

# VCE Policy 2026

Box Hill High School



This document outlines the administrative arrangements that apply to the VCE at Box Hill High School

**Last edited and approved December 2025**

## CONTENTS

<b><u>VCE STRUCTURE</u></b>	<b>Page 3</b>
VCE Vocational Major (VCE VM)	Page 3
<b><u>COURSE STRUCTURE AT BOX HILL HIGH SCHOOL</u></b>	<b>Page 4</b>
Year 10	Page 4
Year 11	Page 4
Year 12	Page 4
External subjects	Page 4
Reduced courses	Page 5
<b><u>ELIGIBILITY</u></b>	<b>Page 5</b>
Satisfactory completion	Page 5
Non-satisfactory completion	Page 6
Redemption	Page 6
J result	Page 6
<b><u>SCHOOL-BASED ASSESSMENT: SACs</u></b>	<b>Page 6</b>
SAC rules and conditions	Page 7
Feedback on School-assessed Coursework	Page 7
Process for missing a SAC	Page 7
Students who miss a SAC without an approved absence	Page 7
<b><u>SCHOOL-BASED ASSESSMENT: SATs</u></b>	<b>Page 8</b>
Satisfactory completion	Page 8
Feedback on SATs	Page 8
Extension of time	Page 8
<b><u>UNSCORED VCE</u></b>	<b>Page 9</b>
<b><u>AUTHENTICATION</u></b>	<b>Page 9</b>
Plagiarism	Page 9
Levels of assistance	Page 9
VCAA Examination Rules	Page 10
Mobile phones and other electronic devices	Page 10
Investigation process	Page 10
Penalties	Page 11
<b><u>ATTENDANCE</u></b>	<b>Page 11</b>
Attendance requirements	Page 11
Study periods	Page 12
<b><u>SPECIAL PROVISION</u></b>	<b>Page 12</b>
How to apply	Page 12
Classroom learning and School-based Assessments	Page 13
Special Examination Arrangements	Page 13
Derived Examination Score	Page 14
<b><u>SPECIAL ENTRY ACCESS SCHEME</u></b>	<b>Page 14</b>
<b><u>SUBJECT ELIGIBILITY</u></b>	<b>Page 15</b>
English as an Additional Language (EAL)	Page 15
Chinese Second Language and Chinese Second Language Advanced	Page 15
<b><u>EXAMINATIONS</u></b>	<b>Page 16</b>
Year 11 Exams	Page 16
Year 12 Exams	Page 16
<b><u>HOMEWORK</u></b>	<b>Page 16</b>
<b><u>TEACHER RESPONSIBILITIES</u></b>	<b>Page 17</b>

# VCE Policy

## Box Hill High School

---

*The purpose of this document is to provide information to students and parents about the administration of the Victorian Certificate of Education. The VCE is administered and overseen by the Victorian Curriculum and Assessment Authority (VCAA). This policy is derived from the VCAA's Administrative Handbook. Box Hill High School's VCE Policy has been created in line with the VCAA's requirements for the successful completion of the VCE and the school's commitment to academic excellence.*

*All students should ensure they are familiar with the contents of this document as well as the VCAA information on the VCE and their individual VCE and VET subjects. This student specific VCAA information can be found at <https://www.vcaa.vic.edu.au/studentguides/myvce/Pages/Index.aspx>.*

## VCE STRUCTURE

VCE subjects are structured into Units 1-4. Typically, students complete Units 1 & 2 subjects in Year 11 and Units 3 & 4 subjects in Year 12. Each unit takes place over the course of one school semester. Every VCE unit is organised into Areas of Study. Within each Area of Study students are required to meet a number of outcomes. Teachers are required to assess and report on every outcome.

To be eligible for the VCE, students must obtain satisfactory (S) results for 16 units, including:

- Three units from the English group (English, EAL, English Language or Literature), including a Unit 3-4 sequence
- Three Unit 3-4 sequences, which can include further sequences from the English group

Students doing Units 3 & 4 subjects complete internal (school-based) and external (administered by the VCAA) assessments which provide students with a study score out of 50 for each of their subjects. Students who successfully complete the VCE will be provided with an ATAR (Australian Tertiary Admission Rank) score, which is calculated by the Victorian Tertiary Admissions Centre (VTAC) on the basis of a student's top six study scores. The ATAR is a percentile ranking between 0.00 and 99.95 and is used for direct enrolment into tertiary institutions after Year 12.

