VCE Student Handbook 2024

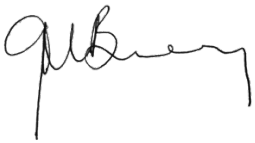| **Address:** | PO Box 1172 |
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Dear VCE student,

The Victorian School of Languages welcomes you to an exciting year of language study at the VCE level. The VCE Languages Student Handbook is specially designed to assist you with the requirements of the VCE, as well as information related to Child Safety and the Victorian School of Languages.

The study of a Language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

To successfully complete the VCE, students must know the requirements and criteria of the course; we therefore encourage all VCE students to read the information carefully. Another invaluable resource that all students should be familiar with is the VCAA website: www.vcaa.vic.edu.au

Wishing you a successful year,

Judi Benney
Acting Principal

Contents

Assessment Planning Calendar

Assessment Tasks Dates   **Unit:** _____

	Date	Outcomes
February		
March		
April		
May		
June		

Assessment Planning Calendar

Assessment Tasks Dates   **Unit:** _____

	Date	Outcomes
July		
August		
September		
October		
November		

Child Safety at the VSL

Child Safety for Students

Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity.

Students have the right to:
- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns

Students have the responsibility to:
- participate fully in their educational Language program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the Centre school leadership team.
- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at the VSL they should start with their Language teacher and then the VSL Child Safety Coordinator. The Protect poster in this passport as well at all VSL Centre office locations you will find the details of who the VSL Child Safety Coordinator is for your centre.

VSL Student Code of Behaviour

The Student Code of Behaviour is the Victorian School of Languages' public statement on the management of Student Behaviour.

It is recognised that the school must provide a safe, orderly and caring learning environment which maximises the opportunity of all students to strive for excellence.

Students are expected at all times to make the school a safe environment for all its users and in particular:
- Be regular and punctual in attendance.
- Bring a note if absent or seeking permission to leave school early.
- Remain in the school grounds, unless the supervisor or assistant supervisor has granted permission. Carry out instructions given by the teacher or supervisor.
- Behave in a courteous and cooperative manner. Abide by the schools internet usage policy

Students must not:
- Display anti-social behaviour like fighting, stealing, harassing, bullying, using illegal substances or using bad language.
- Enter classrooms until a teacher is present.
- Bring food and drinks into the classroom.
- Use mobiles / camera phones / digital players in class or bring valuable items to school.
- Bring articles, which may cause injury or create problems.
- Litter, cause damage to, or climb on, property.
- Use a car in the school grounds.
- Smoke on the school premises.

Bullying Prevention at the VSL

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at the VSL and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group.
Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult as soon as possible.

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.

It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources
www.education.vic.gov.au/protect

The Child Safety Coordinator for your VSL Centre is:

Name: _____

THE EDUCATION STATE

VICTORIA State Government | Education and Training

Independent Schools Victoria

cecv catholic education commission of victoria ltd

Victorian Registration & Qualifications Authority

Internet / Email Code of Practice

Acceptable Use Agreement:

- Students understand that they may be allocated a log-in and a password and they will be responsible for all activity that occurs under their log-in and password. They will therefore not provide their log-in or password details to others.

- Students will not use the internet or networks at school to access web pages, computer files, newsgroups, chat groups or other materials that would be considered offensive in the judgement of the school, or infringe the Student Code of Behaviour .

- Students will not use not use the internet to frighten, threaten, annoy or bully other people. This can be illegal.

- Students will be courteous and use appropriate language when communicating on the internet, and will report to the teachers any instances of inappropriate communication.

- Students will accept responsibility in regard to copyright protected material and plagiarism and will not download and redistribute software, games, music, graphics, videos or text unless authorised to do so by the copyright owner, and will not attempt to present somebody else's work as their own.

- Students will not reveal personal information including internet password/s to others, and will not distribute names, addresses, credit card details or telephone numbers of themselves or others via the Internet or school network unless required by the VSL to do so.

VCE Students Only
I understand that:
1. I will need to provide a medical certificate to explain any absence of two weeks or more.
2. If I miss more than 20% of my classes without permission, I may not receive credit for the unit.
3. I will be required to notify the VSL centre in writing if I decide to withdraw from my course.

Sun Safety

Sun safety is a shared responsibility and staff, parents and students are encouraged to implement a combination of sun protection measures whenever UV levels reach 3 and above (typically from Term Four to end of Term One in Victoria).

VCE Study Design

The VCE is a two-year course so we advise Year 11 and Year 12 Language teachers to meet and discuss themes and topics to facilitate a better planning process.

The VCE Study Design prescribes a number of topics for each language, organised under three main themes. These will have been covered during the many years of Language study. Teachers need to be aware of these prescribed themes and topics and choose sub-topics appropriately.

Classroom activities should be organised into clusters, which have a communication goal and cover the 5 macro skills (Listening, Speaking, Reading, Writing & Viewing). A list of relevant text types, assessment outcomes, grammar and vocabulary in the VCE Language-specific Study Design, should also be considered in program planning. Topic tables are available in the VCE Study Design.

VCAA Publications

Students should refer to the VCAA publications: VCE (Language Specific) Study Design. For the most recent correct accredited version check the VCAA website: www.vcaa.vic.edu.au .

VSL
Administrative Procedures
& Advice
2024

1. VCE Languages

There are 48 languages available for VCE enrolment. Students may study more than one language; however, for satisfactory completion of the VCE students cannot count the same units of: Chinese First Language, Chinese Second Language, Chinese Language, Culture & Society and Chinese Second Language Advanced, or Indonesian First Language and Indonesian Second Language, or Korean First Language and Korean Second Language, or Japanese First Language and Japanese Second Language or Vietnamese First Language and Vietnamese Second Language towards satisfactory completion of the VCE. Students who are enrolled to study the same language in both a VCE Language study and a Certificate II or III VET language qualification (either simultaneously or sequentially) will only receive credit for the VCE Languages study.

2. Students seeking enrolment in VCE Second Language studies

Specific eligibility requirements apply for VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese. These studies are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment.

The VCAA must approve all enrolments in Units 3 and 4 of a VCE Second Language study. The VCAA does not need to approve enrolment in VCE Second Language Units 1 and 2 studies.

The home school is responsible for submitting the relevant **VCE Second Language studies Units 3 and 4 application** form, which should be submitted with the relevant supporting documentation in the academic year before enrolment. Schools should meet this deadline so students are aware of their Second Language status at the beginning of the academic year in which they are enrolled. If this is not possible, schools should enrol students who may have difficulty meeting the required Second Language criteria into a First Language class until approval is granted. If the school does not offer the relevant First Language, the student should be enrolled in Distance Education at the Victorian School of Languages (VSL).

The student must provide sufficient evidence to support their application. The home school principal or their delegate must then make an initial assessment using criteria and advice provided by the VCAA and complete the principal's declaration section of the relevant VASS forms. All accompanying documentation must be in English or have been translated into English by a recognised translation authority.

The student is responsible for providing supporting documentation. The VCAA may not permit enrolment if the study forms or supporting documentation are deemed incomplete or insufficient.

a. Eligibility for Second Language studies

The criterion for eligibility for a VCE Second Language study is the number of years the student has been educated in a school where the specific language is the medium of instruction. Students who have learnt all they know of the language in an Australian school are eligible for VCE Second Language enrolment.

Chinese Second Language	A student is not eligible for Chinese Second Language if they have either: • completed one year (12 months) or more of education in a school where Chinese is the medium of instruction • completed 3 years (36 months) or more of residence in any of the VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau)
Chinese Second Language Advanced	A student is eligible for Chinese Second Language Advanced if: • they have completed no more than 7 years of education in a school where Chinese is the medium of instruction • the highest level of education they have attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school As the formal education commencement age for a Victorian student is 5 years of age, all applicants will be deemed to have commenced formal education by the end of their fifth year of age, regardless of their setting
Indonesian Second Language	A student is eligible for Indonesian Second Language if they have completed no more than 7 years of education in a school where Indonesian or Malay is the medium of instruction

Japanese Second Language	A student is eligible for Japanese Second Language if they have completed no more than 7 years of education in a school where Japanese is the medium of instruction
Korean Second Language	A student is eligible for Korean Second Language if they have completed no more than 7 years of education in a school where Korean is the medium of instruction
Vietnamese Second Language	A student is eligible for Vietnamese Second Language if they have completed no more than 7 years of education in a school where Vietnamese is the medium of instruction

b. Chinese studies enrolment

There are 4 VCE Chinese studies available for enrolment, and 3 of these studies have specific eligibility requirements requiring the student to apply to complete the study.

Students planning to enrol in Units 1 and 2 Chinese Second Language or Chinese Second Language Advanced and who are also considering further studies at Units 3 and 4 level are advised to discuss the eligibility requirements with their VCE coordinator before finalising their VCE program.

VCE study	Study code	Units 1 and 2 enrolment requirements	Units 3 and 4 enrolment requirements
Chinese First Language	LO04	Application not required	Application not required
Chinese Second Language Advanced	LO48	Application not required	Application required
Chinese Second Language	LO39	Application not required	Application required
Chinese Language, Culture and Society	LO57	Application not required	Application required

c. Students seeking enrolment in VCE Chinese Language, Culture and Society

A student is not eligible for VCE Chinese Language, Culture and Society if they have either:

- undertaken 6 months or more of education in a school where Chinese is the medium of instruction
- resided for 24 months or more in any VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau).

3. School obligations to students

Schools should:

- advise students in writing of the VCAA's rules, and the school's rules and responsibilities
- make sure subject matter that students investigate through self-directed research, and/or produce as an artwork, performance or product is consistent with community standards, appropriate for study by school students and does not place them or other students at risk of contravening Victorian or Australian laws
- make sure teachers use the accredited VCAA curriculum and assessment documents as the source of content for teaching and learning programs
- provide comprehensive course advice to students, including the consequences of receiving an N or a J result for a unit
- provide a process for students to check their personal details stored on the VCAA database each year
- keep students' personal details secure from unauthorised access
- make sure that there are established procedures for VCE school-based assessments and that these procedures are applied consistently
- allow for student appeal on adverse school decisions
- make sure that students understand and have access to special provision for VCE or VPC studies
- issue VCE examination timetables to students

4. *Access to Student Data*

Schools registered with the VRQA are required to make sure that the parent(s) or guardian(s) of a student have access to accurate information about the student's achievement and performance. This information must include at least 2 written reports per academic year relating to the student's performance. This is a requirement of the minimum standards for registration of a school (regulation 60 and Clause 3 of Schedule 4 of the Education and Training Reform Regulations 2017 [Vic]).

5. *Entry to VCE studies*

Students may enter studies at the level of Units 1, 2 or 3. In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or demonstrate equivalent experience or be willing to undertake some preparatory learning. The relevant advice is published in the study design for each study.

Units 3 and 4 are designed to be taken as a sequence. Students must undertake Unit 3 before commencing Unit 4 of a study.

6. *Provision of accredited curriculum and assessments*

Teachers must provide learning experiences and assessment opportunities that are in accordance with the intention of the currently accredited VCE study designs without undue assistance.

VCE advice

Students undertaking VCE units should be advised in writing:

- that initial school assessments for Units 3 and 4 may change following statistical moderation of school-based assessments
- of the procedures for requesting an extension of time for submitting school-based assessments

7. *VCE Levels of Achievement*

The student's level of achievement in Units 1 and 2 is a matter for school decision. Assessments of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

In each VCE study at Units 1 and 2, teachers determine the assessment tasks to be used for each outcome in accordance with the study design.

Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

A number of options are provided in each study design to encourage use of a broad range of assessment activities. Teachers can exercise great flexibility when devising assessment tasks at this level, within the parameters of the study design.

Levels of achievement for Units 3 and 4 sequences are assessed using School-based Assessment and external assessments including examinations. Each VCE study has three graded assessment components which contribute to a study score.

8. *VCE (Baccalaureate)*

The VCE Baccalaureate is an additional form of recognition for students who choose to undertake the demands of studying both higher level mathematics and a language in their VCE program of study.

To be eligible to receive the VCE Baccalaureate, students must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Unit 3–4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3–4 sequence in EAL with a study score of 33 or above
- a Unit 3–4 sequence in either Mathematical Methods or Specialist Mathematics
- a Unit 3–4 sequence in a VCE Language
- at least 2 other Unit 3–4 sequences.

The student will receive an appellation on their VCE certificate upon satisfactorily completing the VCE Baccalaureate. If a student has previously satisfactorily completed their VCE and received a VCE certificate, they will not automatically receive a subsequent VCE Baccalaureate certificate.

9. Eligibility for award of the VCE

The VCE is awarded based on satisfactory completion of units.

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit in the study design. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments).

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

A student may be eligible for the award of the VCE if they have submitted a range of set work (learning activities) and assessment tasks (including school-based assessments) for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed external assessments.

In these instances, the teacher judges that the student has achieved the outcomes for a study based on their set work (learning activities) and assessment tasks (including school-based assessments) without assessing for levels of achievement. A student must be assessed for levels of achievement in 2 of the graded assessments to receive a study score.

A teacher's judgement must be consistent for all students who are being assessed for levels of achievement in the study and those who are not.

If graded assessments are not provided, an eligible VCE student will not receive a study score. Students must consider the satisfactory completion requirements when making their enrolment selection as not undertaking graded assessments may limit their pathway options.

The VCE is normally completed over 2 years, however students may accumulate units over any number of years.

10. VCE Student Enrolment

Students must complete and submit the **VCAA student personal details** form to their home school for each academic year in which they enrol. Students must use their legally registered names when enrolling in a senior secondary qualification. To verify the legal identity of the student, schools should request the student's birth certificate or change of name document, both of which are issued only by the Registry of Births, Deaths and Marriages Victoria, to ensure the accuracy of student names and birthdates. For those few students who are only doing a single VCE Language study, their VSL Centre is their home school.

When enrolling with the VSL, students must take an *Assessing School Enrolment Notification form* to their home school VASS or VCE co-ordinator and check their student details to ensure that their Language enrolment is included. Students must inform their VSL Centre if they **change any details** or if they wish to **transfer** to another Centre, or to **withdraw** from a Unit.

When students enrol online they agree to enrolment conditions, the rules and instructions for the VCE at the VSLand accept the school's disciplinary provisions.

We advise students to complete a sequence of language studies from Unit 1 to Unit 4 in order to achieve the best possible result in VCE. Continuity of language study is essential for Second Language students.

International students have a separate enrolment form and a process that is monitored by the DET International Education Division.

11. Informing Students of VCE requirements

The Victorian School of Languages informs students about VCE requirements via the **VSL VCE StudentHandbook**. The Student Handbook includes the following information:
*   The components of the VCE
*   General descriptions of outcomes and school assessment
*   General descriptions of the end of year examination
*   VSL procedures: enrolment, attendance, unit and assessment task completion, special provision, absence,unit withdrawal.
*   Planning calendar

Students are reminded to refer to this handbook whenever you require clarification regarding VSL administrative procedures, need a VSL form, or have a general question about the VCE. You should speak to your teacher, Centre Supervisor or Area Manager for further clarification.

In addition to this, teachers should provide students with clear, written information specific to the VCE in their language. This should include a general description of coursework assessment tasks and the assessment dates for each assessment task.

Other VCAA information and VCE administrative information, such as examination advice slips, are distributed to students by their home school.

12. Student observance of assessment and attendance rules

At the beginning of each academic 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, including both School Assessed Coursework and VCE external assessments.

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.

13. VCE attendance

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the unit. The school sets minimum class time and attendance rules.

It is vital that students have regular attendance in order to complete coursework for VCE. The VSL requires 80% attendance for the successful completion of VCE. All absences must be explained by a note from the parent or guardian and be accompanied by a medical certificate if possible. Unexplained absences of three sessions or more during a semester could lead to an unsatisfactory N score for the Unit.

If a student has completed work but there has been a substantial breach of the school's attendance policy, the school may be unable to authenticate the student's work completed across the outcome. Where the school chooses to assign an N result for the unit, because the work cannot be authenticated, the school must assign an N for the outcome or outcomes that cannot be authenticated. **Teachers are encouraged to make contact by phone and follow up student absences**.

If there is a problem of students failing to complete a Unit, due to absence or any other reason, the Area Manager should be informed, a *VSL Student at Risk form* needs to be completed and every attempt made to organise a meeting with the student together with their parents/guardian.

A school policy and set of procedures to cover absence from school-based assessment tasks should be published and made available to staff, students and their parent(s) or guardian(s). When a student is absent from school for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant special provision for classroom learning and school-based assessments. In this case, the student should not be penalised for lack of attendance. Special provision may allow a student to work from home for a period of time. Schools should retain documentation about any decisions relating to granting provisions for school-based assessment, including supporting evidence.

14. Withdrawal from study

Students may choose to withdraw from their studies at any time however, the records of their enrolment can be withdrawn from a unit only if the enrolment date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment.

15. Satisfactory Completion of VCE units

To satisfactorily complete a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an S for satisfactorily completing a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

For VCE units, final school-based assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. For example, a teacher may consider work previously submitted, provided it meets the requirements, as a way of demonstrating the outcome. Students may not resubmit work to improve a school-based assessment score.

16. Satisfactory VCE unit result

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

The school is solely responsible for decisions about satisfactory completion of a unit. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.

A teacher's judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not.

