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Welcome to your senior years of study at Cornish College. This is an exciting time in your life as you enter the final years of your secondary schooling and contemplate the pathways to your future success. It is important that we all work together as a team – teachers, parents and students – to help you to achieve the best that you can.

Whilst this booklet focuses on the policies and procedures of the VCE, you must remember that this represents only one part of the years ahead. It is important that you seek to develop a balanced life, which will involve participation in sport, College leadership, community service, performing arts, debating and other opportunities as they arise. It is through involvement in these activities and others that you will develop all aspects of your personality. Experience tells us that it is those who are most actively involved in the life of the school will gain the most enjoyment and the most academic success.

There are no shortcuts to success and it will be the result of good organisation and consistent hard work that you will reap the rewards you are hoping for. Whilst these can be the most challenging years you will face, they can also be the best years in life you will experience as you grow into adulthood.

I wish you every success and happiness in your senior years of study and remind you that the full resources of the College are at your disposal and that you should use these resources to your best advantage.

Kerry Bolger
Principal
1. **VCE Policy**

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


1.1. **Outline**

This policy is based on the following principles:

- The implementation of Cornish College’s policies and procedures will assist students to successfully complete their VCE.
- Teachers will make all reasonable efforts to assist and support students to succeed.
- Students will be ultimately responsible for their actions and behaviour.
- In fairness to teachers and students, procedures need to be implemented fairly and consistently across all VCE programs.
- Students and parents will be informed as to the expectations, assessment criteria, work to be done, and assessment dates in that unit.
- The students and their parents will be supplied with clear, constructive feedback on student performance within the VCE units.

1.2. **VCE - A Three Year Program**

The Victorian Certificate of Education (VCE) is a senior certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years.

Each VCE study is designed to provide a two-year program. Units 1 and 2 are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units 3 and 4 are benchmarked to a Year 12 standard.

While the majority of students complete the bulk of their VCE over two years, some students may benefit from the flexibility of a three year program. A student is able to select a VCE Unit of study at a year level that is appropriate to the student’s interest, ability, readiness and chosen pathway. Thus a Year 10 student may elect a Unit 1/2 study; a Year 11 student may elect a Unit 3/4 study; a Year 12 student may elect a Unit 1/2 study, etc. These cross year studies should be taken up only after approval of the VCE Course Panel (consisting of the VCE Coordinator and the Careers Counsellor) following consultation with appropriate staff and parents (see section 2: Cross year studies).

1.3. **Vocational Education and Training in Schools (VETiS) and Distance Education Centre Victoria (DECV)**

1.3.1. VET

Recognition of Vocational Education and Training (VET) within the VCE ensures that students who complete a nationally recognised VET qualification will receive credit towards satisfactory completion of the VCE. Most VCE VET programs provide credit for Units 1 to 4; however some programs provide credit for Units 1 and 2 only. Some VET studies are scored subjects, in that they can contribute to a student’s ATAR score.

The requirements for satisfactory completion of a VCE VET program are outlined in the relevant VCE VET program booklet supplied by the VET provider. Due to the individual nature of VET programs, interested students and their parents should consult directly with the VCE coordinator in developing a VCE course containing VET programs.

1.3.2. DECV

Students may study their VCE subject through Distance Education Centre Victoria. Interested students and their parents should consult directly with the VCE Coordinator to develop their course. Support is given at school and a Learning Coach will be provided by the school for each subject.
1.4. **Student enrolment**
- All students must complete a VASS (Victorian Assessment Software System) personal details form and sign the agreement to abide by the Authority’s regulations.
- Any student who is transferring from another school or returning to study must ensure that details of past enrolments, including their student number, are included on the VASS form.
- It is the student’s responsibility to make sure that all personal details are correct on the VASS form. Unit 3 and 4 results and tertiary offers are mailed directly to the address on the VASS files, not to the school, so students must ensure that the VCAA has all the correct details.
- Students may give permission on the VASS declaration form for personal results to be made available to media or for the Premier’s awards. If this permission is not granted by the student on this declaration, the student’s name will not appear in any media nor will the student be eligible for a Premier’s Award despite achieving the required level.

1.4.1. **Withdrawing from a VCE subject**
All senior students will complete a course selection process during the previous year. Dates for this subject selection process will be published. These decisions take time and students and parents are encouraged to talk to as many people and find out as much information as possible to make an informed choice which is in line with their pathway. If a student wishes to change or withdraw from a subject, the following needs to happen:
- Awareness of strict VCAA timelines
- Awareness of the restrictions imposed by blocking grid and class size
- Any change will need careful and early consideration given attendance and satisfactory requirements.
- Discussions with Senior Years Team Leader, VCE Coordinator and Careers Advisor
- Submission of paperwork (green subject form or purple subject withdrawal/change/transfer form)
- Collection of signatures (teachers and parents)

1.5. **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 Unit 3 or 4 level.
- English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English Language Units 1 to 4, and Literature Units 1 to 4
- At least three sequences of Unit 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 Admissions Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Students typically undertake the following:
- Year 11: 12 units (six studies)
- Year 12: 10 units (five studies)

1.5.1. **Satisfactory completion of a Unit**
For satisfactory completion of a VCE unit, a student must demonstrate achievement of **ALL** of the outcomes for the unit as specified in the study design.