### VCE Vocational Major (VCE VM)

Students at Box Hill High School can choose to complete the VCE VM. The VCE VM is a vocational and applied learning program within the VCE designed to be completed over two years. Students must still complete the required 16 units to receive their VCE. They study the following subjects from Units 1-4.

- Literacy (or VCE English units)
- Numeracy (or VCE Mathematics units)
- Personal Development Skills
- Work Related Skills

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

While students still receive their VCE upon satisfactory completion of the 16 units, they do not receive an ATAR score, meaning they are not eligible for entry into most university courses upon VCE completion. The VCE VM prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

## **COURSE STRUCTURE AT BOX HILL HIGH SCHOOL**

### **Year 10**

Box Hill High School encourages all students who are willing and able to commence their VCE at Year 10. A typical Year 10 student's course is as follows:

- Year 10 English (full year)
- Year 10 Maths (full year)
- Year 10 Science (full year)
- Year 10 Programs (full year)
- 4 x electives (semester subjects)
- 1 x VCE Units 1 & 2 subject (full year)

GAPP students are permitted to study up to three VCE Units 1 and 2 subjects in Year 10 with permission from the school. Mainstream students of exceptional ability who have achieved considerable academic success in Year 9 may be granted special permission to study two VCE Units 1 and 2 subjects in Year 10.

### **Year 11**

Students are required to complete six VCE subjects in Year 11, including one from the English group and the continuation of any accelerated subjects (Units 3 & 4). Mainstream students can complete one Units 3 & 4 subject and GAPP students and Mainstream students of exceptional ability can complete two Units 3 & 4 subjects in Year 11.

### **Year 12**

Students are required to complete five VCE subjects in Year 12, including one from the English group.

### **External subjects**

Box Hill High School students are encouraged to study Vocational Education and Training (VET) subjects and subjects offered through external institutions that are not offered at Box Hill High School. Students should contact the Head of Senior School if they wish to study at institutions such as VSL, CHES, VSV or universities.

Students are only eligible to complete one external subject per year. This subject will count towards a student's total course load, and they will therefore complete one fewer subject at Box Hill High School. A study period will occur in its place.

### **Reduced courses**

Students in Years 11 and 12 may be eligible to complete a reduced course if they experience exceptional circumstances. These circumstances include:

- Previous high achievement in two Units 3 & 4 subjects (two 35+ study scores)
- Disability or medical conditions
- High-level involvement in extra-curricular activities
- Difficult circumstances
- Significant language barrier

The decision to reduce a student's course load will be made by the Head of Senior in conjunction with the student's parents or carers and any other relevant individuals. Applications for a reduced course load must be submitted in writing and evidence may be required for the application to be approved.

## **ELIGIBILITY**

Eligibility for the VCE is based on satisfactory completion of units. 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, or 'coursework') 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 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.

The VCE is designed to cater for all students entering post compulsory education, and students should be able to attain satisfactory completion with fair and reasonable effort.

### **Satisfactory completion**

To achieve a satisfactory (S) result for a unit, students must:

- Complete all set coursework to the required standard as described in the learning outcomes for the unit
- Complete all school-based assessments to the required standard as described in the learning outcomes for the unit
- Submit all work on time
- Meet the attendance requirements as outlined in this policy
- Meet the authentication requirements as outlined in this policy

### **Non-satisfactory completion**

A non-satisfactory (N) result is awarded when:

- The student has not completed 90% of all set coursework to the required standard as described in the learning outcomes for the unit
- The student has not completed all school-based assessments to the required standard as described in the learning outcomes for the unit
- The student fails to meet the deadline for coursework submission
- The student does not meet the attendance requirements outlined in this policy
- There has been a breach of VCAA or school rules, including SAC absence rules and authentication requirements

### **Redemption**

Redemption is the process of converting a non-satisfactory grade (N) to a satisfactory grade (S).