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA's rules and the school's rules and procedures. For all VCE units, schools must specify all set work (learning activities) and assessment (including school-based assessment) that a student must complete to achieve an S for a unit and the conditions under which the work is to be done. At the beginning of the academic year, schools must provide students with clear written details of both the VCAA's rules and the school's rules and procedures. For all units in the VCE, schools must specify the work that a student is required to do to achieve an S for a unit and the conditions under which the work is to be completed. The school must inform each student in writing of the following:

- all set work and assessment they need to complete to achieve an S for the unit
- all work they need to complete for school-based assessment for the assessment of levels of achievement
- requirements for class attendance
- rules on plagiarism, cheating and authentication of school-based assessments
- instructions on how to submit work
- timelines and deadlines for completing work
- procedures for obtaining an extension of time
- procedures for lodging an internal school appeal

Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes across a combination of set work and assessment tasks related to the outcomes.

In order to support students with additional opportunities to achieve a satisfactory result, schools should have an established process to support the delay of satisfactory completion decisions for the VCE that is applied consistently across studies and units. The teacher is responsible for judging satisfactory completion of a unit. By reporting satisfactory completion, the teacher is certifying that the student has achieved the set of outcomes for the unit according to the rules set out by the VCAA and the school.

Each VCE unit result must be determined on the basis of evidence of achievement of outcomes completed during the academic year in which the student is enrolled. The criteria are an attempt to bring objectivity to the assessment process.

- School procedures for satisfactory completion and delay of satisfactory completion decisions for the VCEmust be established and applied consistently across studies and units.
- A student must not submit the same piece of work for assessment in more than one study, or more thanonce within a study.
- Each VCE unit result must be determined on the basis of work completed during the current academic year.
- Students should be informed of timelines and conditions of School-based Assessment.
- Teachers need to employ appropriate authentication procedures and ensure they do not provide undueassistance to students.

If a student does not successfully complete an outcome, the teacher must
a) notify the Area Manager (see At risk letter in this manual)
b) ensure that the student is given the opportunity to redo the Assessment Task or SAC in order to redeem theunit and
c) notify the parents that the student is at risk of failing the unit

17. Not Satisfactory VCE unit result

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a special provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

18. Redeeming Assessment Tasks and SACs

While wanting to give students every opportunity to successfully demonstrate the outcomes, teachers have to setlimits. As a result it is recommended that teachers do the following:
- Attempt to get all students to do the Task/SAC at the designated time.
- Requests to repeat a Task/SAC must be accompanied by appropriate Special Provision documentation.
- Any Special Provision Tasks/SACs that do take place should cause minimal class disruption and should nottake place later than the designated period in the VSL Planning Calendar in this manual.

If, in the teacher's judgement, work submitted by a student does not meet the required standard for satisfactory completion, the teacher should consider other work relating to outcomes that has been undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

A student may only submit further evidence or resubmit a school-based assessment for reconsideration, to redeem an N to an S for the outcome. Students may not resubmit to improve a school-based assessment score.

19. VCE unit result of J

If a student is no longer attending a unit but they have not officially withdrawn by signing a **Student exit** form, the symbol J will be included on VASS.

The J result can only be used if the student:

- is no longer attending class
- has not submitted work for assessment.

The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to the Victorian Tertiary Admissions Centre (VTAC) and are treated as equivalent to those with an N result.

20. Completion of VCE units without calculation of a study score

Schools are encouraged to support all students enrolled in the VCE, to undertake scored assessment. Scored assessment provides VCE students a more detailed record of student achievement and is the best way to maximise employment opportunities and pathways to further education.

The VCE does provide the flexibility to satisfactorily complete units without being assessed for levels of achievement in all or any graded assessments (two graded assessment scores are required to achieve a study score).

Where students are at risk of not completing or have other valid reasons for not undertaking scored assessment, a school may advise them to undertake one or more VCE units without being assessed for levels of achievement in those units or sitting external assessment. Students must still undertake all requirements of the outcomes specified for the unit, including any school-based assessments. A teacher's judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not. Schools are encouraged to support all students enrolled in the VCE. Scored assessment provides VCE students a more detailed record of what they have achieved and is the best way to maximise their employment opportunities and pathways to further education.

All graded assessment will be entered as NA (not assessed) on VASS. In this case, a study score will not be calculated.

Schools are well placed to advise parents or carers (and students in individual cases) where students may benefit from this option. However, when students, with support from parents or carers decide to complete a unit without a study score, it is important that schools communicate to all parties the greater number of pathways available when scored assessment is completed.

21. School-assessed Coursework

School-assessed Coursework (SACs), which consists of a set of assessment tasks that assesses each student's level of achievement in Unit 3 and 4 outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design. The Victorian Curriculum and Assessment Authority (VCAA) aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.

School policies and procedures, including the conditions and rules under which School-based Assessment will take place, must be communicated to students and parents at the beginning of the academic year or when a student enrols in any Victorian Certificate of Education (VCE) unit at the school.

Each VCE unit result must be determined on the basis of evidence of achievement completed during the academic year in which the student is enrolled.

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. To ensure that the work submitted by the students is clearly their own, undue assistance should not be provided to students while undertaking assessment tasks. Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.
The VCAA does not take responsibility for teacher absence or a change of teacher within schools. These issues should be dealt with by the school principal as an internal staffing matter.

All Languages **School-assessed Coursework is conducted under teacher supervision**. Students must ensure that all work submitted for assessment is their own. Students should acknowledge all resources used (text, websites and source material) and should not receive undue assistance in the preparation and submission of work. Unacceptable forms of assistance include use of, or copying from another person's work or other resources without acknowledgement and corrections made or dictated by another person.

Where practicable, teachers should train students to draft written work, edit in a systematic way and produce a final draft. This process enables students to overcome frequently made errors in the language studied. Drafting is still a valuable tool in developing written skills in the language.

The VSL SAC procedure is outlined in the following section. Teachers **must ensure that they give students the dates for completion of assessment tasks in advance taking into account the important dates as requiredby both the VSL & VCAA and adequate feedback on School-assessed Coursework assessment** and that students are clear about why such assessments have been given. The feedback section on the front of the SAC Cover Sheets which enables teachers to record evidence of written feedback given to students.

22. Rescheduling assessment tasks for an entire class

If teachers want to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

23. Lost, stolen or damaged School-assessed Coursework

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record, but they are not required to report the loss, theft or damage to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

24. Care in the use of technology

A student who uses technology to produce work for assessment is responsible for making sure:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- hard copies of the work in progress and backup versions are produced regularly.

25. Repeating VCE units

There are no restrictions on students repeating units, however they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition. Students wanting to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3–4 sequence in the year of repetition.

26. SAC Notification to Students

An assessment timetable (SAC Calendar) is distributed to students at the beginning of the year, or the first session of attendance. A SAC Assessment Notice form will be given to Unit 3 and 4 students two weeks prior to the date of each SAC, with feedback given the week following the SAC. Teachers are advised to give students the dates for completion of assessment tasks in advance, considering the *Important administrative dates*. The *Assessment schedule* has the dates by which schools must submit results to the VCAA and should be used in conjunction with the *Important administrative dates*.

27. Integrity of VCE School-based Assessments

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA's rules and the school's rules and procedures for VCE school-based assessments, including the rules for authentication of school-based assessments.

Principals are responsible for the administration of the VCAA's rules and instructions in their school. They must make sure that teachers are using only the currently accredited VCE study designs.

To ensure the integrity of school-based assessment in all VCE units, schools should:

- carefully plan, develop, document and implement plagiarism, cheating and authentication policies, processes and strategies for their school to make sure that student work completed is the student's own and completed without undue assistance from another person, including their teacher
- develop a document that clearly states the school's expectations in relation to the development and delivery of school-based assessment and the steps teachers must take to ensure the security of the content
- keep assessment tasks, including tasks in development, out of the reach, view and access of students until they are delivered
- avoid storing assessment tasks on open school networks and unsecured media such as USB sticks where possible, and avoid sending assessment tasks by unsecured means such as emails
- ensure teachers understand their professional responsibility to ensure the integrity and security of school-based assessments
- have students sign a declaration that they will abide by their school's policies and rules relating to the appropriate use of technology including the internet
- minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class
- make sure that tasks are not recycled from one academic year to another to prevent student use of other student work from previous academic years, including previous tasks that were not returned to students
- suitably modify commercially produced materials and publicly available materials to make sure the school can authenticate student work.

The school is solely responsible for deciding about the satisfactory completion of a unit. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes across a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes.

To support students with additional opportunities achieve a satisfactory result, schools should have an established process to support the delay of satisfactory completion decisions for the VCE that is applied consistently across studies and units. The teacher is responsible for judging the satisfactory completion of a unit. By reporting satisfactory completion, the teacher is certifying that the student has achieved the set of outcomes for the unit according to the rules set out by the VCAA and the school.

A teacher's judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not. Schools should refer to the **Error! Reference source not found.** section for more information.

Each VCE unit result must be determined based on evidence of achievement of outcomes completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs in the last weeks of the academic year before enrolment in the study. These programs are generally one to 3 weeks in length and, for Units 3 and 4, they must not include formal school-based assessment for the assessment of levels of achievement or to determine a unit result.

