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IMPORTANT STUDENT ADMINISTRATIVE DATES 2022

	DATE	EVENT
TERM 1	31 January	VCE Classes commence
		Year 12 Study Camp
	11 February	Final day for students to enrol or withdraw from Units 1 & 3
		School Photo Day
		Curriculum day (No students)
	14 March	Labour Day Holiday
	Term 1 Parent – Teacher Interviews	
	Year 10 & 11 Study Success Seminar Day	
	8 April	Last day of Term 1
	26 April	First day of Term 2
	25 April	Anzac Day Public Holiday
		Senior School Expo
TERM 2		Attendance Appeals for Unit 1 & 3 – Academic Achievement Meetings
		Unit 1 and 3 – Exams (internally assessed)
	13 June	Queen's Birthday Holiday
		GAT – General Achievement Test
		Unit 1 and 3 – S/N results and SAC scores finalised
		Units 2 and 4 Begin in the second last week of term
	Year 12 Formal	
	24 June	End of Term 2
TERM 3	11 July	First day of Term 3 / Final day for students to enrol/withdraw from Unit 2
		Last day to withdraw from Unit 4 studies
		VCE Examination Timetables published
		Parent-Teacher Interviews
		Last week for Unit 4 SACs
	16 September	Last day of Term 3
Term 3 Break:	Year 12 Practice Exams (TBA)	
3 October	First day of Term 4 *LOTE oral exams begin	
	Unit 4 Results due (S/N, SAC Scores) / Indicative Grades for all VCE examinations are due	
	Yr 12 Graduation Evening 6:30pm - 9pm	
	Unit 3/4 VCE Written Exams	
TERM 4	Week 6 & 7	Year 10 and Unit 2 Exams
	1 November	Melbourne Cup Holiday
		Unit 2 S/N results and SAC scores finalised
		Year 10 and Unit 2 Exam Analysis Week
		2023 VCE Head-Start Program (for current Year 10 and Year 11 students)
		Year 10 work experience week
	Last day for Year 11 students / Year 11 Overseas students can book flights home (After 3.00pm)	
20 December	Last Day for all students	

VCE STAFF CONTACT LIST

Principal	Ms Maria Karvouni
Assistant Principal 10-12	Mr Ross Pritchard

GENERAL OFFICE PHONE: 9822 3247

VCE

VCE Year Level Leader – Year 11	Ms Price
VCE Year Level Leader – Year 12	Ms Wong
Leading Teacher – Curriculum	Mr Patrick
International Students Coordinator	Ms Zhang
Pathways Manager	Ms Boardman
Student Wellbeing Coordinator	Ms Rintoule

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DAILY BELL TIMES

Arrive at school	8:30
WARNING BELL/ MUSIC	8:40
Tutor Group	8:45 – 8:51
Period 1	8:51 – 9:51
Period 2	9:51 – 10:51
Recess	10:51 – 11:10
WARNING BELL/ MUSIC	11:10 – 11:15
Period 3	11:15 – 12:15
Period 4	12:15 – 1:15
Lunch	1:15 – 1:55
WARNING BELL/ MUSIC	1:55 – 2:00
Period 5	2:00 – 3:00

YEAR 11

We want to be known as Year 11 students who are committed to our VCE program as an avenue to our future beyond AHS.

We invest time in setting ourselves goals that will motivate us when we experience challenges. We support each other as a community, sharing ideas and strategies that will enable us to grow.

We are role models and leaders within our community, participating in and embracing opportunities that will develop us holistically.

We work to shape the future of ourselves and our school, balancing and prioritising the academic, social and personal components of our lives and rising to the expectations of VCE.

YEAR 12

We want to be known as Year 12 students who are ambitious, resilient, curious and mature young adults.

We are not afraid to make mistakes or fail because we will learn and grow from all experiences.

We are compassionate, and support each other, our community and ourselves.

We are role models for all AHS students.

Student commitment to assessment and attendance policy

At the beginning of each year, students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes school rules related to their assessment. Students must also sign a declaration that they will abide by their school's policies and rules relating to the appropriate use of the internet.

School Rules and the Code of Conduct

The Auburn High School behaviour policy can be accessed on Compass under 'school documentation'. Timetables are issued to students upon enrolment.