- Students are entitled to a redemption opportunity to demonstrate they can achieve the outcome(s) assessed in their coursework and their school-based assessments.
- The redemption opportunity will include a modification of the original task or a modification of the conditions under which the task takes place. This is a task that has been agreed upon by the teaching team prior to the original assessment taking place and will be provided to all students who did not achieve a satisfactory result.
- The class teacher will inform parents and the Year Level Coordinator, via chronicle, that the student has not satisfactorily completed the coursework or assessment task and is being offered an opportunity to redeem.
- If a student receives an N for a school-based assessment task (SAC or SAT), the student is entitled to a redemption opportunity as per the conditions above. If they meet the requirements of the outcome(s) in the redemption task, their original graded assessment result will still be used, but their N will be converted to an S.

### **J result**

If a student is no longer attending a unit but they have not officially withdrawn, the symbol J (instead of S or N) will instead be submitted to the VCAA for reporting purposes. A J result can only be submitted if the student has not submitted work for assessment. A J result is not reported on a student's statement of results, unlike S and N results, but it is treated as equivalent to an N result by VTAC.

## **SCHOOL-BASED ASSESSMENT: SACs**

There are two forms of school-based assessment for VCE Units 3 and 4 (excluding VM). School-assessed coursework (SAC) consists of a set of tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study designs of their subjects. Schools provide a score for each component of coursework specified in the study design. These scores are moderated against external assessment tasks to partially determine their ATAR score.

All students have the right to complete their School Assessed Coursework (SAC) tasks under the same conditions to demonstrate achievement of the learning outcome(s) for satisfactory completion.

### **SAC rules and conditions**

- Students will be able to access a SAC calendar on Compass at the beginning of the year detailing the date or week of each SAC.
- Conditions are strictly common for all classes of a subject.
- Students will receive an outline of the nature of the task prior to the commencement of the SAC including the marking scheme and SAC criteria.
- Students must only bring materials that have been authorised by the teacher to the SAC.
- Students must not bring mobile phones, smart watches, or any other unauthorised electronic devices to the SAC or they must be placed on the supervisor's desk prior to the commencement of the SAC.

### **Feedback on School-assessed Coursework**

- Students are provided with the marking scheme or criteria sheet.
- Teachers are to provide students and their parents/carers with a provisional result after marking, however this is subject to change in the external review process.
- Teachers are to provide students with both quantitative and qualitative feedback, which can be in one of many different forms.
- In a case where a SAC is being used to determine satisfactory completion of a unit, a student who has not demonstrated satisfactory understanding of the outcome(s) in the SAC will be offered an opportunity to redeem their S/N result. The student's original SAC score will not change.

### **Process for missing a SAC**

Students are required to complete each SAC or coursework task on the date and time specified by the teacher. Students who are absent at the time of a scheduled SAC are required to:

- Contact (Teams is preferred) the Year 12 Coordinator or Head of Senior School on the day of the absence.
- Provide a medical certificate to the Senior School Office on the day of their return to school if the SAC absence is due to illness or injury.
- If the student's absence is approved, then they will be given the opportunity to reschedule the SAC and they will be graded normally.
- The student may be given a different SAC or Outcome task to ensure no prior knowledge of the task was obtained.
- Students must reschedule their SAC with the Senior School Office at the earliest practicable time, **on the day they return from illness**. They must be prepared to complete the task at the first opportunity upon their return to school.

### **Students who miss a SAC without an approved absence**

- If a student misses a SAC, a result of Not Assessed (NA) will be recorded until the student completes the task.
- The student will be given the opportunity to reschedule the SAC but their mark will be adjusted by the teacher to reflect the advantage of having additional preparation time.
- The student may be given a different SAC or Outcome task to ensure no prior knowledge of the task was obtained.
- If the student does not complete the task before assessment scores are submitted to the VCAA, their NA result will be submitted and they will not receive a score for that outcome.

## **SCHOOL-BASED ASSESSMENT: SATs**

School-Assessed Tasks (SATs) are set by the VCAA for a select group of subjects and generally involve an extended project or folio work. To satisfactorily complete particular units of work in these subjects, students must demonstrate achievement of the learning outcomes assessed by the SAT.

### **Satisfactory completion**

Satisfactory completion of SATs includes the following conditions:

- The work meets the required standard as described in the outcome
- The work is submitted on time, by 3:30 PM on the due date
- The work is clearly the student's own and has been regularly verified as the work has been produced as part of the authentication process
- There has been no breach of VCAA or school rules

N.B.: A medical certificate for illness or injury on the submission date of a SAT will not suffice. It is the responsibility of the student to organise delivery of the work by the due date. In the case of an emergency, students should contact the Senior School Office.

### **Feedback on SATs**

- SATs are subject to external review by the VCAA
- Teachers will provide students with a provisional result after marking, however this is subject to change in the external moderation process

### **Extension of time**

Extension of time is interpreted as the granting of extra time beyond that normally allocated to the SAT. Unlike redemption, the work completed in extension time is marked. Extra time is only granted in cases of significant hardship or other exceptional circumstances. The decision to grant an extension is made by the class teacher and in collaboration with the Head of Senior School.

The procedure for an extension is as follows:

- Students complete an extension form obtained from their class teacher
- Applications must be made in writing at least three days before the SAT due date
- The application will be processed, and the student will be informed of the result
- No more than three days extension will be granted

### **Absence on the day of a SAC**

Students are not permitted to complete a school-based assessment task if they take a part-day or full-day absence on the day of the assessment. If students have an Outcome or SAC, either after school or during the school day, and they are unfit to attend school, they must obtain a medical certificate that states they are unfit to attend school that day. Following this, they must see the Senior School Office to reschedule the SAC at their earliest convenience. This process is to ensure that assessment conditions remain fair to all students, and that no students take time off on the day of an assessment to obtain additional preparation time.

## UNSCORED VCE

Typically, Box Hill High School students undertake scored assessment as part of their VCE. This means that they receive study scores for their subjects and an ATAR on completion. Scored assessment provides a more detailed record of achievement and is the best way to maximise a student's chances and pathways to further education and training. However, students can complete Units 3 & 4 subjects without being scored for graded assessments, which calculate their study score. If a student is certain that they do not wish to pursue a tertiary pathway in the year following their graduation from Box Hill High School, and it is best for their health and wellbeing that they are not scored on their assessments, they may complete an unscored VCE. These students must still complete all set coursework and school-based assessment to the required standard as described in the learning outcomes for the unit to receive S results and be eligible for their VCE, but they can do so without any scores being reported to the VCAA.

A student who is considering completing an unscored VCE should discuss this with the Head of Senior School. A meeting will take place with the student and their parents/carers to determine if this is the best course of action in relation to their future pathways and current health and wellbeing status. Students and their parents/carers must sign an unscored VCE declaration form and the student's teachers will be informed of their decision.

## AUTHENTICATION

### Plagiarism

Students must submit work that is clearly their own. Apart from reference to source material, no part of a student's work may be copied from any other person's work. To attest the work is genuinely that of the student, teachers and students will observe the following procedures:

- Teachers will monitor the development of tasks in class, by sighting plans and drafts of students' work and keeping records of their progress, where appropriate
- Students are expected to retain appropriate documentation of the development of tasks. Students may be requested to present such documentation to prove authenticity of work.
- A teacher may ask a student to demonstrate their understanding of a task to ensure authenticity.
- Students may be required to submit a declaration stating that their work is their own.
- Work will only be assessed when the teacher can attest that, to the best of their knowledge, the work is the student's own.
- Students must not submit the same piece of work for assessment in more than one subject.
- AI should not be used in SACs or coursework, unless teacher-directed.

### Levels of assistance

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or notetaking), but 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.

Unacceptable levels of assistance include:

- Use or, or copying of, another person's work or other resources without acknowledgement. This includes text copied from sources of artificial intelligence.
- Actual corrections or improvements made or dictated by another person

### **VCAA Examination Rules**

Students must be familiar with both Box Hill High School's written examination rules and the VCAA's examination rules, which are outlined at <https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx>. The relevant rules apply to all SACs and Outcomes conducted at Box Hill High School.