28. Rules for authentication of School-based Assessment

Principals are responsible for administering the VCAA's rules and instructions in their school. One of these rules is that students must make sure that all work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task around the time they submit their work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

Students must observe and apply the VCAA authentication rules for school-based assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise the work of someone else or or other source
- not cheat
- acknowledge all resources used, including:

    texts, websites and other source material

    the name and status of any person or source who provided assistance and the type of assistance provided

- not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work.
- Acceptable levels of assistance include:

    incorporating ideas or material derived from other sources (for example, by reading, viewing or note taking) but which have been transformed by the student and used in a new context

    prompting and general advice from another person or source, which leads to refinements or self-correction or both

- Unacceptable forms of assistance include:

    use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement

    use of or copying sample answers provided by their teacher, another person or another source

    corrections or improvements made or dictated by another person, including their teacher

- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

In considering if a student's work is their own, teachers should consider if the work:

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

29. *Strategies for avoiding authentication problems*

The following strategies will reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve:

- Teachers should devise a teaching and learning program that provides opportunities for students to develop the key knowledge and skills required to produce work that is clearly their own, without undue assistance from another person including their teacher.
- Teachers should make sure that tasks are kept secure before delivery, to avoid unauthorised release to students that would compromise the assessment. Tasks should not be sent or stored electronically without due care.
- A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources or preliminary research or both.
- Copies of each student's written work should be filed at given stages in their development.

- Assessment tasks should not be recycled, unless sufficient modifications are made to make sure that students are unable to use other students' work from a previous academic year.

- Where commercially produced materials are being used for school-based assessment, the school should make sure the tasks meet the requirements of the study design and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated.

- Where publicly available materials are being used for school-based assessment, the school should make sure the tasks meet the requirements of the study design and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated.

- If there is more than one class of a particular study in the school, the school should minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class

- If there is more than one class of a particular study in the school, the school should apply internal moderation or cross-marking procedures or both to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record keeping, as cross-marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables possible authentication problems to be identified earlier and appropriate action to be taken sooner.

- Students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and make sure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

30. *Approved dictionaries*

- Students are permitted to use an approved bi-lingual or monolingual dictionary in Language written tasks.
- A VCAA approved dictionary is EITHER an English-Language, Language-English dictionary (which maybe in two separate volumes) OR a monolingual dictionary in the language being assessed.
- The dictionary must be printed and should not contain any highlighting or annotation.
- Electronic dictionaries are not permitted.
- Dictionaries are not permitted in the oral component of any Language examination.

31. *Word limits for Languages assessment– Coursework*

Languages written examination-Section 3: Length of response
Each VCE Languages study design and examination paper includes an expected length of response for Section 3 of the written examination. This is expressed as a word range or as an approximate number of words. The expected length of response is an important guideline, given the amount of time available in the examination. Students will not be penalised if they exceed the expected length. When responses for Section 3 are assessed, the whole response is considered against the assessment criteria. While penalties are not applied for exceeding the expected word length, it is important that responses are carefully planned and address the question selected.

32. *VCE Languages: Marking descriptors for Section 3*

Descriptors that will be used to assess the extended piece of writing in Section 3 of the VCE Languages written examinations are available on the relevant study pages of the VCAA website. There are no changes to the assessment criteria. The descriptors provide teachers and students with additional information about the expected qualities for each mark range. These have been included in this manual.

33. *Retention of VCE School-based Assessments*

The decision to return school-based assessments to students rests with the school. Schools should have access to work completed for assessment until the end of the academic year in which the work was undertaken.

Schools who do return school-based assessments to students should advise students that they need to retain work completed for assessment until the end of the academic year in which the work was undertaken. Schools may want to maintain digital or physical copies of student work or supervise the storage of student work for this purpose, but this is not required.

Work assessed as N, or which may for other reasons be the subject of dispute at a later date, should be retained at the school. Such work may be retained in original or photocopied form.

34. *Administering School-Assessed Coursework*

Written Assessment Tasks/SACs
- Students attach the SAC cover sheet to their response paper
- Teacher collects papers at end of supervised task
- Teacher marks papers using the performance descriptors for each assessment according to the *Advice for Teachers*. It is important to be consistent
- Teacher arranges for papers to be photocopied
- Students receive original corrected copy with S/N mark
- Teacher circles the appropriate score range of the Performance Descriptor on the back of the SAC Cover sheet as a guide to student performance
- Teacher enters class scores in the record keeping section of this manual
- Teacher keeps a copy of the SAC cover sheet and photocopied papers

Oral Assessment Tasks/SACs
- Student receives a SAC cover sheet ready for the Oral SAC
- Teacher and student complete the oral task as required. **All oral tasks are recorded**
- Teacher makes assessment after each student's performance using the VCE Student Record Sheet in this manual. Especially in the case of large classes, the teacher may wish to record the task and then mark later
- Teacher circles the appropriate score range of the Performance Descriptor on the back of the SAC Cover Sheet
- Teacher gives verbal feedback and discusses the outcome with the student. The student receives a copy of the SAC Cover Sheet with the circled range of the Performance Descriptor, together with written feedback. Students receive an S or N
- Teacher keeps a copy of the SAC cover sheet and recordings

35. *Redeeming Assessment Tasks and SACs*

While wanting to give students every opportunity to successfully demonstrate the outcomes, teachers have to set limits. As a result it is recommended that teachers do the following:
- Attempt to get all students to do the Task/SAC at the designated time.
- Requests to repeat a Task/SAC must be accompanied by appropriate Special Provision documentation.
- Any Special Provision Tasks/SACs that do take place should cause minimal class disruption and should nottake place later than the designated period in the VSL Planning Calendar in this manual.

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes that has been undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

A student may only submit further evidence or resubmit a school-based assessment for reconsideration, to redeem an N to an S for the outcome. Students may not resubmit to improve a school-based assessment score.

36. Maintenance of school records

Schools should advise students that they need to retain work completed for assessment until the end of the academic year in which the work was undertaken. Schools may wish to supervise the storage of student work for this purpose, but it is not required.

Work assessed as N, or which may be for other reasons be the subject of dispute at a later date, should be retained at the school. Such work may be retained in original or photocopied form.

37. Feedback to Students

After assessment tasks are submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- advising on particular problem areas
- advising on where and how improvements can be made for further learning
- reporting S or N decisions and providing written comments on students' performance against each outcome.

Schools may choose this as a basis for reporting to a student's parent(s) or guardian(s). In providing this feedback, teachers may give students their marks on individual SAC tasks for VCE studies excluding VM. If providing marks, teachers must advise students that their total SAC scores may change following statistical moderation.

Schools should include in student VCE handbooks advice:

- about the conditional nature of any SAC marks given to students
- about how statistical moderation can impact total scores for SAC.

Although schools may permit students to submit further evidence for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of SAC scores awarded by the school.

> ***** No numerical scores are to be given to students for their Units 3 & 4 SACs/Outcomes as these are subject to statistical moderation by the VCAA and may change.**

38. Reporting results

- **Study scores**

A study score indicates how a VCE student performed in relation to all other VCE students who undertook the study. It is calculated using the student's final scores for school-assessed coursework (SACs), externally assessed tasks and examinations for each study.

To receive a study score, students must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4 in the same academic year, unless they have interrupted studies status and have met these requirements over two academic years.

- **Final grades**

VCE studies (excluding VM studies) have three graded assessments for each Unit 3–4 sequence.

Levels of performance in graded assessments are reported as being from A+ to E, UG (ungraded) or NA (not assessed). UG indicates that the score achieved was too low to be assigned a grade. NA indicates that the school-based assessment was not submitted or the examination was not undertaken.

For studies undertaken in the academic years before 2003, students may have had Consideration of Disadvantage granted to them. This was reported by means of an asterisk against the grades for which it was granted. Grades were reported as *A+ to *E, *UG or *NA.

39. *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.

Although there is no limit on the period of time allowed for a student to achieve the VCE or VCAL, the provisions available seek to help a student complete the requirements in a timeframe comparable to that of their peers.

Individual students may need special provision in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

Types of Special Provision

Special provision is available to students completing the VCE for classroom learning, School- based Assessment and VCE external assessments.

Specific eligibility requirements apply for each type of special provision.

The VCAA is responsible for determining eligibility and granting provisions for VCE external assessments, whichinclude all VCE examinations, the Extended Investigation Critical Thinking Test and oral presentation, and the General Achievement Test (GAT). Provisions can be Special Examination Arrangements and/or a Derived Examination Score (DES).

Schools may approve special provisions and arrangements for both classroom learning and School-based Assessments to enable students affected by disability, illness, impairment or other circumstances to demonstrate what they know, and to participate in classroom learning. In some cases, alternative assessment strategies may be needed.

Decisions on whether to approve school-based provisions must be made by schools. The VCAA recognises that school personnel, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs and learning activities to accommodate student circumstances.