It is the responsibility of the student to read and understand the requirements of this school.

Attendance Policy

Students are required to attend **100%** of scheduled classes.

"All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules, and the school therefore wishes to assign an N to the unit, the school must assign an N for one or more outcomes." (Ref: VCE and VCAL Administrative Handbook 2021, VCAA)

Note: Where a student receives **N** or **J** for one or both units of a 3 and 4 sequence, the student will not receive a Study Score for the study. VTAC policy is that the study will not contribute to the student's ATAR.
(Ref: VCE and VCAL Handbook 2021, VCAA)

It is the student's responsibility to present documentation (e.g. Medical Certificate) explaining absences to their Tutor Group teacher. You *should phone the school before 8:30am if you are to be absent that day. On return to school,* documentation explaining the absence should be presented to the appropriate Year Level Leader if an outcome task or assessment has been missed.

If a student is **absent** without a medical certificate for **more than 5** scheduled classes in a semester unit they are at risk of being awarded an 'N' for the unit.

Students who are at risk of an 'N' will be required to attend a formal academic review with their Year Level Leader.

Lateness to Class

Students are expected to be on time to all scheduled classes. Students who arrive late to school after tutor group must get a late note from the office and present the late note to their classroom teacher.

Students late to class will be recorded on Compass.
The school will count **two late classes as a missed class.**

Practice Exams

At the conclusion of each semester, the school will run practice examinations. Examinations provide a valuable opportunity for students to become accustomed to working under exam conditions. They also provide the teacher and student with valuable feedback on the progress of the student and expose the student to examination style questions and techniques. The attendance of these exams are compulsory for all students completing a VCE subject.

**Attendance for the exams *will be counted* towards the total attendance of the class.
Each exam will be counted as *2 classes* for the given subject.**

Private Study Periods

Students are required to remain in the VCE Study Centre or the Science Common during study periods (unless other arrangements have been made with teachers).

- No food is permitted in the VCE Study Centre or Science Common.
- Students should be undertaking meaningful study during this time and not playing games/social media on their computers.
- Students are **not permitted to leave the school grounds** at recess, lunchtimes or during study periods.
- Students must respect each other and maintain a clean, quiet study space.
Students who do not meet these expectations may be asked to leave.

Year 12 Mentors

At the beginning of the year, students will be allocated a VCE mentor. It is the role of this teacher to guide and support their students throughout the year providing support in meeting the attendance and assessment demands of Year 12.

Unit Attendance Appeal Process

If you are absent for more than ten of the scheduled unit classes you will provisionally be awarded N (Non-satisfactory completion) for that unit. You have the **right of appeal** against being awarded N for breach of the school attendance policy.

You must lodge the appeal in writing to the Year Level Leaders or Ms Zhang (International students), or **within 7 days of receiving the unit results**.

To make an appeal, you must complete an '[Attendance Appeal Form](#)', providing supportive documentary evidence, and then submit the form to the relevant person. The unit teacher is invited to provide additional information regarding your attendance (For example; has the student shown an improved attendance pattern?).

Based on the Appeal Application Form, unit teacher information and interview, the Appeals Committee will determine the final unit result and any further action to be taken.

There is no appeal to the VCAA over decisions about non-satisfactory completion of units.

Completion of VCE Units

Satisfactory completion of VCE Units

For satisfactory completion of a unit you must demonstrate achievement of each of the outcomes for the unit as specified in the study design.

The awarding of an “S” result will be based on the teacher’s judgement of the students overall performance on the Outcome tasks and Graded Assessment tasks (SACs) designated for the unit.