### **Mobile phones and other electronic devices**

Electronic devices capable of storing, receiving or transmitting information or electronic signals are prohibited in VCAA examinations, SACs, SATs and Outcomes. Prohibited devices include but are not limited to mobile phones, computerised watches, Bluetooth headphones, recorded music and video players, organisers, and electronic translators and dictionaries.

Supervisors are empowered under VCAA rules to confiscate these devices when they are found in the possession of students in examinations. The devices will be held by the student's school or the VCAA for such a time as is necessary to complete any investigations into alleged breaches of rules involving those devices.

At Box Hill High School any student found in possession of a mobile phone or electronic device during a SAC will:

- Have the mobile phone or electronic device handed to their Year Level Coordinator
- Face an investigation as per the breach of VCAA rules outlined under the 'VCAA Examination Rules' section
- Face further disciplinary measures as determined by the Senior School

### **Investigation process**

If an issue of authentication arises, staff and any student witnesses are to notify the Head of Senior School and an investigation may take place.

If the student is suspected of plagiarism or breaching VCAA examination rules during a school-based assessment task, the following process will occur:

1. Two staff members will be appointed: an investigator and a decision-maker.
2. The investigator compiles relevant evidence, including from the student, witnesses, and the supervising staff member.
3. 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.
4. The student's parents will be informed of the breach.
5. 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 onus is on the student to prove that their work is their own by doing the following:
  - a. provide evidence of the development of the work
  - b. discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work

- c. provide samples of their other work
  - d. complete, under supervision, a supplementary assessment task related to the original task.
6. 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.
  7. 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.
  8. 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.
  9. 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.

### **Penalties**

The school can impose any of the following penalties for plagiarism or collusion, or for a breach of VCAA or school rules. The penalties apply to the student who has breached as well as any student who has knowingly assisted the student to breach.

- A verbal or written warning
- A refusal to consider the student's work but an opportunity for the student to resubmit the work
- Refusal to accept 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 of the unit
- Refusal to accept any part of the work, awarding an N for the outcome

## **ATTENDANCE**

Box Hill High School requires students to be punctual and attend all classes with appropriate materials and set preparation completed so that teaching and learning can be effective, and student achievement is maximised.

### **Attendance requirements**

VCE students must attend a minimum of 90% of scheduled classes for each VCE unit. Students who do not attend at least 90% of classes are at risk of receiving a non-satisfactory result (N) for the unit. A VCE student's absence from class will be deemed either an approved absence or an unapproved absence. Approved absences will not be counted as a missed class and will therefore not affect their attendance rate.

Approved absences include:

- Those covered by a medical certificate or statutory declaration
- Those caused by the student's participation in another aspect of Box Hill High School's educational program (such as for sport, music, or an excursion or camp)
- Those approved at the discretion of the Year Level Coordinator or Head of Senior School

Unapproved absences include:

- Absences covered by a parent or guardian note, but without a medical certificate
- Holidays taken during school time
- An absence from a whole school activity
- Lateness to class. Teachers may agree to let the student enter the class, at which point the student will be marked as late and not absent. If a student is late to their first lesson of the day, they need a late pass from the Compass kiosk to be allowed into class.

Where a student fails to meet the attendance requirements over the course of a unit, they will be required to meet with their Year Level Coordinator and Head of Senior School to discuss their enrolment at Box Hill High School and pathway options. Participation in sporting events is encouraged, however due to the interference this may have with scheduled classes, Senior School students are limited to participating in two interschool sporting events or teams in a year. If a student wishes to participate in additional teams or events, they may do so with the approval of their Year Level Coordinator.

### **Study periods**

- Students are required to remain on school grounds between their first and last scheduled classes for the day. Consequences will apply if a student leaves school premises during these times.
- Study periods may be spent in the following places on school grounds: the Year 12 study centre, the library, and with permission, other designated areas. Study periods may be used for study only.

## **SPECIAL PROVISION**

Special Provision ensures 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 is available to students for the following:

- Classroom learning
- School-based assessment
- VCE external assessments, including:
  - Special Examination Arrangements
  - Derived Examination Scores

Students do not have grounds for Special Provision if they:

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

### **How to apply**

The Head of Senior School is the first point of contact regarding Special Provision. They can provide advice on which type of Special Provision a student should access based on the nature of the student's condition and liaise with the VCAA accordingly.