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 outcomes and work required at the beginning of each semester, with the distribution of a Planning Document at the beginning of each year.

Achievement of an outcome means:
- the work meets the required standard as described in the planning document;
- the work was submitted on time;
- the work is clearly the student’s own;
- there has been no substantive breach of rules.
- the student has attended a minimum of 80% of classes
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 planning document;
- 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 student has failed to attend a minimum of 80% of classes)

If one or more of the outcomes are not achieved, the student receives N (Not Satisfactory) for the unit.

Where a student has completed work but there has been a significant breach of class attendance rules the student may receive N. All students are required to meet the 80% attendance requirement.

Communication, in the form of letters will inform students and parents/guardians of progress with regard to attendance and assessment.

1.6. Assessment

Students will demonstrate achievement of each of the outcomes in the units they are undertaking through their performance on the assessment tasks designated for that unit. These tasks will be completed mainly in the classroom, during class time.

In Units 1 and 2 outcomes will be assessed using the assessment tasks designated for the unit, S or N awarded, and results reported to the VCAA. The school will give the students marks or grades 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, but 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 that are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio such as Art, Media, Studio Arts, Visual Communication and Design, and Food and Technology. At the school level, students will receive regular feedback throughout the duration of the task.

The scores for SACs and SATs are forwarded to the VCAA and are subject to review based on students’ performances on the General Achievement Test (GAT) that is held in June.

The VCAA will inform students of their level of achievement on School Assessed Coursework and Tasks.

In class we will use the acronyms SACs and SATs throughout Units 1 and 2 to help the students identify with the VCE terminology, however it is important to note that Units 1 and 2 assessment tasks are for internal reporting only. They are not sent to VCAA and they do not go towards the ATAR score at the end of Year 12.

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

Planning Documents: For Units 1 and 2, at the beginning of each unit, students will receive information outlining the nature of the assessment tasks for the unit, the criteria for assessment, the standard required for satisfactory achievement, and the weeks in which the assessment tasks will occur. For Units 3 and 4, one document per subject covering the whole year will be distributed in February.

Examinations: Breaches of VCAA Exam Rules. Students are expected to comply with VCAA regulations for examination procedures. If teachers or examination supervisors believe a breach of rules has taken place, the incident will be documented, the student informed and VCAA/Principal notified.

1.6.1. General Achievement Test (GAT)

The GAT is a test of knowledge and skills in writing, mathematics, science and technology, humanities, social sciences and the arts. All students enrolled in one or more VCE Units 3 and 4 sequences or
VCE VET scored Units 3 and 4 sequence are required to sit the GAT which is conducted in June each year.

Although the GAT results do not count directly towards VCE results, they are used in checking SAC, SAT and examinations have been accurately assessed. Where a school's assessments for a study disagree with the school's GAT results by a large margin, the VCAA will review the school's assessments in that study.

1.6.2. Attendance and Appeals

Attendance is a vital factor for success. There is a clear link between attendance and results. Students who are frequently absent, with unexplained absences, lose track of what is happening in class, get behind with outcomes.

Students are expected to cover all absences with written explanations from parents or with medical certificates. **Note that family holidays during VCE should be taken during term breaks.** In exceptional circumstances, a letter outlining the family's request should be forwarded to the Principal. It is the student's responsibility to ensure they are up to date should such a provision be granted.

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

A student must attend, for each study, a minimum of 80% of classes. Persistent lateness will affect a student's attendance. Failure to achieve this level of attendance will result in the student’s final assessment being considered by a panel consisting of the VCE Coordinator, Form Teacher and Subject Teacher.

A student who receives N for a unit due to poor attendance may appeal the decision to the Principal. The student must provide documentation supporting the extenuating circumstances that resulted in the poor attendance. Appeals will only be granted under exceptional circumstances.

1.6.2.1. Attendance

Before any assessment task, the conditions under which the task will be conducted will be communicated to the students. It is the student’s responsibility to understand and satisfy these conditions, so if in doubt about them, clarify them with the teacher before the task is completed. This is also relevant to test conditions.

A student who is absent from an assessment task should **contact the school on the day of that assessment task**, as is usual for an absence, but also inform the school that a SAC is being missed.