Schools should consult the VCAA if they are unsure about evidence and/or appropriate arrangements. The VCAA recommends that schools approve arrangements for classroom learning and School-based Assessments that are consistent with the Special Examination Arrangements likely to be approved by the VCAA.

Students who are suffering long-term conditions and have not been granted arrangements by the school for classroom learning and School-based Assessments may not be eligible for similar Special Examination Arrangements for these long-term conditions.

The VCAA requires schools to maintain records of their decisions.

Students may be eligible for Special Provision for classroom learning and School-based Assessment if their ability to demonstrate achievement is adversely affected by:
*   an acute or chronic illness
*   a long-term impairment or disability
*   personal circumstances

Decisions must be evidence-based and made using a range of appropriate sources including professional testing and reports, educational assessments and teacher observations.

40. Students seeking enrolment in VCE Modern Languages

Enrolment in VCE Modern Language Units 3 and 4 studies does not need to be approved by the VCAA. However, students are required to declare their status as either a First Language Learner or a Second Language Learner.

A student will be considered a Second Language Learner if they have completed all their schooling in Australia or have accumulated less than 7 years of education in a school where the language they are enrolling in was the main language of instruction.

First and Second Language Learners undertake the same curriculum and examinations. However, the VCAA uses the 2 language learner categories in the study score calculation process for VCE Modern Languages.

For each applicable study, study scores will be calculated based on Second Language learners. The outcomes from these calculations will then be applied to all students. This process maintains the rank order of all students within the study while making sure the study scores of Second Language learners are not impacted by First Language learners.

This applies to students enrolling in: Arabic, Armenian, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Karen, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Spanish, Swedish, Tamil, Turkish and Yiddish.

Students will need to complete the **Declaration for enrolment in VCE Modern Languages Units 3 and 4** form and submit it to their home school. Students should submit declaration forms to their home school with the relevant supporting documentation for the principal's certification before they are enrolled in the language study.

The home school is responsible for recording each student's status on VASS as either a First or Second Language learner in the language of study. Language learner statuses are required to be entered on VASS before the enrolment deadline for VCE Unit 3–4 sequences.

41. Resources for School-based Assessment

The information contained in this document should be read in conjunction with the following materials available on the VCAA website:

Resource	Link/Location
VCE Study Design and Advice for teachers	Available on individual VCE study pages on the VCAA website: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx
VCE Administrative Handbook	https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx
VCE assessment principles	www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx
Available VCAA Reports: • Examination reports: are prepared by the Chief Assessor and provide feedback on student performance in past examinations. Examination Reports for written exams contain some answers. • Statistical moderation reports: are available on VASS. These reports show the impact of the process of statistical moderation on school submitted scores for each school-assessed GA for each study. • School-assessed Coursework reports: are prepared by the State Reviewer in conjunction with the Curriculum Manager in the first year of implementation for the study. • Past examinations: Past examinations are made available after any copyright issues are finalised.	www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

42. VCE Assessment Principles

Assessment is an integral part of teaching and learning that at the senior secondary level:
- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate

As part of VCE studies, assessment activities enable:
- the demonstration of the achievement of an outcome or set of outcomes
- judgment and reporting of a level of achievement on a task or collection of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations

Monitoring the results of VCE assessment also provides feedback, which informs curriculum implementation, assessment design and curriculum review.

In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2. In Units 3 and 4, specified assessment tasks are set.

At the Units 3 and 4 level of a VCE study, School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks and examinations provide assessment results that are used in the calculation of a student's study score.

The key principles underpinning all VCE assessment practice ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum or for the education system.

Assessment should be acceptable to stakeholders – including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.

VCE assessment should be valid and reasonable
The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.
Each assessment instrument (for example, examination, assignment, project, practical, oral, performance, portfolio or presentation) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.
Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study.

VCE assessment should be equitable
Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, physical disability, socioeconomic status and geographical location.
Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student's absence.

VCE assessment should be balanced
The set of assessment instruments used in a VCE study should be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment should also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.
Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies.

VCE assessment should be efficient

The study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student's progress and learning. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

43. School-based assessment: Breaches of rules and investigations

Schools are responsible for making sure students comply with VCAA rules for school-based assessment.

Schools should have their own policy and procedures for dealing with allegations that students have breached VCAA examination rules (as published on the VCAA website) or school-based assessment authentication rules. The policy and procedures should be clear about roles and responsibilities and who the decision-maker is in relation to any alleged breaches. The school policy and procedures should set out the process that will be followed when an allegation is received, the communication that can be expected from the school during the process of investigation and decision-making, the opportunities that will be available for the student to respond to allegations and the possible penalties and the avenues of appeal.

The school policy and procedures should be made available and explained to students and others in the school community at the start of the academic year.

A student undertaking assessment under test conditions as part of school-based assessment in Units 1–4 must comply with VCAA examination rules and school rules. The VCAA examination rules are published on the VCAA website and distributed to all VCE providers and students in both the GAT brochure and VCE Exams Navigator each year.

Investigation of breaches of school-based assessment rules

Some guidance on process and procedures for dealing with breaches of VCAA examination rules or breaches of VCAA rules for authentication of school-based assessment is provided here, but this is not a substitute for schools developing and familiarising students with the school's own policy and procedures.

Reporting alleged breaches of rules in school-based assessment

The school's policy and procedures should make clear who is responsible for receiving reports of allegations of breaches of rules in school-based assessment. The principal or an authorised member of the principal class may wish to be the initial point of contact for reports and delegate the conduct of investigations to a person of appropriate seniority and experience.

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations should be handled sensitively and may need to be kept confidential.

On a school's receipt of an allegation, the student's work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Preliminary investigation

On receipt of an allegation, the person responsible for investigating alleged breaches of rules should conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation should be kept and may be used in any later decision-making. The school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the school decision-maker. The student should be advised that an investigation is to take place.

Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment. If so, the evidence should be put to a decision-maker for determination.

The investigator must approach the investigation with an open mind and act fairly and without bias. They should consider the allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance. Some or all the information and evidence gathered during the investigation may show that the allegation against the student is unfounded; this evidence should not be discounted.

The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:
- any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
- the student's work
- copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student

If the investigation suggests there is any substance to any part of the allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student's parent(s) or guardian(s) may be advised of the nature of the allegation, depending on the school's policy in relation to reporting discipline matters and communication with parent(s) or guardian(s), and the school's knowledge of the student's personal circumstances.

If an allegation suggests that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

The student may be asked to:
- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task

Decision-making
The school's policy and procedures should make clear who in the school has the authority to decide if a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment. The principal may wish to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may wish to delegate their authority to make decisions about alleged breaches of VCAA examination rules and VCAA authentication rules for school-based assessment to a hearing panel comprising members appointed by the principal.

It is important that the decision-maker is not the same person as the investigator. The material gathered during the investigation should be provided to the decision-maker, including evidence that suggests the allegations are not proven, as well as any responses the student provided during the investigation.

If the decision-maker forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action will be taken.

If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a meeting or hearing should be convened so that the evidence can be considered and the student given an opportunity to be heard. The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.

The following principles apply to whoever is given the authority to make the decision regarding alleged breaches of rules:

- The decision-maker must act fairly and without bias.
- The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker. The notice should include:
  - the date, time, place and likely duration of the meeting or hearing
  - the allegation(s) against the student
  - the names of all decision-makers
  - advice that the student may bring a support person to the meeting or hearing (see below)
  - the name of a contact person if the student has queries about the meeting or hearing
  - a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
  - the possible outcomes, including penalties.
- It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting or hearing. The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student but that is appropriate given the nature of the allegation.
- At the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student and confirm the allegation against the student and the possible outcomes.
- The decision-maker may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing.
- The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible.
- The decision-maker must consider all relevant factors and no irrelevant factors.
- The decision-maker must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.
- The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school's policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:
  - a verbal or written warning
  - detention or suspension
  - refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
  - refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
  - refusal to accept any part of the work, awarding an N for the outcome.
- The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision to the VCAA in accordance with section 2.5.21 of the Education and Training Reform Act 2006 (Vic). The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

After the meeting or hearing, the school must write to the student to confirm:
- the findings of the decision-maker in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation in case the student wishes to appeal a decision.
If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet.
Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a school-based assessment task conducted under test conditions.

Student appeals against school decisions about breaches of VCAA rules
The school's policy and procedures about breaches of VCAA examination rules or school-based assessment authentication rules should include information about the student's statutory right of appeal against the school's decision.