The school must be informed in writing of any permanent disability at the very beginning of the year (end of February at the latest). Medical documentation must be included.

The school must be informed in writing of any request for consideration based on family circumstances or ill health as soon as reasonably possible. If the request is based on medical grounds, it must be accompanied by documentation from a medical professional and signed by a parent or guardian. A parent or guardian may be asked to attend an interview to discuss the request.

### **Classroom learning and School-based Assessments**

Box Hill High School may approve special provision for classroom learning and School-based Assessments to enable students with a disability, illness, impairment or a personal circumstance to demonstrate what they know, and to participate in classroom learning and/or School-based Assessments. Where appropriate, alternative assessment strategies may be used. These may include:

- Allowing the student to undertake the task at a later date
- Allowing the student extra time to complete the task
- Substituting or replacing one task with another
- Using technology to complete the task
- Deriving satisfactory completion or scores from other assessments

Special provisions for classroom learning for students with a disability will be made through their Individual Education Plan (IEP). Prolonged absence from school or study is not itself grounds for special provision. The usual provisions granted in this category may include a three-year VCE or a reduction in units of study.

The decision on whether to approve special provision for classroom learning or School-based Assessment is made by the school and will be based on a range of appropriate sources including teacher observations, professional testing and reports or educational assessments, and will be reviewed regularly.

### **Special Examination Arrangements**

Special Examination Arrangements are available to students studying at least one Unit 3 and 4 subject with disability, illness or other circumstances that affect their ability to access external examination/test questions and communicate their responses in a timed assessment. Special Examination Arrangements applications are made by the school on behalf of the student, and require multiple forms of evidence to be approved by the VCAA, which occurs on a case-by-case basis.

Box Hill High School will apply these exam arrangements to the SAC conditions of students for whom the school makes a formal application to the VCAA.

Types of Special Examination Arrangements include rest breaks, extra working time, a separate room, use of computers or other technology, readers, scribes and clarifiers.

Emergency Special Examination Arrangements are also available for students who experience illness, impairment or exceptional personal circumstances immediately preceding or during the VCAA examination period.

Further information can be found here: <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/SpecialExaminationArrangements.aspx>.

### **Derived Examination Score**

A Derived Examination Score (DES) is available for students who experience the onset of an illness or the occurrence of an injury or personal trauma before or during a VCE external assessment period and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study. If their application is approved, a DES will be calculated by the VCAA. The purpose of a DES is to ensure that a student's final result for an external assessment reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

DES is not designed to be used to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year.

## **SPECIAL ENTRY ACCESS SCHEME (SEAS)**

SEAS applications are handled by the Victorian Tertiary Admission Centre (VTAC) for tertiary entrance purposes. Year 12 students are eligible to apply for this if they experience continuing personal circumstances that affects their achievement. It is designed to make sure tertiary institutions get a sense of a student's full potential and enables them to consider the circumstances they have experienced and their impact on their studies.

Students can apply under one or more of the following categories:

- Category 1: Personal information and location
- Category 2: Disadvantaged financial background
- Category 3: Disability or medical condition
- Category 4: Difficult circumstances

Students who wish to apply for SEAS are encouraged to discuss their application with the Careers Coordinator, the Wellbeing Team or the Senior School Office, as an impact statement may be required from a member of staff. All students at Box Hill High School are encouraged to apply for Category 1 so that prospective institutions can take into account their personal information such as their gender, background, and family history at university.

More information on SEAS can be found at <https://vtac.edu.au/access/seas.html>.

## SUBJECT ELIGIBILITY

### English as an Additional Language (EAL)

To study Units 3 & 4 EAL, students must apply for EAL status. Each student is required to submit an *Application for enrolment in English as an Additional Language Units 3 and 4* form to the school in the year before commencing the subject (Year 11). This form will be provided by the school. The student's EAL status will be assessed by the Principal's Delegate (Head of Senior School) and submitted to the VCAA. Students who apply for EAL status must meet the criteria below, for which they need evidence, including passport details and movement records from the Department of Immigration.