In addition, students must:

- submit work on time
- submit work that is clearly their own
- submit all the coursework

Not Satisfactory VCE unit result

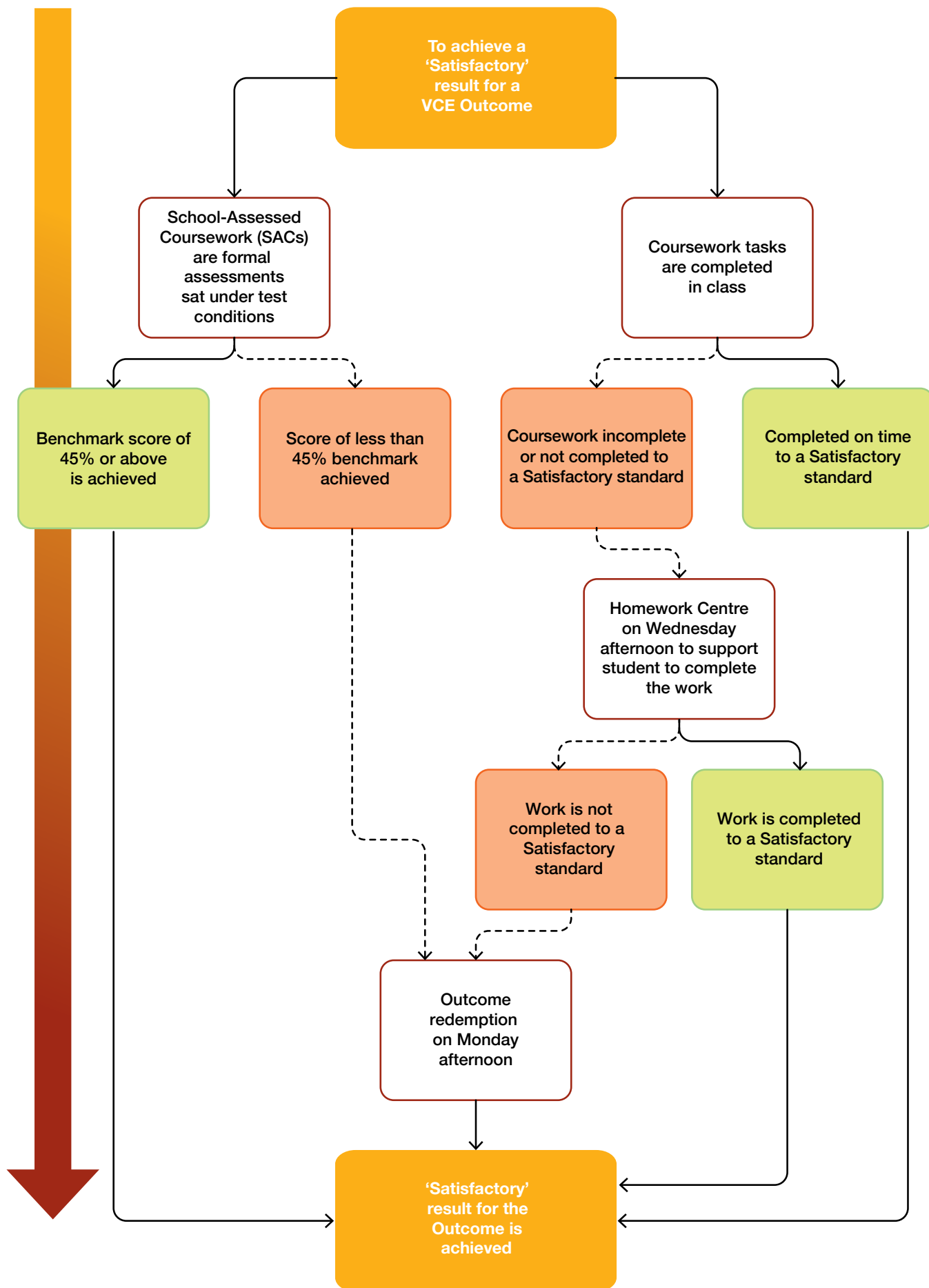
The student receives N for the unit when one or more of the outcomes are not achieved because:

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

Redeeming outcomes: submitting further work

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements (refer to VCAA Study Designs for details).

If a task is not completed to a satisfactory level the student will be required to complete an ***Outcome Redemption*** and the teacher will assist the student in submitting further work. ***Attendance is compulsory*** and students who do not attend will be awarded a ***provisional N***.



Coursework tasks

Coursework tasks at AHS are in-class activities and tasks that students complete to demonstrate competency in the key knowledge and skills of a VCE outcome.

The teacher records completion of these tasks as evidence that the student has completed the outcome.

All coursework tasks are designed to help students prepare for their SAC at the end of the outcome.