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

An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA, no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the CEO, VCAA must nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

Notice of school decision following interviews
Following the interview conducted by the VCAA, the school must notify both the student and the VCAA, in writing and within seven days, that it has either:
• rescinded its decision and any penalty imposed
• rescinded the penalty imposed
• reduced the penalty imposed
• confirmed both the decision and the penalty imposed

Student appeal
If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

The VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed if the school has:
• rescinded the penalty imposed
• reduced the penalty imposed
• confirmed both the decision and the penalty imposed

Appeal hearing
If a student elects to proceed with an appeal, the CEO, VCAA must refer the appeal to be heard and determined by a review committee. An appeal of this nature is conducted as a re-hearing. This means that the Review Committee hears evidence from both the student and the school and makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation(s) against the student.

If the Review Committee is satisfied on the balance of probabilities that the student has breached VCAA rules relating to school-based assessment, it may either:
• reprimand the student
• permit the student, if practicable, to resubmit the schoolwork required for either:
    – assessment in the study or the course
    – satisfactory completion of the study or the course
• refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
• amend the student's school-based assessment results

VCE STUDENTS AT RISK – UNSATISFACTORY PROGRESS

It is our duty of care to formally inform students, parents, and home school VCE administrators about both satisfactory and unsatisfactory progress.

As a VCE Unit 1-4 teacher please contact your Area Manager immediately if any VCE student in your class demonstrates an area of concern listed below. Area Managers will then forward the sample letter below to both the student and student's home school to have the concern addressed.

Date: ....

Student Name: .... Year level: ....

Language: .... Centre: .... Teacher: ....

Dear Parent/Carer,

This letter is to notify you of concerns regarding your child's progress in a VCE unit at the Victorian School of Languages. It is important that we bring this matter to your attention so that concerns can be discussed and addressed at home. [In some cases, failure to address these issues may result in your child not satisfactorily completing the unit.] Please note that a copy of this letter has also been sent to the VCE coordinator at your child's home school.

AREAS OF CONCERN:

☐ Failure to submit an assessment task   ☐ Failure to present for an assessment task

☐ Unsatisfactory standard of work submitted   ☐ Disruptive influence in class and poor work ethic

☐ Attendance record – '2 unexplained absences'   ☐ General classroom and homework requirements are regularly not met

Details:
Learning Outcome:

_____

_____

....

ALTERNATIVE ARRANGEMENTS (Assessment Tasks only)

☐ This work is to be completed satisfactorily by the following date: ....

OR

☐ The Assessment Task is rescheduled for .... at the following time: ....

If you would like to discuss this issue in further detail please do not hesitate to contact the Area Manager or make an appointment to discuss it with the teacher and Area Manager.

Signed: ....   Signed: ....
           Language Teacher   Area Manager

✂ Please return to Area Manager

☐ I acknowledge receipt of this letter and have discussed the issue with my son/daughter.
Comments: -

....

....

....

- If attendance is an issue please attach documentation to explain any absences or contact the Area Manager.

Signed: ....   Date: ....
          Parent/Carer

The VCE

CCAFL Languages: Summary of Themes and Topics (Year 12 only)

	THE INDIVIDUAL	THE LANGUAGE-SPEAKING COMMUNITIES	THE CHANGING WORLD
BENGALI	– Personal identity – Relationships – Education & aspirations	– History & culture – Lifestyle – Arts & entertainment	– Social issues – The world of work – The natural world
BOSNIAN	– Personal Identity – School & aspirations – Leisure, sport & health	– People & places – Past & present – Arts, entertainment & traditions	– Youth issues – The modern world – Social issues
CHIN HAKHA	- Personal identity - Relationships - Education & aspirations	- History & culture - Arts & entertainment - Lifestyles	- Social issues - Youth issues - Scientific & technological issues
CROATIAN	– Personal identity – Educational aspirations – Leisure and recreation	– People and places – History and culture – Arts and entertainment	– Youth issues – World of work – Tourism
DUTCH	– Personal identity – Relationships – Education and aspirations – Leisure and interest	– Lifestyles – History and culture – Arts and entertainment	– Youth issues – Tourism – Issues facing the world today
FILIPINO	– Personal identity – Relationships – Education and aspirations – Leisure and recreation	– Lifestyles – History and culture – Arts and entertainment	– Social issues – World of work – Tourism
HEBREW	– Personal identity – Leisure and lifestyles – Relationships – Education and future aspirations	– Arts and entertainment – Current and historical perspectives – Ways of life in Israel	– Hospitality and tourism – World of work – Social issues
HINDI	– Personal world – Education and aspirations – Personal opinions and values	– Lifestyles – Visiting a Hindi- speaking community – History and traditions – Arts and entertainment	– Social issues – Environmental issues – The world of work
HUNGARIAN	– Personal identity – School life and aspirations – Leisure and interest	– Daily life and lifestyles – Arts and entertainment – Historical perspectives	– Social and contemporary issues – Tourism and hospitality – World of work
KAREN	- Personal identity - Relationships - Education and aspirations	- History, culture traditions - Lifestyles - The migrant experience	- Social Issues - Youth Issues - Environmental issues
KHMER	– Personal identity – Relationships – Education and aspirations – Leisure and lifestyle	– History and geography – Cultural diversity – Tourism – Arts and entertainment	– Changing lifestyles – World of work – Current issues

	THE INDIVIDUAL	THE LANGUAGE-SPEAKING COMMUNITIES	THE CHANGING WORLD
MACEDONIAN	– Personal identity – Relationships – Education and aspirations	– Lifestyles – Culture and traditions – Arts, literature and the media – Migration	– Social issues – Our natural world – Current affairs
PERSIAN	– Personal identity – Relationships – Values – Education and aspirations	– Lifestyles – Culture and traditions – Arts and entertainment – Past and present	– World of work – Social issues – Trade and tourism – The natural world
POLISH	– Relationships – Education and aspirations – Leisure and interest	– Visiting Poland – Polish customs and traditions – Legends and significant historical events – Famous people-music science, art, literature	– Migration in the past and present – World of work – Social issues
PORTUGUESE	– Personal identity – Education and aspirations – Personal values	– Lifestyles – History and traditions – Arts and entertainment – Visiting Portuguese- speaking countries	– Social Issues – World of work – Environmental issues
PUNJABI	– Education and aspirations – Personal opinions and values – Personal World	– Visiting a Punjabi speaking community – Historical perspectives – Arts and entertainment – Lifestyles	– The world of work – Scientific and technological issues – Social Issues
ROMANIAN	– Personal Identity - Relationships - Education and aspirations	– Lifestyles - History - Arts and entertainment - Values	– Technology - Trade and tourism - World of Work - Social issues
RUSSIAN	– Personal identity – Education and aspirations – Leisure and lifestyle	– Lifestyles – Visiting Russia – Arts and entertainment	– Environmental issues – World of work – Social issues
SERBIAN	– Personal identity – Education and aspirations – Leisure and recreation	– Daily life – History and culture – Arts and entertainment	– Current issues – World of work – Tourism
SINHALA	– Personal identity – Personal aspirations	– Lifestyles – Visiting Sri Lanka – Customs and traditions – Arts and entertainment – Stories from the past	– Environmental issues – Technological change – The world of work
TAMIL	– Personal identity – Personal views and opinion – Education and aspirations	– Culture and traditions – The past and present – The Arts and entertainment – Travel and tourism in a Tamil-speaking country	– Changing lifestyles – Status of women – World of work
TURKISH	– Personal identity – Future aspirations – Leisure	– Migration – Cultural diversity – Tourism – Arts and entertainment	– World of work – The younger generation – Issues now, and in the future

Second Languages: Summary of Themes and Topics

	THE INDIVIDUAL	THE (LANGUAGE)-SPEAKING COMMUNITIES	THE WORLD AROUND US
ARABIC	Personal identity & lifestyles Relationships Aspirations, education & careers	The Arabic Cultural heritage Historical & contemporary people & events Living in an Arab community	Global & contemporary society Communication & media The influence of science & technology
CHINESE SL CHINESE SLA	Personal identity Relationships Education & aspirations	History & culture Arts & entertainment Living in a Chinese – speaking community	Global & contemporary society Communication & media The influence of science & technology
FRENCH	Personal identity Relationships Aspirations, education & careers	The francophone world Historical perspectives French cultural perspectives	Global & contemporary society Communication & media Technology & science
GERMAN	Personal identity & lifestyles Relationships Aspirations, education & careers	Cultural heritage Historical & contemporary perspectives Lifestyles in German speaking countries & communities	Global & contemporary society Communication & media The influence of science & technology
GREEK	Personal identity & lifestyles Relationships Aspirations, education & careers	The Greek Cultural heritage Historical & contemporary people & events Living in a Greek community	Global & contemporary society Communication & media The influence of science & technology
INDONESIAN SL	Personal identity Relationships Education & aspirations	History & change Cultural heritage Lifestyles	Global & contemporary society Communication & media Environmental issues
ITALIAN	Personal identity & lifestyles Relationships Education & aspirations	The Italian Cultural heritage Historical & contemporary people & events Living in an Italian community	Global & contemporary society Communication & media The influence of science & technology
JAPANESE SL	Personal identity & lifestyles Relationships Aspirations, education & careers	Japanese speaking communities Significant people living in a Japanese community Visiting Japan	Global & contemporary society Communication & media The influence of technology
KOREAN SL	Personal identity Relationships Aspirations, education & careers	Korean cultural heritage People & places Lifestyles	Global & contemporary society Communication & media Technology & science
SPANISH	Personal identity & lifestyles Relationships Aspirations, education & careers	Cultural heritage Historical perspectives Living in a Spanish-speaking community	Global & contemporary society Communication & media The influence of science & technology
VIETNAMESE SL	Personal identity & lifestyles Relationships Education & aspirations	Vietnamese Cultural heritage Historical & contemporary people & events Living in a Vietnamese community	Global & contemporary society Communication & media The influence of science & technology