- The student must not have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 & 4 EAL
- The student must not have been enrolled in schools where English has been their predominant language of instruction for a total period of seven years or less over the period of their education

### Chinese Second Language (CSL) and Chinese Second Language Advanced (CSLA)

To study Units 3 & 4 CSL or CSLA, students must submit an *Application for enrolment in Chinese Second Language Units 3 and 4 or Chinese Second Language Advanced Units 3 and 4* form in the year before commencing the subject. This form will be provided by the school. After submitting the form and the relevant evidence of their Chinese language status, the Principal's Delegate (Head of Senior School) will determine which Chinese language subject the student is eligible for. This form will be sent to the VCAA for review before the student is able to enrol in the subject. Evidence includes but is not limited to passport details and movement records from the Australian Department of Immigration.

### Chinese Second Language

A student is NOT eligible for CSL if they have had either:

- 12 months or more education in a school where Chinese is the medium of instruction, or
- 3 years (36 months) or more residence in any of the VCAA nominated countries or regions, including China, Taiwan, Hong Kong or Macau.

### Chinese Second Language Advanced

A student is eligible for CSLA if:

- They have had no more than seven years of education in a school where Chinese is the medium of instruction
- The highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school

All other students who wish to complete VCE Chinese will be eligible for Chinese First Language.

## EXAMINATIONS

### Year 11 Exams

All Year 11 students are expected to complete an exam for each of their Units 1 & 2 subjects during specified examination periods at the end of semesters one and two. These exams take place at Box Hill High School and their primary purpose is to prepare Year 11s for VCAA examinations. Year 11s who are completing a Units 3 & 4 subject will also be required to complete practice exams and VCAA external examinations for their subject.

### Year 12 Exams

Students completing Units 3 & 4 subjects will be required to complete all VCAA external examinations, including written examinations and any performance or oral examinations for specified subjects. The VCAA examination timetable is released in May each year. Students are also required to complete the General Assessment Task (GAT) during each year they undertake a Units 3 & 4 subject. More information about the GAT can be found here:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/index.aspx>.

Box Hill High School students doing a Units 3 & 4 subjects are also required to do a practice exam for each of their subjects during the specified practice exam period in the term 3 holidays. The purpose of these exams is to practice undertaking exams under VCAA exam conditions and for students to receive feedback from their teachers on the performance before the VCAA examination periods.

## HOMEWORK

Box Hill High School regards homework as a vital component of every student's education. Homework includes all work to be completed outside of class time as specified by the teacher, as well as any revision of materials done by the student throughout the year. Specifically, homework is used:

- To develop students' responsibility for their school work
- To facilitate the development of organisational skills and good work habits
- To complement and reinforce what is done in class
- To foster independent learning

A student with good organisation and resources should average:

- **Year 10:** 1-2 hours per weeknight and 2-4 hours on the weekend
- **Year 11:** 2 hours per weeknight and 4-6 hours on the weekend
- **Year 12:** 2-3 hours per weeknight and 6-8 hours on the weekend

## TEACHER RESPONSIBILITIES

At the start of each year all students should be informed in writing of the following:

- How to submit work
- Timelines and deadlines for completing work
- Procedures for obtaining an extension of time
- Dates of all SACs throughout the year

At the start of each unit students should be informed in writing of the following:

- All the work they need to do to achieve a satisfactory result (S) for that unit

Throughout the year teachers will do the following:

- Provide students with an outline of the nature of all SACs prior to the commencement of the SAC including the marking scheme
- Provide adequate revision materials for all SACs including a practice SAC
- Ensure SAC conditions are strictly common for all classes of a subject
- Avoid prior knowledge of SAC questions to ensure fairness and equity for all students. Where there is more than one class of a particular study in the school, SAC tasks should be assessed at the same time. This will usually mean they will be held after school.
- Use cross marking to moderate assessment across studies with more than one teacher.
- Ensure students understand if a teacher provides students with a provisional grade after marking that this is subject to change in the external review process.
- Report on students' SAC results through Compass Learning Tasks.
- A redemption task is administered for students who do not demonstrate satisfactory knowledge in authenticated coursework and SACs.
- Provide an authentication task in the event of student misconduct during a SAC.