Students studying Units 3 and 4 must see the VCE Coordinator immediately on return to school with an explanation for the missed SAC. The scores of missed SACs will be withheld from the VCAA until a medical certificate (issued on the day(s) of the absence) or other official documentation such as a report from a counsellor is supplied to cover the student's absence. A written note from a parent is not sufficient evidence. The school may verify the documentation with the practitioner concerned.

**NOTE:** Medical certificates provided by family members will not be accepted.

Students studying Units 1 and 2 must also see their subject teacher immediately on return to school with an explanation for the missed SAC in the form of a medical certificate or note from a parent (which may be sufficient at the 1/2 level). Their subject teacher will decide if a deferral will be granted. A blue Absence form needs to be completed, signed off by subject teachers and handed to the VCE Coordinator within 3 working days of absence.

Planning documents contain the weeks in which assessment tasks will occur. Closer to the scheduled week, students will be informed of the specific day. Students must, wherever possible, ensure that personal appointments do not clash with these tasks. It is recognised that some clashes, eg medical specialist appointments, cannot be avoided and students can apply for deferral of these tasks, **before** the task. They should see the VCE Coordinator to apply for this deferral. Note that appointments such as driving lessons, license tests, holidays within term time and other absences not sanctioned by the College are not sufficient reason for the deferral of a task, and the task may not be assessed as a result. If in doubt, consult the VCE Coordinator, **before** a task is scheduled.

Unforeseen circumstances may result in a task being deferred and rescheduled by the subject teacher. Any subsequent clash with a student’s absence will not disadvantage the student, although the College encourages all avoidable absences to be kept to a minimum.

1.6.3. Completion of replacement SACs

In order to satisfactorily complete outcomes, students undertaking Units 1 and 2 should immediately see their subject teachers on return to school to be informed of the date for their replacement SACs.

Replacement sessions for Units 3 and 4 SACs will be arranged by the subject teacher and in consultation with the VCE Coordinator regardless of whether a legitimate and documented reason for student absence
from an assessment task has been provided. Insufficient documentation will result in SACs not being scored, and their result will only contribute to S (satisfactory) or N (not satisfactory) completion.

1.6.4. Redemption Policy

Students who do not satisfactorily complete all the criteria for an assessment task, or who do not meet the required standard, may have an opportunity to redeem this situation after consultation with their teacher. This will be communicated through the Redemption form. This redemption will not change the score for that assessment task but will qualify the student for an S for the outcome.

For Units 1 and 2, the subject teacher will arrange when the task will be redeemed, for Units 3 and 4, it will be arranged by the subject teacher and in consultation with the VCE Coordinator.

Satisfactory completion of the above must be undertaken by the student at the first available opportunity within two weeks of the date of the original SAC.

1.6.5. Extension of time to complete SACs and SATs

Students who are unable to complete a SAC or SAT by the due date must apply to their subject teacher (units 1 and 2) or the VCE Coordinator (units 3 and 4) 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.

1.6.6. 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 their work.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission 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 school, the teacher should investigate the matter and submit a written report to the VCE Coordinator, who will then conduct further enquiries as deemed necessary.

The VCE Coordinator will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.

The school will have the power to impose any of the following penalties for a substantive breach of the rules:

- make other arrangements for the completion of the Assessment Task
- reprimand/penalise a student who has enabled another student to obtain an advantage
- cancel the result in a specific Assessment Task and in effect, cancel the total assessment for the unit concerned.

1.6.7. Storage of student work

Students must retain copies of Coursework submitted, notes, drafts or materials used in the process of completing Coursework until the end of the year. The VCAA may request any materials relevant to assessment by Cornish College. Students may also be required to photocopy their work for review processes. Some subjects may require SACs to be kept by the school but teachers will provide necessary feedback to students.

1.6.8. Lost, Stolen or Damaged work

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement, possibly including a statutory declaration.

The statement must be signed and dated. Cornish College will keep a record of the loss or damage and on the basis of records kept, shall determine the Unit result for the student. The VCAA is consulted on any loss or damage of Unit 3 and 4 work. Note, however, that none of this applies to work lost or damaged due to computer misuse or malfunction. Students’ responsibilities for proper management of computer material are set out below.
1.6.9. **Word Limits**
Teachers will provide specific information regarding individual tasks within studies. If stated, it is the VCAA and Cornish College policy to adhere strictly to these rules.

1.6.10. **Computer Use**
When a student uses a computer to produce a work requirement or assessment task it is the student’s responsibility to ensure that:

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

**NOTE:** Computer errors and problems are NOT sufficient reason for an extension of time or special provision procedure to be given to complete a piece of assessment.