Students who do not complete coursework tasks on time or to an acceptable standard will be directed by the teacher to attend Homework Centre on a Wednesday afternoon so that they receive support and accountability from a teacher to complete their coursework.

Students cannot receive an overall 'satisfactory' result for the outcome unless sufficient coursework tasks have been submitted as evidence of their learning.

Benchmark SAC scores

Auburn High School has high expectations of VCE students.

The SAC benchmark of 45% (50% for English) is a minimum score required for a student to demonstrate proficiency in the key knowledge and skills for the outcome being assessed.

The purpose of this benchmark score is to hold students accountable in their learning and identify students who require further support with their knowledge and/or skills.

SACs at AHS are designed such that students who have completed their coursework and engaged in regular revision should be able to achieve the benchmark.

For further information, please access the [AHS VCE Benchmark Score Policy](#).

Outcome redemption

Students who do not meet the benchmark score for a SAC will be required to complete an outcome redemption on Monday afternoon with the support of a teacher. An outcome redemption may include:

- An open-book test re-sit
- Completion of one or more components of the SAC that did not meet expectations
- A reflection task to demonstrate knowledge or skills not shown in the SAC
- Any other task deemed appropriate by the teacher

Satisfactory / Not Satisfactory VCE outcome completion

Students who complete all coursework tasks and achieve above the benchmark score on the SAC will receive a 'satisfactory' result for the outcome.

Students who submit all coursework tasks but fail to achieve the 45% benchmark SAC score will still receive a 'satisfactory' result for the outcome upon satisfactory completion of an outcome redemption.

All outcome redemption work must be submitted to the subject teacher for review to determine if the key knowledge and skills of the outcome have been satisfactorily demonstrated. The outcome will be recorded on Compass.

**The AHS VCE Benchmark SAC score for all subjects is 45%, except for English, where the benchmark for SACs is 50%*

Student Organisation

Storage of work

"It is expected that students will retain work completed until the end of the year in which the work was undertaken."

(Ref: VCE and VCAL Administrative Handbook 2021, VCAA)

Lost, stolen or damaged work

If a teacher or student has lost work, or had work stolen or damaged, they must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should **not** report it to the VCAA (**unless** it is a School-assessed Task). The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Note: This does not apply to work lost or damaged due to computer misuse or malfunction.

Care in the use of computers

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

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

Use of Compass

Students will be required to submit some coursework via Compass. If work is submitted in an inappropriate format, as a corrupted file or the wrong file then that is the work that will be assessed for grading. Student will not be able to re-submit the work after the due date as that will give the student an unfair advantage.

- If students are unsure that the file is appropriate they can re-submit before the due date or contact the teacher to confirm the file can be opened and correct.

In the case of **loss, damage or incorrect submission** the Year Level Leader, acting on advice from the teacher, and based on records kept, shall determine the unit result for the student.

Application for extension of due date for school-assessed tasks

Extensions of time are school decisions. They are not reported to the VCAA.

The school may allow **extensions** for **significant hardship** during the SAC period.
They must be applied for **before the due date** of the assessment.

Reasons may include:

- Serious illness or accident (with full documentation)
- Physical disability

The Year Level Leader, after discussion with the classroom teacher, will formalise the new arrangements with the student.

Late Submission of school-assessed tasks

Students who fail to submit their assessed work before the due date will have an unfair advantage over their peers. Therefore, the following penalties are in place for students who do not submit their work by the due date and have not been granted an extension **before the due date and time**.

1hr - 24 hours late will result in a **20% reduction** to the final score for the assessment
24 - 48 hours late will result in a **40% reduction** to their final score for the assessment
Greater than 48 hours late will result in an **NA grading** (not assessed)

All SAC dates and SAT due dates will be published on the AHS Year 10-12 Assessment Calendar at the beginning of each semester by the Leading Teacher for Assessment and Reporting.

Students are responsible for recording SAC and SAT dates in their diary or calendar and attending SACs and submitting SATs by the due date.

Rescheduling an assessment task for an individual student

On the rare occasion students may be absent on the day of a SAC due to illness. If so, students are required to present a **medical certificate** to the Year Level Leader. Absence from a School Assessed Coursework task due to **'environmental' reasons** requires the presentation of a written explanation to the Year Level Leader provided from a parent or guardian.

If the explanation is satisfactory, the Year Level Leader will advise the unit teacher that the student will be granted a Redemption in order to complete the assessment task.

Student absence from School Assessed Coursework

1. Students must **notify** the school of their absence by 8:30am on the scheduled day of the assessment.
2. Students must see the Year Level Leader and **submit** an **Application to Reschedule School Assessed Coursework/Task** within 48 hours of the absence.
3. The assessment task will be rescheduled to the first available **Redemption**.

- Where the explanation provided for the absence is deemed unsatisfactory, the student forfeits the assessment score for that outcome.
- In this scenario, students must still complete the assessment so that the teacher is able to award an overall 'satisfactory' result for the outcome, but no SAC score will be awarded.

Student Wellbeing

The Year Level Leader in consultation with the Student Wellbeing Coordinator has the discretion to make a decision regarding the approval of additional time to complete a coursework assessment if you have been absent for non-medical reasons and there are genuine reasons for the absence, which ought to be taken into consideration (special provision).

Authentication

In order to meet the conditions for satisfactory completion of a unit, students must submit work that is clearly their own. Apart from reference to, and quotes from appropriate texts and source material, no part of a student's work may be copied from any other person's work.

This means a student **may not**:

- Accept undue assistance from others in preparing work.
- Plagiarise published work or work from other students.
- Borrow or swap work of others.
- Copy "model" answers from published or other sources.
- Bring unauthorised materials into assessments.
- Copy other students work during test conditions.

Students who do not meet these expectations may be awarded a score of 'zero' for the outcome.

Procedures for dealing with Breaches of Authentication

Coursework Tasks

The Year Level Leader has the power to:

- Reprimand
- Give the opportunity to resubmit work
- Resubmission will be conducted during **Outcome Redemption**

School-Assessed Tasks and School-Assessed Coursework

In the case of **misconduct** during **graded assessment**, the school will refuse to accept that part of the SAC that infringes the rules. This will lead to the work being awarded "**UG**" (**Ungraded**).

If the SAC is conducted in **one session** then the entirety of the **SAC will be awarded "UG."**

The Right to Appeal

Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication. Students may appeal against the decision of the principal on one or both of two grounds:

- that a breach of the rules by the student has not occurred;
- that the penalty imposed was too severe.

The intention to appeal must be received in writing at the VCAA within 14 days of the principal's written notification to the student. Correspondence must be addressed to the Board Secretary.

Special Provision

The VCAA Special Provision policy provides students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special Provision should provide equivalent, alternative arrangements, but not confer an advantage to any student over other students.

Eligibility

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including learning disorders

Appropriate assistance will be provided in accordance with the guidelines as set out in the VCAA VCE Administrative Handbook. This assistance may include measures such as:

- Rest breaks
- Extra working time
- Separate rooms
- Use of computers and/or assistive technology
- Readers
- Scribes
- Clarifiers
- Auslan interpreters
- Alternative format examination papers
- Alternative examination venues

Students who wish to request special provision should contact their Year Level Leader or the Student Wellbeing Coordinator via email to initiate the process.

Reporting Special Provision

A derived examination score will be determined on the basis of how the student would have performed if the special circumstances were not evident. A range of other assessments, indicative grades and statistical analysis will be used to determine the derived examination score.

You do not have grounds for Special Provision if you:

- are absent from school or study for prolonged periods without evidence of significant hardship
- are comparatively unfamiliar with the English language as their only disadvantage
- are affected by teacher absence and other teacher-related difficulties
- are affected by faulty technology in the preparation of work or when undertaking tuition
- misread an examination timetable or examination paper.

It is the **student's responsibility** to **notify the Year Level Leader** of circumstances relating to your application. You must complete a Special Provision application available from the Year Level Leader.

Summary of the Special Provision

[According to the "VCE and VCAL Handbook" 2021, VCAA]

School-based assessment (Units 1-4)

- Schools may approve special provisions and arrangements for school-based Assessments.
- Schools should maintain records of their decisions.
- Students should apply for Special Provision for School-based Assessment using the "Application for Special Provision for School-based Assessment and Unit Completion" form.

- Strategies available for course completion include,
 - Rescheduling of an assessment task
 - Allowing the student extra time to complete the task
 - Setting a suitable task of the same type
 - Replacing a task with a task of a different type
 - Using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
 - Using technology, aids or other special arrangements to undertake assessment tasks o Deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).

The decisions made by the school needs to reflect the best interest of the student and should be based on the available medical and other professional advice.

Special Examination Arrangements Units 3&4

- Extra reading time not exceeding 10 minutes per hour.
- Extra writing time not exceeding 10 minutes per hour.
- Rest breaks up to 10 minutes per hour of writing time. (rest breaks must be recorded)
 - Students not permitted to leave the desk or room.
 - Students are not permitted to read or write or access the exam questions or their responses during rest breaks.
 - Papers should be turned face down during rest breaks.
- Permission to use a computer.*
 - The student must use a stand-alone computer that only has access to a word processor.
 - The supervisor must watch the computer screen at all times.
 - The supervisor must print the final version of the student's responses.
- A reader and/or a scribe as long as the person does not have a close relationship with the student.*
 - A reader can read the exam questions/materials as many times as requested by the student.
 - A reader can read the student's answers back to them.
 - A reader/scribe can operate a calculator at the student's direction.
 - A reader cannot assist and/or interpret any questions for the student.
 - A reader cannot advise the student in any way, either by prompting or discussing the answers.
 - A scribe can record the student's responses as dictated by the student.
 - A scribe can re-read the student's responses for editing purposes if requested by the student.
 - A scribe can ask students to spell difficult or obscure words.
 - A scribe can plot or graph with the specific direction of the student.
 - Students must advise scribes when to use new paragraphs, use brackets, inverted commas, and when to underline something.
- A clarifier, if the student has a '**severe language disorder**'.*
- A separate examination venue (room).

*A separate room must be made available with an appropriate supervisor, if a student has been granted the use of a reader, scribe, clarifier or computer.

English as an Additional Language

Students will be considered eligible for EAL status if both of the following conditions are satisfied:

- You have been a resident in Australia for a period of not more than seven calendar years immediately prior to 1 January of the year in which you study at Units at 3 and 4; and
- English has been your major language of instruction for a total period of not more that seven years prior to the commencement of the year in which the study is taken at Units 3 and 4.

Coursework

Coursework is the work you do to demonstrate the knowledge and skills acquired to satisfy the learning outcomes of the VCE units. The VCAA specifies the scope, conditions, timeframe and criteria for assessment of coursework in the relevant study design.

Teaching and Learning

In the time leading up to a School Assessed Coursework task the unit teacher will provide time for the teaching and learning of the knowledge and skills associated with the learning outcome. The usual feedback concerning your progress will be provided during the teaching and learning time.

Coursework Assessment

Drafting

The nature of coursework means that the teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion.

The role of the teacher during coursework assessment

The role of the teacher during the assessment of coursework is that of a test supervisor, not a teacher. During this time the teacher is not to give you advice on your drafts of the work you are preparing.

Coursework assessment tasks over more than one session

When a school assessed coursework task is spread over more than one session the teacher will collect all of the work, including the question sheets that you have been working on. You may take from the room only what you have brought. If you write on any of the materials you brought into the room, these must also be left with the teacher between sessions.

Work completed outside class

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the **Authentication Record for School-assessed Coursework** form (on VASS).

The **Authentication Record for School-assessed Coursework** form will be submitted to the Year Level Leader for secure storage in the VCE office.

School-assessed Tasks and the Externally-assessed Task

Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore to assist in the authentication process.

Teachers must monitor and record in the **Authentication Records for School-assessed Tasks** and the **Authentication Record for Externally-assessed Task** form (on VASS) each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.

School assessed coursework feedback

Following the marking of a school assessed coursework task, teachers will give the students advice on how to improve their performance.

Unit teachers **are permitted** to provide students with their actual coursework marks. However, students must understand that these marks are very likely to change when they are compared with the external examination marks as part of the statistical moderation process. **Unit 3 and 4 School-Assessed Coursework scores will be reported in the unit semester reports.**

Outcomes will be reported in the semester Unit reports as being satisfactorily demonstrated (S) or not satisfactorily demonstrated (N) and according to decisions made regarding marks for individual SACs.

Use of computers during coursework assessment

Subjects such as Information Technology – Computing and Software Development require students to use computers in their coursework. In any units where the coursework is done over more than one session there might be authentication issues with the use of computers. Teachers should only allow the use of computers during coursework periods if they are confident that they can prevent these problems from occurring.

The use of computers during coursework assessment is to be done in accordance with the appropriate learning area policy.

The VCAA authentication policy and procedures

Rules and Procedures for Students

1. You must ensure that all unacknowledged work submitted for outcomes and School Assessed Tasks is genuinely your own work.
2. You must acknowledge all resources used. This includes:
 - Text and source material
 - The name(s) and status of any person(s) who provides assistance and the type of assistance provided
3. You must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- “the incorporation of ideas or material derived from sources (eg. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context”
- “prompting and general advice from another person or source which leads to refinements and or self-correction.”

Unacceptable forms of assistance include:

- “use of, or copying of, another person's work or other resources without acknowledgment”
 - “actual corrections or improvements made by another person (including teacher assistance)”
4. You must produce appropriate evidence of the development of the outcome or SAT, 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 your own.
 5. With the final copy of each SAT, you must submit evidence of the development of the work. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and yourself.
 6. If you knowingly assist other students in a Breach of Rules you may be penalised.
 7. You must not submit the same piece of work for assessment of more than one SAT.
 8. You may be asked to sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is your own.

Authentication of work produced using computers

When a student uses a computer to produce an outcome or School-Assessed Task, it is their responsibility to ensure that:

- there is an alternative system available for use in case of computer or printer malfunction or unavailability;
- each time changes are made the work is saved on to a back-up file. The back-up file should not be stored with the computer; and
- hard copies of the work in progress are produced regularly to meet drafting and authentication requirement.

Student interviews and tests

Students may be required to attend an interview or complete a supplementary assessment task or test (written or oral) to demonstrate their understanding of the work. These must be conducted as follows:

- Students must be advised in writing of the purpose and nature of the interview, assessment task or test and be given at least 24 hours' notice of when it will be conducted.
- Interview panels should consist of at least one and no more than three teachers (the teacher of the study and up to two representatives of the principal).
- If you wish, a parent or friend may attend the interview in a support role, but not as an advocate.

If any part, or all of the work cannot be authenticated, then the matter must be dealt with as a Breach of Authentication.

Procedures for Suspected or Possible Breaches of Authentication

Prior to accepting work for assessment, teachers must be confident they can confirm the authenticity of the work.

However, there may be instances where the authenticity of work needs to be checked. In particular, teachers must satisfy themselves about the authenticity of any work that:

- is not typical of other work produced by yourself;
- is inconsistent with the teacher's knowledge of your ability;
- contains unacknowledged material;
- has not been sighted and monitored by the teacher during its development

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is your own. In such cases the onus is on you to provide evidence that the work submitted is your own and was completed in accordance with the Board's requirements.

In order to obtain the necessary evidence, students may be required to:

- provide evidence of the development of the work, for example, drafts which may have not been sighted by the teacher;
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work;
- provide samples of other work;
- complete, under supervision, a supplementary assessment task (or test) related to the original task;
- attend an interview or complete a test to demonstrate your understanding of the work.

GLOSSARY

EAL	English as an Additional Language
GAT	General Achievement Test
LOTE	Language Other Than English
SAC	School-assessed Coursework (formal assessment under test conditions)
SAT	School-assessed Task (project or folio work completed over an extended period of time)
Unit	One semester of a subject
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre. VTAC administers a joint selection system on behalf of the universities and TAFE colleges.
VCAA	Victorian Curriculum and Assessment Authority. The body which administers the VCE.
VCAL	Victorian Certificate of Applied Learning
Assessment Task	Graded activities in Units 1 and 2 such as sitting a test, producing a folio of work or completing a research project.

Key Websites

There are many relevant educational links from these websites

[Victorian Curriculum and Assessment Authority](#)

[Victorian Tertiary Admissions Centre](#)

[Victorian Government Education Site](#)

Publications

VCE and VCAL Handbook 2021 (Victorian Curriculum and Assessment Authority)

VTAC Year 11 and 12 Guide: Researching courses and applying 2021

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