



# VCE and VCE VM Assessment Policy 2026

PERSISTENCE · EXCELLENCE · COMMUNITY · RESPECT

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## Purpose

At Patterson River Secondary College, our purpose is to provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best.

We value:

- Persistence
- Excellence
- Community
- Respect.

Underpinning our purpose and values is our College motto: Achieving excellence together.

Consistency and fairness of assessment practices are imperative at the VCE level, as the judgements teachers make directly impact on students' future opportunities. The purpose of the Patterson River Secondary College VCE and VCE VM Assessment Policy is to ensure school-based practices align with expectations outlined by the VCAA, enhance consistency and ensure expectations are explicit for students. It is essential that staff have a copy of their subject's [Study Design](#) and VCAA Advice for Teachers before the year commences and that they adhere closely to the policy and procedures outlined in this document. Assistance in understanding and implementing the VCE Assessment Policy can be obtained from the Senior School Manager, the VCE VM Program Manager, Year 11 and 12 Year Level Coordinators and the Assistant Principal: Curriculum Operations.

Core to our work as teachers at Patterson River Secondary College should be a drive to motivate students to achieve their personal best. At VCE level, teachers are working towards the College's improvement agenda to enhance VCE median study scores to at or above state mean. A consistent and fair assessment policy in line with requirements set by the VCAA is one of many actions to achieve this.

## Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is generally completed over two years, but it can be completed across up to seven years.

The VCE can incorporate a combination of both Victorian Curriculum and Assessment Authority (VCAA) curriculum components (VCE studies) and up to a maximum of two Vocational Education and Training (VET) qualifications. Each VCE study is typically designed to provide a two-year program.

Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes.

Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are detailed in the VCE study designs for subjects offered at Patterson River Secondary College.

Levels of achievement for Units 1 and 2 are determined by schools and not reported to the VCAA. Levels of achievement for Units 3 and 4 sequences are assessed using School-based Assessment and external examinations. Each VCE study has three graded assessment components: either one School-based Assessment and two examinations, or two School-based Assessments and one examination. Each of the three graded assessment components contributes to a study score out of 50.

Scored VCE VET studies have only two graded assessment components, comprising one School-based Assessment (conducted by the Registered Training Organisation offering the study) and one examination

(conducted as part of the examination period at Patterson River Secondary College). Graded assessments for VCE VET are reported on an 11-point scale as grades A+ to E or UG (Ungraded).

There is one examination period each year. The performance and oral examinations for Performing Arts and Languages studies occur in October and November and the written examinations for all subjects are held in October and November. The General Achievement Test (GAT) is conducted in June.

There are two forms of School-based Assessment for Units 3 and 4:

- School-assessed Coursework (SACs)
- School-assessed Tasks (SATs).

### [School-assessed Coursework](#)

School-assessed Coursework is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes. Schools provide a score for each component of coursework specified in the study design. The 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 GAT may also be used in statistical moderation.

### [School-assessed Tasks](#)

School-assessed Tasks are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The 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 GAT may also be used in statistical moderation.

## [Victorian Certificate of Education Vocational Major \(VCE VM\)](#)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals.
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

## [Eligibility for awarding the VCE and VCE VM](#)

The VCE and VCE VM are awarded on the basis of achieving satisfactory completion of units according to program requirements, as set out in the relevant VCAA study designs. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

Students are required to demonstrate achievement of study outcomes. For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include school-based assessment tasks that are designated for the study. School-based assessment is generally used to determine both satisfactory completion of the unit and assessment for a study score (VCE only). However, it is not a requirement that these be scored for the student to be eligible for the VCE.

A student may be eligible for the award of the VCE where they have submitted school-based assessment tasks for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not sat examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the evidence of knowledge and skill proficiency provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any part of the study, a student will not have a study score calculated.

Students should be encouraged to attempt all graded assessments, wherever possible. Study for the VCE and VCE VM is normally completed over at least two years, but students may accumulate units over any number of years.

Most students in the VCE are counselled to complete 20 units. Generally, students will undertake 10 units in Year 11 and 10 units in Year 12. Some students also complete two units in Year 10, so 22 units may be completed in their VCE program.

### Minimum requirements for the award of the VCE

The minimum requirements to achieve the Victorian Certificate of Education are:

- satisfactory completion of at least 16 units
- three units from the English group, with both units at Units 3 and 4 level
- at least three sequences of Units 3 and 4 studies other than an English, which may include any number of English sequences once the English requirement has been met.

Units 1 and 2 may be completed separately (although they are usually completed as a Unit 1 and 2 sequence), whereas Units 3 and 4 must be completed as a sequence.

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of both Units 3 and 4 of an English sequence is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).

### The English requirement for the award of the VCE

The minimum English requirement is a Satisfactory Result (S) for three units from the English group, two of which must be Units 3 and 4. English units may be selected from English Units 1 to 4, English as an Additional Language (EAL) Units 3 and 4, and Literature Units 1 to 4.