1.7. **Student Appeal Process**
This section deals only with the satisfactory completion of a unit. Students may be awarded an 'N' for a Learning Outcome and hence a unit because:

- The student failed to attend a Learning Outcome/Graded Assessment Task, and was not successful in obtaining a deferral.
- The student has failed to submit a Learning Outcome/Graded Assessment Task by the due date, including where an extension of time has been granted for any reason (including Special Provision)
- The student failed to meet the required standard in a Learning Outcome/Graded Assessment Task after a second attempt.
- The work cannot be authenticated
- There has been a substantial breach of rules, including attendance rules.

In this circumstance, students have a right to appeal to the school. Cornish College has instituted a VCE Appeals Panel to handle appeals. The VCE Appeals Panel will be made up of two or three members of the following: - VCE Coordinator, Careers Counsellor or senior staff. The subject teacher may choose to attend. If the student wishes, a parent or friend may attend in a support role but not as an advocate. Official documentation needs to be completed.

1.7.1. **The procedure for appealing an 'N' is as follows:**
1. The subject teacher will inform the student of the 'N' by giving the student a letter that also outlines the process for appeal.
2. The student must complete the documentation and see the Senior Years Team Leader to organise an Appeals Panel within 14 days of receiving the letter, otherwise the 'N' will stand without further opportunity for appeal.
3. After consulting with both teachers and student the Appeals Panel will decide on the outcome. There are only two outcomes; either awarding an 'N' for the work or re-negotiation of the task. The Appeals Panel may also recommend that the student attend sessions to develop study skills as part of the re-negotiation process.
4. The VCE Appeals Panel will communicate their decision in writing to both student and parent.
5. If the re-negotiated conditions regarding time and work are not met the Learning Outcome will be awarded an N.

**Absence on a due date must be substantiated; otherwise the matter will be referred to the VCE Appeals Panel.**

Students need to understand that the purpose of an Appeals Panel is to find out whether the student has a good reason for either not meeting a due date or submitting work that was not satisfactory. For Units 1 and 2, the first time that a student appears before an Appeals Panel is generally a warning and in most cases the student can expect the work to be re-negotiated. However for subsequent appearances at the Appeals Panel, students can expect that the most likely outcome will be a 'N' for the work and consequently a 'N' for one or more outcomes.
Students who receive a 'N' in a subject are still required to attend all classes and complete all work in that subject area in order to demonstrate that they can cope with the demands of the workload at this year level.

Receiving a 'N' in a subject area also has implications for continuation or promotion.

As a general rule during the last week of a semester, and in particular semester 2, students will be revising for exams in their subject classes. Subject teachers are responsible for ensuring that all course requirements for the semester have been covered by this time.

1.8. Progression Policy

Progression from Units 1 and 2 into Units 3 and 4 will depend in part on the satisfactory completion of Units 1 and 2 and in part on reaching an adequate standard in assessment tasks during the unit to indicate likely future success in the study.

Students who have not satisfactorily completed one or more units in one year will need to justify why they should proceed to the next level in the following year and provide or develop an Action Plan to remediate any problems or issues that stand in the way of future success. The subject teacher and the VCE Coordinator will assess the Action Plan. If approved, the Action Plan will be subject to review after the first two weeks of the year and subsequently on a monthly basis.

Students who have failed to attain an adequate standard in assessment tasks during the unit to indicate likely future success in the study will need to justify them continuing with the course and provide an Action Plan to improve their performance on assessment tasks to a level required for their career pathway. This may also involve committing to holiday homework to catch up on skills and understandings that were missed during the year or supplementary examinations to demonstrate preparedness for the following year. The subject teacher and the VCE Coordinator will assess the Action Plan. If approved, the Action Plan will be subject to review after the first two weeks of the year and subsequently on a monthly basis. In addition, students’ proposed courses will be monitored and support offered by subject teacher, Form Teacher, VCE Coordinator, and Careers Practitioner to ensure that the choices the students make are in their best interests, both in terms of career pathways and ability.

1.9. Special Provision

For Units 3 and 4, 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. 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
- rest breaks during SACs
- completing SACs in a separate room
- use of a computer or use of a reader/clarifier and/or scribe

NOTE: These forms of support may also apply to exams.

It is therefore, for as long as possible before year 12, imperative that such significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. These should be included in the medical or psychologist’s reports the student must provide.

Specialist reports and recommendations do not automatically enable students to get special provision from the VCAA in year 12. The students undergo a number of standard tests as required by the VCAA and their eligibility is assessed on their results.

If students wish to apply for Special Provision for Units 1 and 2 they should discuss this with the VCE Coordinator as soon as possible.

Students wishing to apply for Special Provision for Units 3 and 4 should see the VCE Coordinator before the end of the previous year.

Year 12 students who will be completing their VCE and who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of their VCE years 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.
1.10. Reporting

Cornish College will issue to parents an interim report each semester. A detailed written report of school-assessed work and for Cornish College examinations, including grades and comments about level of performance and application to work, will be issued to parents at the end of Semester One and Semester Two (for year 11 only).

Year 11 and 12 Student Progress Meetings will occur in Term 1, Term 2 and Term 3. Year 12 students will be informed about their coursework scores, and these Year 12 students will be reminded that these are subject to moderation by VCAA.

For Units 1 and 2, S or N only will be reported to the VCAA. For Units 3 and 4 assessment of S or N will be reported to the VCAA as well as results for School-Assessed Coursework (SAC) and School-Assessed Tasks (SAT).

The VCAA issues a Statement of Results in August (Units 3 & 4) and at the end of the calendar year to all students who have obtained results in VCE units and VCE VET units of competency/modules.

The VCAA issues the VCE Certificate at the end of the calendar year to students who have become eligible for their certificate.

1.10.1. Feedback to Students

After work is submitted and assessed, teachers will provide feedback to students. Appropriate feedback includes:

- advice on particular problem areas
- advice on where and how improvements can be made for further learning
- reporting achievement on criteria, S/N decisions and/or written comments on students’ performance in an Outcome
- results on an assessment task as a letter grade or numerical score which contributes to the overall grade on a semester report.

In providing this feedback teachers may indicate to students their scores or grades on individual SACs or SATs. When providing the scores or grades, teachers will advise students that their total Coursework scores may change following statistical moderation.

Students’ total scores for Coursework will be statistically moderated, not the scores for individual SACs or SATs. Students will receive a score indicating their level of performance with the understanding that this score may be changed by the VCAA due to statistical moderation or by VTAC after scaling.

1.11. Students at risk

- of not meeting the required standard in a learning outcome

If it is discovered that a student is at risk of not achieving a Learning Outcome, then a subject teacher will send, at the earliest opportunity, a student progress notification (SPN) to parents. This notification is intended to encourage open communication concerning student progress in a subject area and to give students an opportunity to address difficulties they may be experiencing in that subject area. Should a student decline the offer of undertaking a renegotiated task, or not achieve a Learning Outcome after a second opportunity, then the student must follow the Student Appeal procedure by completing the Appeal form.

- of emotional distress

If it is discovered that a student is at risk either due to the demands of the VCE program or in general, then a member of staff will choose to contact a parent directly or to alert the student’s Form Teacher who will then contact the parents to discuss the concern. The management of the student will be in partnership with the family and may also include, but not be limited to, the Senior Year’s Team Leader, the VCE Coordinator, Counsellor/Psychologist, or Principal. The criteria for individuals becoming involved in a student’s management is based on limiting communication to those who are directly involved in managing or solving a problem. Where it is helpful, staff may also be informed in a summative form if it helps those professions manage the student’s academic and social progress. Parents are encouraged to alert the staff to any potential problems or concerns as early as possible; the Form Teacher would be the first point of contact on most occasions.
2. Cross Year Studies

2.1. Rationale

Provided the timetable allows this, the Curriculum organisation enables most students to study a subject at a higher level than their normal year level (for example, a Year 11 student is able to study one Unit 3/4 sequence while all other subjects in that year are taken at a Year 11 level (Units 1/2): or a Year 10 student is able to study Units 1/2). It is also possible to study a subject at a lower level (eg a year 12 student may undertake a Unit 1/2 subject).

The decision to study at a higher level needs to be taken carefully and only after appropriate processes are followed and appropriate consultation, involving all relevant parties (student, parents, staff, careers officer, school administrators, pastoral carers) has occurred. Factors to be considered may include: attitude, behaviour, academic results, time management skills, maturity, readiness, past experiences, interests, career and future course needs and work habits.

In many schools senior students take the option to do this in a particular study and enjoy the experience and gain great benefit (personal and academic) for having done so. To assist in your decision making the following indicates some perceived advantages and disadvantages.

2.1.1. Possible Disadvantages

- Increased stress of workload
- The need to be absent from the cross year class due to normal year level commitments, for example, Sports Days
- The perceived need to be absent from normal year level classes to give all effort to the cross year class
- The perceived need to give priority to the work set in the cross year class, thus devoting an inordinate amount of homework time to it (at the expense of the other subjects)
- Narrowing of career options
- Limiting breadth of learning experiences
- Selecting a cross year class mainly for the kudos association

2.1.2. Possible Advantages

- Catering for individual needs and interests
- Maintaining motivation for learning, extension and challenge
- Opportunity for senior students to have a preliminary experience of the VCE processes
- Have the option to pick up extra 3/4 VCE units (bonus to ATAR for their fifth and/or sixth studies)
- Motivation and commitment of the cross year student encourages rest of the class
- A greater sense of ownership and control of their own learning - effective independent learners

2.1.3. Advice for Students who wish to study a cross year subject

Recommendation or requests for this subject may be initiated by the student, parent or staff.

After initial discussion with staff and parents, students who wish to consider the option to accelerate should apply to the VCE Coordinator.

The application will be considered by the Course Advisory Panel and the student will be advised of the result when courses are confirmed for the following year.

In mid Term 1 and again when Interim Reports are prepared, the academic progress and management practices across all subjects will be reviewed for students taking cross year studies. At this stage a recommendation to continue or to restructure the student’s program of studies will be made.
3. Selection into University and Other Post Year 12 Study

The minimum entrance requirements for all tertiary institutions are:

- the satisfactory completion of the VCE,
- the satisfactory completion of Unit 3 and Unit 4 of English or Literature, completed in the one year (unless Interrupted Studies has been granted)

For minimum entrance requirements all accredited VCE studies, for which scaled scores are awarded by VTAC, are deemed to be equivalent.

3.1. Prerequisites.

A student also needs to satisfy:

- Course requirements specified for a course in which they are interested
- Particular subjects often at a minimum level, for example, a study score of at least 25
- Presentation of a folio, pre-selection test and/or interview, or the provision of other information additional to academic results

Students are strongly advised to be familiar with prerequisites required to enter their chosen course as early as possible. The Careers Counsellor can provide you with this information or it can be accessed on the VTAC website www.vtac.edu.au

3.2. The Selection Process

Courses use one of two models when selecting Year 12 students:

- a rank order derived from VCE results which incorporates the two-stage process (see ATAR following) and/or
- a rank order derived from a range of criteria which may include reference to VCE results. This is generally termed individual selection (Included in this are interviews, folios, pre-selection tests, etc.) For further details access the VTAC website www.vtac.edu.au

3.3. Individual Selection

About 40% of courses select students using individualised selection. For example, Art students may be required to present a folio of their work and attend an interview which usually consists of discussing the development of the work and other questions related to motivation, understanding their chosen profession, and knowledge of current practice. Journalism students may have to sit a test; drama and music students an audition. Sometimes students may be asked to fill in quite detailed application forms outlining their experience, career motivations, proof of commitment, etc.

The variety of these extra requirements is endless and can be found in the VTAC Guide for Prospective Students, published every year and available through newsagents from late July. Past copies are held in the Careers Centre. Cornish College students will be personally prepared for these by their teaching staff and the Career Counsellor. Although the ATAR is still considered in this type of selection, it may not be the sole, or even the primary, selection tool.
4. **Australian Tertiary Admissions Rank (ATAR)**

4.1. **General Principles.**

Each student undertaking a VCE study will receive from the VCAA for each study:

- a grade for School Assessed Coursework and/or School Assessed Task and examination(s) in that study
- a VCE study score (relative position) for that study, indicating the student's position in the cohort of students taking the study. This will be a numerical score out of 50, and the distribution of such scores will have a mean of 30 and a standard deviation of 7.
- the VTAC then scales these study scores, that is, adjusts them to reflect differences in the cohort of students taking the study compared to other studies and differences in the difficulties of the studies

4.2. **ATAR Calculations**

These scaled study scores are then used in the creation of the *Australian Tertiary Admissions Rank (ATAR)* by the Victorian Tertiary Admissions Centre (VTAC)

In all, up to six scaled study scores can be used in the creation of the ATAR, and these can include some VET and Enhancement Studies

These (up to) six scores are then developed into an **ATAR aggregate** produced by adding:

- the scaled score in English, English Literature or ESL
- the next best three scaled scores
- (These 4 studies for which the full study scores are used are known as the 'primary four')
- 10% of any fifth (and 10% of a sixth) scaled score that is available.

Note: All accredited VCE studies, for which scaled scores have been issued, may be used but a series of restrictions are placed on certain combinations.

- In each of the study areas of English, Mathematics, History, Information Technology, LOTE and Music, at most two results can contribute to the primary four.
- A third study within the same area can be used as a 10% increment, but no more than three results from within a study area can contribute to the ATAR.

Other subject combinations may have restrictions on their use in ATAR construction, but Cornish College does not generally offer subjects, other than those mentioned above, which may conflict. Students undertaking additional subjects outside of Cornish College need to take care that these additional subjects can contribute to the ATAR. The Careers Counsellor and VCE Coordinator have a list of these restrictions. The VTAC website also lists these restrictions on the ATAR section of their homepage at [www.vtac.edu.au](http://www.vtac.edu.au)

The **ATAR Aggregate** is then put through a process which calculates an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of the student amongst the relevant age group in a given year. The highest rank is 99.95, the next highest 99.90, etc; the lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as less than 30.

*This is the individual student’s ATAR.* This rank is used by universities and TAFE colleges across Australia to order students in terms of academic performance.

4.3. **Two-Stage Selection Process**

Many institutions use a model of selection for many of their courses based on the rank order derived from the ATAR. When this model is used it incorporates the two stage process.

The formulation of the ATAR, in conjunction with other factors such as the quota of available places, enable courses to sort applicants into three groups:

- those **clearly in** to be selected on their rank, that is, those with an ATAR above a particular rank
- those **clearly out** to be rejected on their rank, that is, those with an ATAR below a particular rank, and
- those in the **middle rank** (those with ATARs between the two particular ranks), for whom additional information needs to be considered before it is determined whether they will receive an offer. Institutions have supplied statements about factors, other than the ATAR, which they will use to decide which applicants in the middle band will receive offers. These factors, which will be used in addition to the specific course requirements, will establish the basis for an academic judgment about the rank ordering
of applicants in the third group, as defined above, from which the balance of the course's quota will be filled.

4.4. **Middle Band Selection**

Courses using the ATAR and the two-stage process select a significant proportion of applicants from the middle band. This will be at least 20%. Particular courses may give further guidance on this matter. Applicants in the middle band will be considered on the basis of the full range of their VCE studies and results with particular attention to results in prerequisite studies, unless otherwise indicated in the institution and/or course entry. Applicants with special consideration will have such relevant factors taken into account in determining where applicants should be re-ranked into the middle band and have this consideration taken into account when evaluating middle band applicants. Many courses in the VTAC system have indicated in their middle band selection statements that students will be deemed to have an ATAR aggregate or percentile ranks higher if they satisfactorily complete certain studies. This is altered by the selection officer for that particular course in question and does not apply to the student’s ATAR in general.

5. **Approved Tertiary (Enhancement) Studies in School**

The Higher Education Studies in the VCE program is offered by higher education institutions and is designed for independent and high-achieving VCE students. An Extension study is a first-year higher education study where Cornish College would recommend students for participation in the program. Students will normally have demonstrated high achievement across all studies and have a VCE study score of 41 or more in the preparatory study where applicable. Students may count one higher education study towards satisfactory completion of the VCE. Students and parents should consult with the VCE Coordinator if they feel this program might be suitable.

Where a student is undertaking such study within an appropriate program, it may count in the ATAR in lieu of a sixth study. An increment of between 4.0 and 5.5 (in the aggregate score, NOT the ATAR score) will be awarded, depending on the level of results achieved in the tertiary study:

- If a student’s results place them above the 80th percentile of the enrolled students for each of the units (at the providing university), the student will receive an increment of 5.5 points
- If a student’s results place them above the 60th percentile of the enrolled students for each of unit, but not above the 80th percentile, the student will receive an increment of 5 points
- If a student passes all units, but not above the 60th percentile of enrolled students for all units, the student will receive an increment of 4 points
- If the student does not pass all units, the student will receive zero increment.
**Summary of VCE courses offered at Cornish College**

Courses offered will be in response to research amongst the student body regarding future career directions, associated tertiary courses and VCE prerequisites but will be chosen from:

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art - Performing</strong></td>
<td>Breadth Studies electives:</td>
<td>(Drama)</td>
<td>(Drama)</td>
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<tr>
<td></td>
<td>- Drama units</td>
<td>Theatre Studies</td>
<td>Theatre Studies</td>
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<tr>
<td></td>
<td>- Music units</td>
<td>Music Performance</td>
<td>(Music Performance)</td>
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<td></td>
<td></td>
<td>- Solo</td>
<td>- Solo</td>
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<tr>
<td></td>
<td></td>
<td>- Group</td>
<td>- Group</td>
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<tr>
<td><strong>Art - Visual</strong></td>
<td>Breadth Studies electives:</td>
<td>Media</td>
<td>(Media)</td>
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<tr>
<td></td>
<td>- Fine Art</td>
<td>Studio Art</td>
<td>Studio Arts</td>
</tr>
<tr>
<td></td>
<td>- Media</td>
<td>Visual Communication and Design</td>
<td>Visual Communication and Design</td>
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<tr>
<td></td>
<td>- Printmaking</td>
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<td></td>
<td>- Sculpture</td>
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<td></td>
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<tr>
<td></td>
<td>- Visual Communication and Design</td>
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<td></td>
<td>- Wearable Art</td>
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<tr>
<td><strong>English</strong></td>
<td>English Foundation English units 1 and 2</td>
<td>English Literature</td>
<td>English Literature</td>
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<tr>
<td><strong>Health and Physical Education</strong></td>
<td>Physical Education</td>
<td>Health and Human Development</td>
<td>Health and Human Development</td>
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<tr>
<td></td>
<td>Breadth Studies elective:</td>
<td>Outdoor and Environmental Studies</td>
<td>Outdoor and Environmental Studies</td>
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<td></td>
<td>- Fit 4 Life</td>
<td>Physical Education</td>
<td>Physical Education</td>
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<tr>
<td><strong>Humanities</strong></td>
<td>Global Sustainability - VCE Australian and Global Politics 1 &amp; 2</td>
<td>(Accounting)</td>
<td>(Accounting)</td>
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<td></td>
<td>Enterprise Units</td>
<td>Business Management</td>
<td>Business Management</td>
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<td>Economics</td>
<td>Economics</td>
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<td>Legal Studies</td>
<td>Legal Studies</td>
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<td></td>
<td></td>
<td>(Geography)</td>
<td>(Geography)</td>
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<tr>
<td><strong>LOTE</strong></td>
<td>French</td>
<td>General Mathematics</td>
<td>Further Mathematics</td>
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<td></td>
<td>Japanese</td>
<td>(General Mathematics Specialist)</td>
<td>Mathematical Methods</td>
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<td>Mathematical Methods</td>
<td>(Specialist Mathematics)</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<td>Psychology</td>
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<tr>
<td><strong>Science</strong></td>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
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<tr>
<td></td>
<td>Breadth Studies elective:</td>
<td>Chemistry</td>
<td>Chemistry</td>
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<tr>
<td></td>
<td>- Environmental Studies</td>
<td>Physics</td>
<td>Physics</td>
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<td></td>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
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<tr>
<td><strong>Technology &amp; Information Technology</strong></td>
<td>Breadth Studies electives:</td>
<td>Information Technology – IT Applications</td>
<td>(Information Technology – IT Applications)</td>
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<tr>
<td></td>
<td>- Product Design Technology</td>
<td>Food and Technology</td>
<td>(Food and Technology)</td>
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<td></td>
<td>- Food Technology</td>
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</tbody>
</table>

**Subjects in brackets were not selected by students for 2015**
Assessment
In Units 3 and 4 the student’s level of achievement is determined by a combination of School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and examinations.

Assessment task
A task set by the teacher to assess students’ achievements of unit outcomes (see also Outcomes).

Australian Tertiary Admission Rank (ATAR)
The overall ranking on a scale of 0 – 100 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication
The process of ensuring that the work submitted by students for assessment is their own.

DECV (Distance Education Centre Victoria)
This organisation administers the delivery of the VCE subjects which are not run at school.

Examinations
External assessments set and marked by the Victorian Curriculum and Assessment Authority at Unit 3 and 4 level. All studies have at least one examination held in October / November.

Extension Studies
First-year university studies recognised by the Victorian Curriculum and Assessment Authority are available to VCE students who are very able academically.

General Achievement Test (GAT)
The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It doesn’t count towards students’ VCE graduation, but students’ GAT results are reported to them with their Statement of Results.

Graded Assessment
All VCE studies have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have School-Assessed Coursework (SACs), and some have School-Assessed Tasks (SATs).

Outcomes
What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.

RTO
An organisation that is approved by the Office of Tertiary Training and Further Education and registered by the Victorian Registration and Qualifications Authority to deliver vocational education and training within a defined scope of registration.

Satisfactory Completion
The school decision that a student has demonstrated achievement of outcomes for a unit. Students receive an ‘S’ for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an ‘N’ (not satisfactory).

School-Assessed Coursework (SAC)
A school-based assessment which is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students’ achievement of Unit 3 and 4 outcomes.

School-Assessed Task (SAT)
A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A School Assessed Task is set by the Victorian Curriculum and Assessment Authority and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

Semester
One half of the academic year. VCE units are designed to be finished in a semester.
Sequence
Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Provisions
Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statement of Marks
For each examination including the GAT, students can apply to the Victorian Curriculum and Assessment Authority for a statement showing the marks they obtained for each question/criteria and the maximum mark available.

Statement of Results
The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated.

Statistical Moderation
The process used to ensure that schools’ assessments are comparable throughout the State. It involves adjusting each school’s coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

Studies
The subjects available in the VCE.

Study Design
A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. It specifies the content for the study and how students’ work is to be assessed. Schools and other VCE providers must adhere to the study designs.

Study Score
A score from zero to 50 which shows how a student performed in a study, relative to all other students doing the same study. It is based on students’ results in school assessments and examinations.

Units
The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

VASS (Victorian Assessment Software System)
Victorian Assessment Software System.

VCE Certificate
The Certificate awarded to students who meet the requirements for graduation of the VCE.

Victorian Curriculum and Assessment Authority (VCAA)
The Victorian Government Authority responsible to the Minister of Education for conducting the VCE.

Vocational Education and Training (VET)
Nationally recognised vocational certificates integrated within the VCE.

VRQA (Victorian Registrations and Qualifications Authority)

VSN (Victorian Student Number)
The unique number assigned to a student enrolled in a Victorian school.

Victorian Tertiary Admissions Centre (VTAC)
Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs coordinating the joint selection. It calculates and distributes the Australian Tertiary Admission Rank (ATAR)