First Languages: Summary of Themes and Topics

Accreditation Period 2022-2026

	SELF AND OTHERS	TRADITIONS AND CHANGE IN LANGUAGE-SPEAKING COMMUNITIES	** THE WORLD AROUND US
CHINESE FL	Personal world Contributing to the community * **Education and aspirations**	* **Literature and the Arts** * **Stories from the past** * **Youth issues**	Lifestyles * **Current issues** * **Studies of Australia**
INDONESIAN FL	Personal world Contributing to the community * **Education and aspirations**	* **Literature and the Arts** * **Stories from the past** * **Youth issues**	Lifestyles * **Current issues** * **Studies of Australia**
JAPANESE FL	Personal world Contributing to the community * **Education and aspirations**	* **Literature and the Arts** * **Stories from the past** * **Youth issues**	Lifestyles * **Current issues** * **Studies of Australia**
KOREAN FL	Personal world Contributing to the community * **Education and aspirations**	* **Literature and the Arts** * **Stories from the past** * **Youth issues**	Lifestyles * **Current issues** * **Studies of Australia**
VIETNAMESE FL	Personal world Contributing to the community * **Education and aspirations**	* **Literature and the Arts** * **Stories from the past** * **Youth issues**	Lifestyles * **Current issues** * **Studies of Australia**

Chinese Language, Culture and Society *New Study design 2023

Summary of Strands and Topics

There are separate prescribed topics in each unit of this study that are organised under two strands:

● Chinese Language

● Culture and Society in Chinese-speaking communities

The table below sets out the prescribed strands and topic and suggested subtopics.

Strand	Unit 1 topic	Unit 2 topic	Unit 3 topic	Unit 4 topic
Culture and Society in Chinese-speaking communities	Confucianism and social harmony	Major Chinese philosophies and Chinese myths and legends	Chinese philosophies and their impact on Chinese society	Social and economic development of contemporary China

Strand	Prescribed Topic for Units 1-4	Suggested subtopics for Units 1-4
Chinese Language	**Personal, family and school life**	*family life, daily routine, pets, friends, the school day*
	Festivals	*Chinese New Year, Mid-Autumn festival, other festivals of the Chinese-speaking communities*
	Lifestyles	*leisure activities, travel, food culture, entertainment*
	Future aspirations	*gaining employment, study abroad, part-time work, further study*

Main Characteristics of Different Kinds of Writing

The following descriptions outline the main characteristics of the **different kinds of writing** referred to in the VCE study designs. They are intended as a guide only; students would not be expected to include all aspects in their writing. Check study designs for which Kinds of writing are used for your Language.

Personal writing:
- creates a sense of person/personality for the writer in the reader's mind
- establishes a relationship/intimacy/empathy between the writer and the reader
- usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language
- emphasises ideas, opinions, feelings, impressions rather than factual, objective information
- uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas
- may, in certain contexts, use contracted language, such as is used in speech.

Purpose: The author is conveying something personal to the reader

Imaginative writing:
- manipulates the reader's response to the piece to create the desired impression or response: visual and/or emotional appeal
- usually creates a strong sense of context (physical surroundings and atmosphere) and situation
- normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) is important
- uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion
- may break normal sequencing for added impact, such as in a flashback or in a final disclosure that puts a different interpretation on preceding passages.

Purpose: the author is creating a piece of fiction designed to entertain, amuse, or create an impression, picture, or feeling in the reader.

Persuasive writing:
- manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer
- persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind
- requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important
- aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register
- sometimes uses exaggeration, extravagant language, humour to create a conspiratorial relationship between the writer and the reader
- often uses the second person for direct address and appeal
- sometimes employs direct speech and questions to intensify the relationship with the audience
- may use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Purpose: The author is taking a stance and trying to persuade the reader

Informative writing:
- aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible
- generally uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader
- generally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (it aims to convert the reader to a particular point of view or attitude to convince them to act or respond in a certain way) or evaluative (it aims to weigh two or more items/ideas to convince the reader rationally and objectively that a particular point of view is correct)
- generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence
- chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable
- generally uses few adjectives, adverbs and images, except as examples or analogies as part of an explanation

Purpose: the author is conveying objective information

Evaluative writing:
- aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas
- presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives
- uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential
- often includes expressions of cause, consequence, opposition and concession.

Purpose: the author is giving a balanced view of both sides of a case

Narrative writing:
- Tells a story in chronological order.
- Entertains, to gain and hold the readers' interest.
- Teaches or informs; changes attitudes/social opinions.
- Sequences: setting, characters, initiating event, conflict/goal, events resolution, theme; series of actions.
- May set up problems to be resolved.
- Is imaginary or factual; has characters with defined with defined personalities/identities.
- Dialogue often included.
- Tense may change.
- Descriptive languages to enhance the story.
- May include complication involving the main character; conflict; points of view.

    Purpose: The author is telling a story/retelling event to entertain or to teach.

Reflective writing
- Relates not only events, but feelings, what has been learnt, and how it will affect future behaviour.
- Includes description and analysis of an experience.
- Provides exploration and explanation of events and contexts.
- Includes consideration of the larger context, meaning and implications of an experience or action.
- Identifies and challenges personal values and beliefs, assumptions, feelings and actions.
- Includes opinion, with supporting evidence.
- Uses personal voice (e.g. I, me, you, we, us) when providing opinion.
- Uses verbs related to feeling, thinking and analysing.
- May include comment on hypothetical situations, and speculation about the future.
- May move between past tense (recounting the actual events) and present tense (making more general observations).
- Is perceptive; demonstrating analysis, synthesis and evaluation.

    Purpose: The author is looking back on experiences/actions in order to analyse ideas and practices that relate to them personally.

Descriptive writing:

- Creates a vivid impression of a person, place, object or event: a particular mood, atmosphere: vivid picturesof characters.
- Engages a reader's attention: brings writing to life.
- Includes precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors.
- Is focused, interesting and compelling.
- Uses sensory description-what is heard, seen, smelt, felt, tasted: with sensory details to increase the reader'sexperience.
- Uses active verbs and varied sentences; structured and ordered.
- Creates a dominant impression.
- Evokes feelings and attitudes- connotative language.
- Makes comparisons-similes, metaphors, personification.
- Develops the experience, focusing on key details, powerful verbs and precise nouns.

  Purpose: The author is painting a picture through words to make the reader see what they have seen.

Use of Information and Communications Technology

In designing courses and developing learning activities for, teachers make use of applications information and communications technology where appropriate and applicable to teaching and learning activities. Students may find the following applications useful.

Language learning applications

Students access:
- the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, sample tasks, web links, sample examinations
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs
- email discussion groups or supervised chat rooms with targeted groups of young people
- commercially available products that offer language exercises, practice or reading materials
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken

Students develop their own:
- vocabulary database
- word-processing skills in the language

Information gathering

Students research:
- statistics on a specific topic in relation to different age groups and gender
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where target language is spoken
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, terminology and special language used
- speakers of target language in Australia, their life and contribution to society
- websites from countries where target language is spoken; for example, Webcams, school websites, venues, services
- newspapers and journals in target language
- online dictionaries

Students also:
- check spelling and grammar for written tasks
- use instructions in target language to install, construct or use a product

Presentation applications

Students use information and communications technology to:
- create animations and multimedia presentations
- develop presentations and visual materials
- take notes in class or word process in target language
- use communication media
- email tasks to the teacher from home or the classroom

Main characteristics of common text types

Students should check their language specific **Study Design** for the list of specific text types. In the Study Designs an asterisk (*) denotes text types that students will need to reproduce under examination conditions. The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features in the text types identified in Study Designs.

Text type	Identifiable features
Advertisement	Sponsored, non-personal message to promote or sell a product, service or idea; topic or product name, persuasive content, persuasive register, style, layout
Announcement	Oral media message to public; greeting, topic, essential information, repetition of important points, farewell; formal or semi-formal style
Article (magazine)	Topic of interest; headline, by-line, informative and interpretive content, author; register, style and layout suited to audience; may include illustrations
Article (newspaper)	News item on specific or general interest topic; headline, place, date, informative and other content, author; register, style and layout suited to audience; may include illustrations
Biography	Description of a person's life and experiences, non-fiction; title (of person), formal or semi-formal style; usually in chronological order; may include reflections or commendation
Blog	Single topic item; informal style, brief content; may be informative, personal or reflective writing; posts in reverse chronological order
Cartoon	Non-realistic image or series of images; title, author, content (story telling), captions (often humorous); may use stylised language and onomatopoeia
Conversation **Debate**	Interactive oral communication between two or more people; greetings, focus or content; sharing of views, verbal and non-verbal cues, maintenance of interaction, farewells; formality reflects relationships of participants
Discussion	Oral formal or semi-formal persuasive discussion of an issue; participants present opposing positions; topic, statement of position on issue, content that supports position, using evidence or data, logical arguments, turn taking, conclusion
Documentary	Non-fiction visual and aural presentation (usually film); title, credits, introduction to topic, content that educates, instructs or is a record of events, final comments, end credits; presentation style
Editorial	Article or letter format, expresses an opinion on an issue by an individual representing an organisation (newspaper, magazine); title, includes opinions and persuasive content, author; register, style, layout suited to audience
Email	Personal written communication, may be brief; date, salutation, body (content), farewell, sign off; informal register, style and layout; may include stylised language, pictures, emoji
Essay	Writing giving author's position on a topic; topic, structure (introduction, body, conclusion), content (including author's views), author; formal or semi-formal register, style and layout suited to audience
Film	Recorded visual and audio presentation, usually fictional; title, credits, structure (storyline, logical ordering), content including cultural elements, end credits; register and style reflects character roles or story elements
Folk tale	Oral (speech or song) or written story telling form; title, introductory expressions, structure (beginning, body, end), content includes message conveying values, knowledge, ideas and/or cultural elements, conclusion; simple language style, uses formulaic expressions and language
Formal correspondence (business letter) (letter to the editor)	Written text such as letter, email or post; purpose (to provide complaint, comment, opinion, information), address, date, reference number or equivalent, salutation, greeting, body (content), farewell, sign off; register and style suited to persuasive or informative writing and audience

Text type	Identifiable features
Memo	Short written message or note; name of recipient, informative content, sign off; informal and abbreviated language and style
Personal profile	Description of a person or group; title (name of person or group), content (factual information), headings/sub-headings; lists items in brief language snippets, register suited to audience; may be presented in point form or table
Plan	Written order of actions to achieve an outcome; title, date, subheadings, content usually chronologically structured and factual, may include allocation of roles; may be presented in point form, chart or table; abbreviated style
Play	Group oral, kinaesthetic and visual performance, based on a storyline and script, one or moreacts; style and register varies with roles; entertains, suited to audience
Poem	Spoken or written literary form; may use rhythmic qualities of language, conveys meaning or emotion; culturally specific forms, structures, styles, conventions and devices; may use literary style or specialised vocabulary and expression
Proverb	Popular and familiar statement, repeated in specific contexts, usually expressing popular wisdom or advice; culturally specific imagery, may use stylised language or draw on cultural knowledge for meaning
Report (newspaper)	News item on current topic; heading, sub-heading or by-line, place, date, author, content, conclusion; content logically structured and informative, uses evidence, may include illustrations; register and style suited to audience
Report (factual)	Evidence-based written text, presents a range of views on a topic; topic, structure (introduction, content, conclusion), author; may include charts, tables, illustrations to support text; evaluative style and register suited to the specified audience
Report (supporting a position)	Written text presenting a preferred view on a topic; topic, structure (introduction, content, conclusion), author; use of evidence, may include charts, tables, illustrations to support position; persuasive style and register suited to the specified audience
Review	Analysis of a text (movie, opinion piece, novel) on a topic; topic, reference to specific text being reviewed, content, conclusion, may include a rating to show relative merit, author; content includes analysis of how the text addresses issues, identifying strong and weak arguments; evaluative writing, register suited to audience
Script for a speech	Written preparation for oral presentation (speech, act, play, performance, narration); title, topic, introduction, content, salutation; structure, register and style to suit oral text, may require development of roles or recorded direct speech
Short story	Written or spoken text representing real and/or imagined sequences of events; title, structure (beginning, body, end); content includes message conveying values, knowledge, ideas and/or cultural elements, conclusion; language style and format suited to the audience (adults, children), may use formulaic expressions and language, may include illustrations
Song	Lyrics set to music; title, artist, structure (verse and chorus, traditional or modern forms, as appropriate); culturally specific forms, styles, conventions and devices; may use stylised language
Summary	Rewritten information in a brief form (message, notes), retains meaning of original text, often for personal reference; title, sub-headings; may be presented in point form, chart or table; informal style
Table	Written information presented in table layout; often in abbreviated form, shows qualities, quantities or relationships between items; title, sub-title (indicating scope or purpose of content), headings, sub-headings, content; register suited to audience

Application for Special Provision
for School-Assessed coursework and Unit completion

Note:	Applications for permission to complete or re-do an assessment task or SAC must be submitted no more than **SEVEN DAYS** after original due date.

1. SCHOOL DETAILS

VICTORIAN SCHOOL OF LANGUAGES   VCAA School code: [   ]

Centre: [   ]   Language: [   ]

2. STUDENT DETAILS

Student Name: [   ]

Student Number: [| | | | | | |]   Date of Application: [   ]

Period the application covers from __ / __ / 2024 to __ / __ / 2024

3. DETAILS OF APPLICATION

I am applying for:

[ ] Additional time to complete an assessment task or SAC due to

    ☐ illness / long-term impairment / disability / learning disorder OR

    ☐ personal trauma

[ ] Use of an aide

[ ] Use of technology to complete and present work

[ ] Other (please specify) _____

_____

	YEAR 11			**YEAR 12**	
☐ Assessment task 1	☐ Assessment task 4		☐ SAC 1	☐ SAC 4	
☐ Assessment task 2	☐ Assessment task 5		☐ SAC 2	☐ SAC 5	
☐ Assessment task 3	☐ Assessment task 6		☐ SAC 3	☐ SAC 6	

Unit 1 [   ]   **Unit 2** [   ]   **Unit 3** [   ]   **Unit 4** [   ]

4. TEACHER TO COMPLETE WITH STUDENT (SECTION 4 TO 7)

DETAILS OF SPECIAL PROVISION(S) granted

Type of disadvantage: _____

Under Provision Granted, list the ways in which the student has been assisted, for example, additional time etc.

Language	Task	Provision Granted	Level of effect

5. NUMBER OF DAYS ABSENT FROM SCHOOL (Absence is not reported to VCAA)

Term 1 [ ]   **Term 2** [ ]   **Term 3** [ ]   **Term 4** [ ]

6. IS A SUPPORT GROUP REQUIRED TO BE ESTABLISHED?

Yes [ ]   **No** [ ]

7. CHECKLIST OF SUPPORTING DOCUMENTATION PROVIDED

Parent/Guardian report/letter (if necessary) [ ]

Confidential teacher/coordinator's report [ ]

Student's signed statement of reasons for application [ ]

Qualified medical practitioner report/letter [ ]

Psychologist report/letter (if necessary) [ ]

Other reports/letters (if necessary) [ ]

Student's signature: _____   Parent's signature: _____
Teacher's signature: _____   New date for the outcome task: ___/___/_   Location: _____   The task will be: _____
Your application has been   accepted / rejected   Signature of Area Manager/Supervisor: _____

I accept the opportunity to complete/re-do the above assessment task/SAC and acknowledge notification of the date, time and location of the test.

Student's signature: _____   Date: _____

VCE Student Handbook 2024

Absence Note

TO THE TEACHER OF ....
Student's name

LANGUAGE .... **CLASS** ....

I, ...
Parent's name (Please print.)

Parent/Guardian of ....
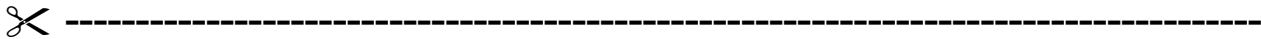*Student's name (Please print.)*

I wish to advise that the above student was absent because ....

....

....

Date(s) of absence: ....

Signature of Parent/Guardian: .... Date: ....

Is a medical certificate attached?   **Yes** ☐   **No** ☐   *(Tick one box)*

✂ --

Withdrawal from a VCE unit

> **If you want to withdraw from a VCE unit you must do so at your Home School.**
> **This note is to inform the VSL (assessing school) that you have completed the formalities.**

I hereby inform this Centre of the Victorian School of Languages that I have withdrawn my enrolment in the Unit(s) indicated and that I will not require an assessment in the Unit(s).

LANGUAGE: .... **VCE UNIT:** .... **CLASS:** ....

STUDENT NAME: ....

Student VCAA Number: ☐☐☐☐☐☐☐☐☐☐☐☐

Student Home School: ……………………………………………………………………………

Signature of Home School VCE Coordinator: ....

Student signature: .... **Exit Date:** ....

Area Manager Signature: ....