No more than two units at Units 1 and 2 level selected from the English group may count towards the English requirement. At Patterson River Secondary College the English group at this level comprises English Units 1 and 2 and Literature Units 1 and 2. English Units 3 and 4 and EAL Units 3 and 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units. Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group can be credited towards the sequences other than English requirement.

### Minimum requirements for the award of the VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

### Satisfactory completion of a unit

For satisfactory completion of a VCE and VCE VM unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s assessment of the student’s overall performance on coursework and assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.

The student receives S for a unit when the school determines that all unit outcomes are achieved satisfactorily. A student must:

- produce work over the course of the unit that demonstrates achievement of the outcomes (known as ‘hurdle tasks’ – compulsory tasks designed to assist student comprehension of the key knowledge and development of the key skills as they prepare for a SAC/SAT)
- submit work on time
- submit work that is clearly their own
- complete the designated SAC/SAT for the Unit
- observe the VCAA and school rules.

The student receives an unsatisfactory result (known as an N) for the unit when one or more of the outcomes is/are not achieved because:

- the work does not demonstrate achievement of the outcomes
- the work is incomplete (missing hurdle tasks and/or missing SAC/SAT)
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules, including school attendance rules
- a decision of the VCE/VCE VM Review Panel.

The N result can be used for students who only partly complete work (hurdle tasks and the SAC/SAT) or whose attendance records breach the school requirement.

If a student is at risk of receiving an N result, the student must be informed of this prior to an upcoming assessment task and given strategies to ensure that they are best supported to meet the outcomes.

### Redeeming an N result

If, in the judgment of the teacher, coursework (hurdle tasks) and the SAC/SAT submitted by a student for the assessment of an outcome does not meet the standard for satisfactory completion as outlined in the relevant study design, the student must be offered the opportunity to redeem the result. This redemption must occur before the end of the semester the unit is offered in according to the College calendar for that school year. The student should be given specific feedback on what skills or knowledge they need to show in the redemption work to redeem the outcome.

The teacher **must** follow the below process for the redemption of a satisfactory result:

- Inform the student that they have not met the outcome.
- Inform a parent/guardian of the student either via email or phone call that the student has not met the outcome
- Advise via email, the relevant co-ordinator that the student has not met the outcome.

- Complete a Compass parent communications notification chronicle advising of contact made with parent.

The teacher may employ one or all of the following strategies for a student to redeem the learning outcome:

- require the student to complete a supplementary task as additional evidence that the student has developed the required skills and knowledge to meet the learning outcome. Any supplementary task is to be run and completed by the classroom teacher at a time agreed upon by relevant parties.
- consider coursework previously submitted as supplementary evidence that the student has met the learning outcome
- conduct an oral examination to derive supplementary evidence that the student has met the learning outcome.

In Year 11 VCE, the student's end of semester exam can also be used as evidence of student work towards an outcome.

If the student is successful then the result will be changed from an N to an S, however the student will still receive the original numerical score. A student cannot improve their numerical score by completing a supplementary task. If the student does not complete the agreed redemption task/s at the agreed times, they forfeit the right to the redemption process.

### [Assessment of VCE VM studies](#)

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

### [Certification of the VCE VM](#)

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the addition of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

### [Recognition of VCE VET programs in the VCE and VCE VM](#)

VCE VET units contribute towards satisfactorily completing the VCE and VCE VM only if no significant duplication exists between a VCE VET program and VCE studies or other VCE VET programs. If there is significant duplication, students may enrol in the VCE VET program, VCE studies or other VCE VET programs identified, however a reduced VCE VET unit entitlement will apply. Schools should refer to [VCE VET program booklets](#) for further information on the duplication between VCE VET programs and VCE studies or other VCE VET programs.

Duplication between VCE VET programs and other VET, including qualifications available through block credit recognition, will be considered when determining the amount and level of credit towards the VCE.

### 90% Minimum attendance requirement

The VCAA stipulates that a minimum attendance requirement is necessary to meet authentication rules. At Patterson River Secondary College this requirement states that students must attend at least 90% of all classes.

To record student attendance subject teachers will mark a Compass attendance roll every lesson. Overall attendance will be monitored by the Senior School Attendance Officer in collaboration with the Year Level Coordinator or VCE VM Program Leader. These staff will inform parents and students when students are at risk.

It is important that students meet the Patterson River Secondary College attendance policy requirements as outlined by VCAA. The VCE and VCE VM involve frequent deadlines for work. Some SACs specify that particular tasks must be done at the College so that student work can be authenticated and students' skills can be assessed by their teacher. Students absent from SACs must provide the appropriate documentation for their absence to be approved.

The 90% requirement does not include approved absences. Students who are absent from school without a medical certificate or for prolonged periods of time are at risk of receiving an N result for units.

Student absences are approved by the Year Level Coordinator when the required documentation is submitted to the Senior School Attendance Officer. A list of what can be deemed an approved absence is provided below:

<b>Approved reasons for absence plus required documentation</b>	<b>Unapproved reasons for absence</b>
<ul style="list-style-type: none"><li>• