit 3-4 SACs on one day. If more than 3 SACs have been scheduled on any one day, please see the VCE Coordinator to arrange an alternative schedule.

3.2 Absence from SACs

Attendance at SACs is compulsory. If a student is unable to attend a SAC due to illness or another approved absence, the SAC may be rescheduled according to the process outlined in section 3.3.

When a student is absent due to an unapproved absence or declines to attempt the school assessed coursework, the student will be awarded an NA for the SAC, and no further opportunities to complete the assessment will be offered.

Section 4.1 outlines information relating to approved and unapproved absences.

3.3 Rescheduling a SAC

If a student is unable to attend a SAC due to illness or another approved absence, they must complete a formal request to reschedule the SAC. An Application to Reschedule a Unit 1 or 2 Assessment Task or an Application to Reschedule a Unit 3 or 4 SAC can be downloaded from the VCE Information page on Ollie. An example of each application can be found in Appendix 4. This form must be filled out and emailed to the class teacher (Units 1 and 2) or the VCE Coordinator (Units 3 and 4) for approval. Supporting documentation must be provided with the application for it to be approved.

The outcome of the application will be emailed to the student and their teacher.

3.4 SAC Rules

The VCAA has strict assessment rules that students must adhere to. All students undertaking assessment under test conditions as part of School-based Assessment in Units 1 to 4 (SACs) must comply with the VCAA examination rules. The VCAA examination rules are published on the VCAA website and distributed in both the GAT brochure and VCE Exams Navigator each year. It is essential that every student is familiar with these rules as they will be enforced at all SACs. A full list of these rules can be found in Appendix 5.

Students must also bring their current De La Salle College ID Cards to every SAC.

3.5 School Assessed Tasks (SATs)

This form of graded assessment is applied to the studies of Studio Arts, Visual Communication Design, Media, Product Design & Technology, Computing - Software Development and Systems Engineering.

Students are required to submit School-Assessed Tasks on or before the College determined **due date** according to the instructions outlined by the teacher. Due dates are published on the subject page on Ollie. These School-Assessed Tasks will be graded against criteria set by the VCAA.

Feedback to students and return of work

In 2021, students may receive feedback on their SATs once all students have completed the task and all the work has been corrected.

Resubmission of work

Students may resubmit work to meet 'satisfactory completion requirements' of a Unit, just to receive an 'S'. Students may not resubmit SATs for the reconsideration of scores awarded by the school.

SATs are returned to students at the end of the school year and each teacher will determine a due date for their class to return the work.

The results awarded by teachers are NOT the student's final results because of the process of review carried out by the VCAA. SAT scores may change following reviews by the VCAA.

For School-Assessed Tasks students must also demonstrate **authenticity**:

- Produce appropriate 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 to attest that the work is the student's own.
- Submit evidence of the development of each School-assessed Task.
- Sign the **Declaration of Authenticity** at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Lost, Stolen or Damaged SAT's

A teacher of a student who has lost a SAT, who has had a SAT stolen or who has damaged a SAT, must complete a written statement describing the circumstances. The statement must be signed and dated and submitted to the VCE Coordinator. The Principal must report in writing cases of lost, stolen or damaged SATs to the Manager, School Assessment Unit, VCAA, detailing the student number, school number, Study name and SAT number. This does not apply to SATs lost or damaged due to computer misuse or malfunction: these are simply counted as Not Assessed. (NA).

The Principal, acting on advice from the teacher and based on records kept, will determine an initial assessment for the SAT. The initial assessment for such a SAT may require adjustment as a result of the review process conducted by the VCAA.

Granting of extensions for a SAT

Extensions of time to complete Graded School-based Assessments (SATS) are only possible under extreme circumstances and within strict limits. Any student suffering extreme difficulty in completing SAT work by the due date should see their Subject Teacher and the VCE Coordinator to complete an **'Application for Extension Unit 3 / 4 SAT'** form and have the matter considered by the Teacher and VCE Coordinator and any other relevant parties. Requests for extensions must be made prior to the due date of the assessment. The form can be downloaded from the VCE Information page on Ollie.

A decision on the extension will be conveyed to the student, in writing and in person.

- If an extension of time is granted, a new date will be agreed upon between the student and the VCE Coordinator, after consultation with the Subject Teacher.
- If an extension of time is denied, the original date will remain effective.

Failure to submit a SAT on the published due date

A student who fails to submit a SAT by the due date and who has not been granted an extension of time by the VCE coordinator may:

either – have the SAC/SAT accepted late (within the current term) and graded for the purposes of determining an ‘S’ for the Unit. This student will however be awarded a zero grade for Coursework Mark calculation. (In some circumstances, a % of marks will be deducted, and the student can receive a reduced Coursework Mark)

or - not have the SAC/SAT accepted late and be given an ‘N’ for the work and, in effect, for the Unit.

Whichever alternative applies will be determined by the Principal, after consideration of the circumstances applying to the case and after consultation with the subject teacher, the VCE Coordinator and other relevant parties.

A student who is absent on the due date of a SAT needs to make contact via phone / email with their subject teacher and the VCE Coordinator by 9 am to discuss alternate submission arrangements. This may involve the student/parent/guardian/friend delivering the assessment task to the College directly to the subject teacher or VCE Coordinator. SATs should not be delivered to College reception or any other staff member other than the student’s subject teacher or the VCE Coordinator.

3.6 Breach of Assessment Rules

If a teacher believes a student has breached the VCAA Assessment rules, the teacher will report the breach to the VCE Coordinator. The breach may relate to work completed in ungraded tasks or S/N tasks and SACs.

The VCE Coordinator will then initiate a formal investigation.

The steps involved in the investigation include:

Preliminary investigation

A preliminary investigation will be conducted to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation will be kept and may be used in any later decision-making.

Investigation

The purpose of the investigation is to determine whether there is any substance to the allegation that a student has breached VCAA School-based Assessment rules. The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

If this investigation suggests there is any substance to the allegation, the student should be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation. Adequate notice of the interview will be given to the student, and the student will have the opportunity to bring a support person to the interview. The support person is there not to represent the student or to speak on their behalf, but to provide moral support. If a student elects not to attend an interview, they will be given an opportunity to respond in writing to the allegation against them.

Decision-making

At the conclusion of the investigation, based on the evidence gathered in the investigation, a panel, in conjunction with the Principal when necessary, will determine whether the student has breached examination or authentication rules.

The outcome of the investigation will be communicated in writing to the student, their parents and the subject teacher. The findings and recommendations may also be communicated to the Principal and, if necessary, the VCAA.

3.7 Appeals Policy

A student has a right to appeal against a decision made relating to a breach of the VCAA assessment rules.

The student needs to bring his appeal to the VCE Coordinator who will consider the matter and respond in writing to the student.

“Section 2.5.21 of the Education and Training Reform Act 2006 (Vic) provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student’s attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the Chief Executive Officer of the VCAA must nominate an employee of the Secretary to interview the parties to the appeal and attempt to resolve the matter.” (VCAA, 2018)

4. Attendance

4.1 Attendance Policy

Under VCAA guidelines, all VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work. The College sets minimum class time and attendance rules to maximise learning opportunities. At De La Salle College, this is considered to be at least 90% of all lessons in each subject. When a student misses a significant number of classes, it may result in a teacher being unable to authenticate a student's work or the student being unable to demonstrate satisfactory achievement of an Outcome.

When a student is absent from school for prolonged periods or has been unable to complete all School-based Assessment tasks due to illness or other special circumstances, the VCE Coordinator will advise the teachers on Special Provisions to be applied for School-based Assessments. In such cases, the student will not be penalised for lack of attendance.

Attendance for all VCE outcomes and assessment is compulsory. When a student is absent from a School-based Assessment task due to an unapproved absence, the student will receive an NA for that task. If the absence is an approved absence, the task may be rescheduled according to the processes outlined in section 3.3.

An approved absence would include events such as excursions, sport and community service. Examples of approved absences are:

- Absence due to a medical reason supported by a medical certificate (issued on the day of absence);
- ACC Sport;
- Appointments with staff members e.g. Year Level/House Coordinator or Counsellors;
- College Community Service;
- Excursions or incursions;
- Preparation for College events e.g. Liturgies, the Musical and Instrumental program;
- Seminar or Reflection Days;
- State or National Sport Representation;
- Student Leadership Meetings;
- VET/VCAL;
- Work Placements.

An unapproved absence would occur when a student is absent from class, or compulsory College activities, without the approval of the College. Examples of unapproved absences are:

- Dental appointments, without documentation;
- Driving lessons/tests;
- Family or personal reasons without prior communication with the College;
- Holidays;
- Illness not supported by a medical certificate;
- Medical appointments, without documentation;
- Truancy.

4.2 Attendance Warning

The Attendance Warning process is designed to alert parents when their son is at risk of not meeting the attendance requirements. This notification will be sent when a student has recorded 6 unapproved absences. Please refer to the De La Salle College Attendance Policy for details on unapproved absences.

5. Special Provisions

Special Provision provides eligible students with the opportunity to participate in and complete their VCE studies. Individual students may need special provision in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning.

There are four forms of Special Provision:

- Curriculum delivery and student programs – for example, where a student may be given assistance by an aide, or allowed to use technological assistance
- School-based Assessment – where the school may vary the assessment arrangements for an individual, such as rescheduling a task, allowing extra time for a task to be completed and sitting an alternative task. In each case there are specific eligibility requirements that apply. For student programs and school-based assessment, the school is responsible for determining eligibility and the nature of the provisions granted. Emergency SEAS arrangements can be provided under 'Medical' and 'Wellbeing' circumstances at the discretion of the VCE Coordinator. The appropriate medical / other evidence is required for an emergency SEAS arrangement. For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval.
- Special Examination Arrangements – for example, where a student may be given extra time to complete an exam, or permission to use technology.
- Derived Examination Scores – where a student's exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject, the VCAA may calculate a score based on other assessment the student has done.

In each case there are specific eligibility requirements that apply. For student programs and school-based assessment, the school is responsible for determining eligibility and the nature of the provisions granted. For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval.

A student is eligible to apply to the VCAA for Special Provision and Special Examination Arrangements if, at any time while studying for the VCE, he is adversely affected in a significant way by:

- Illness (physical or psychological)
- Any factors relating to personal environments
- Other serious causes, or
- An impairment or disability, including learning disabilities.

The circumstance affecting the student does not include matters or situations of the student's own choosing, for example, involvement in social or sporting activities, employment or school events.

All applications and enquiries should be made through the VCE Coordinator. Special provisions cannot be promised, nor enforced, without first consulting the VCE Coordinator to ensure the provisions will meet VCAA guidelines.

All Appendix Documents (1 – 6) are on the VCE Ollie Tab - Forms

Appendix 1 – Application to Undertake Unscoed VCE



Application to undertake Unscoed VCE

Name of Student:

Mentor Group:

House Mentor:

House Coordinator:

A student may be eligible for the award of the VCE if they have submitted a range of tasks that include 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. If a result is not provided for the unit, the student will not receive a study score. When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Not achieving graded assessments may limit a student's options for further training, study and work.

(VCE and VCAL Administrative Handbook, 2020)

I wish to apply to undertake an unscoed VCE program. I acknowledge that should this application be successful, I will not receive any subject study scores or an Australian Tertiary Admission Rank (ATAR) from the Victorian Tertiary Admissions Centre (VTAC). I have discussed the implications of not receiving an ATAR with the Careers Counsellor and am aware of the impact on future higher education pathways. This application applies to all VCE Studies (Units 1 – 4) undertaken and is entered into acknowledging that once approval is given it is irrevocable.

Signed: Student

Signed: Parent or Guardian

Name:

Name:

Date:

Date:

Completed forms must be emailed to the VCE Coordinator for approval.

Evidence to Support your Application

Year 11 results	<input type="text"/>
Year 12 results so far	<input type="text"/>
Supporting Statement (Reasons why you would like to make this change)	<input type="text"/>

You need to also discuss your application with a teacher, the Careers Counsellor and your House Coordinator and ask them to endorse your application

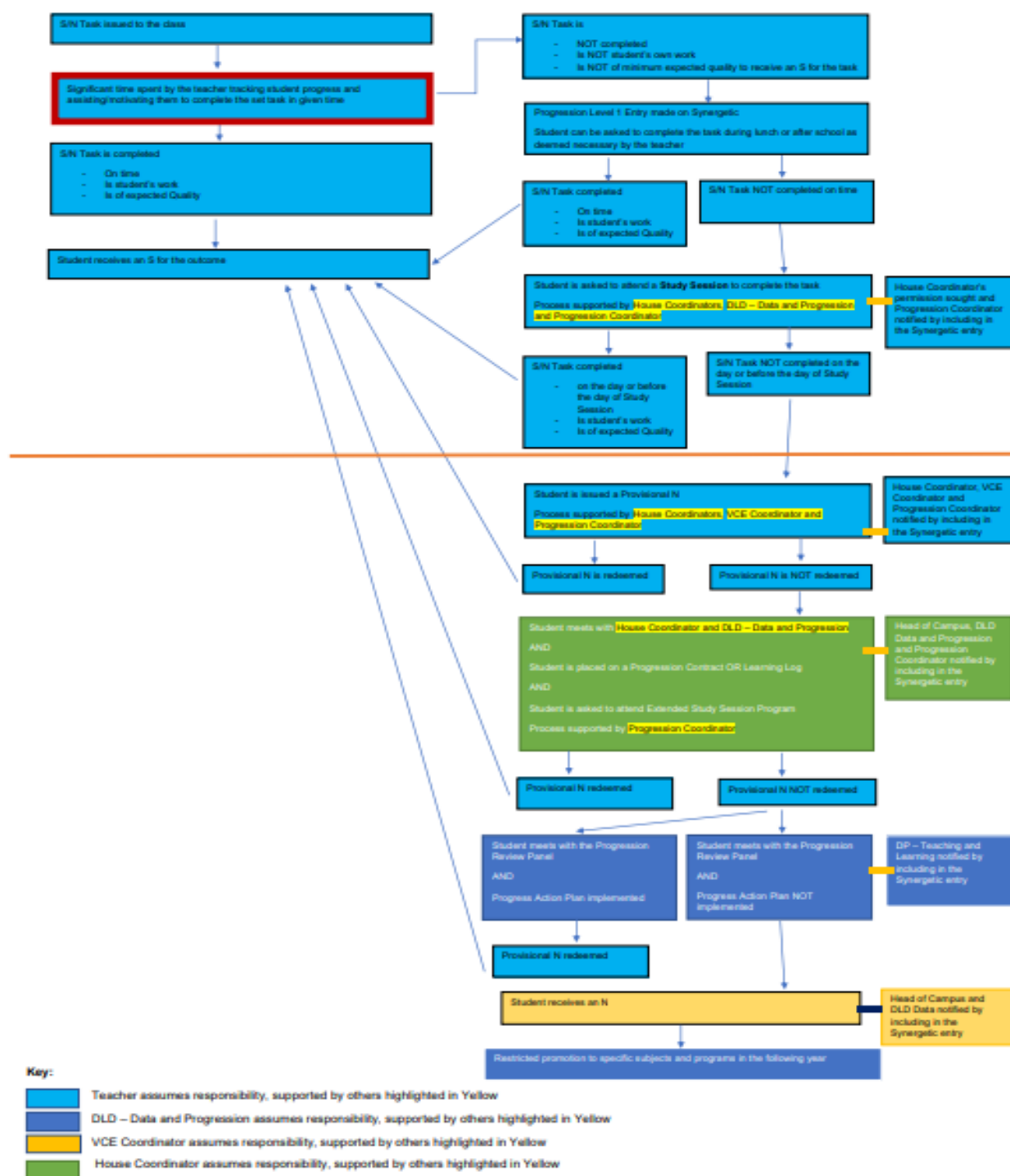
Name	Comment	Signature
Teacher	<input type="text"/>	<input type="text"/>
Caroline Fitzpatrick Careers Counsellor	<input type="text"/>	<input type="text"/>
House Coordinator	<input type="text"/>	<input type="text"/>

You might wish to attach extra supporting statements from others such as

- Education Support Coordinator
- Counsellor/Psychologist
- Medical Professional

Completed forms must be emailed to the VCE Coordinator for approval.

Appendix 2 – Progression Flow Chart



Appendix 3 – Application to Redeem a Provisional N




Application to Redeem a Provisional N

Name:	<input type="text"/>	
Mentor Group:	<input type="text" value="Austin's"/>	<input type="text" value="1"/>
Date of Application:	<input type="text"/>	
Unit/Subject:	<input type="text"/>	
Original Task:	<input type="text"/>	
Original Due Date:	<input type="text"/>	
Redemption Task:	<input type="text"/>	
Redemption Due Date:	<input type="text"/>	
Task Completed:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Signature:	<input type="text"/>	
Student Signature:	<input type="text"/>	
Parent Signature:	<input type="text"/>	
VCE Coordinator Signature:	<input type="text"/>	
Redemption Approved:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Date:	<input type="text"/>	

Completed forms must be submitted to the VCE Coordinator for the Provisional N to be redeemed.

Appendix 4 – Application to Reschedule a Missed SAC



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Application to Reschedule a Unit 1 / 2 Assessment Task

Name: _____

Homeroom: _____

Date of Application: _____

Unit/Subject: **Unit 1** _____

SAC/Outcome: _____

Original SAC Date: _____

Length of SAC: _____

Reason for Reschedule: ☐ Illness/Medical
☐ Family/Personal Issue
☐ School Related Absence

Evidence Provided: ☐ Medical Certificate
 (must be attached) ☐ Parent Letter
☐ School Documentation

Student Signature: _____

Parent Signature: _____

Approved: ☐ Yes ☐ No

Reschedule Date/Time: _____

Teacher: _____

Completed forms must be returned to your class teacher to arrange the date/time for the reschedule and for final approval.
Once approved, a copy must go to the VCE Coordinator to be kept on file.



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Application to Reschedule a Unit 1 / 2 Assessment Task

Name: _____

Homeroom: _____

Date of Application: _____

Unit/Subject: **Unit 1** _____

SAC/Outcome: _____

Original SAC Date: _____

Length of SAC: _____

Reason for Reschedule: ☐ Illness/Medical
☐ Family/Personal Issue
☐ School Related Absence

Evidence Provided: ☐ Medical Certificate
 (must be attached) ☐ Parent Letter
☐ School Documentation

Student Signature: _____

Parent Signature: _____


Approved: ☐ Yes ☐ No

Reschedule Date/Time: _____

Teacher: _____

Completed forms must be returned to your class teacher to arrange the date/time for the reschedule and for final approval.
Once approved, a copy must go to the VCE Coordinator to be kept on file.

Appendix 5 – Application for Extension - SAT

**DE LA SALLE**
COLLEGE

LEARNLIVELEAD

Application for Extension - Unit 3 or 4 SAT

Name:

Date of Submission: Homeroom:

Unit: Subject:

SAT/Outcome:

Original SAT Date:

Reason for SAT reschedule: (please tick)

<input type="checkbox"/>	Illness/Medical
<input type="checkbox"/>	Family/Personal Issue
<input type="checkbox"/>	School related Absence

Evidence Provided: (must be attached to this Application)

<input type="checkbox"/>	Medical Certificate
<input type="checkbox"/>	Parent Letter
<input type="checkbox"/>	School Documentation

Student Name: Signature:

Parent/Guardian Name: Signature:

Subject Teacher Name: Signature:

VCE Coordinator Name: Signature:

Approved: New Date: New Time:

LEARNLIVELEAD

Appendix 6 – VCAA Examination Rules

1. Students must not cheat or assist other students to cheat.
2. Students must not take any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
3. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
4. Students must not present for a VCE external assessment in another student's place.
5. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
6. Students must obey and observe all proper instructions or directions given by their supervisor.
7. Students attending a VCE external assessment may bring only 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 will be retained, pending any investigation into an alleged breach of VCAA rules.
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, question/task book, question and answer book or 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.

Source: <http://www.vcaa.vic.edu.au/Pages/vce/exams/examsrules.aspx>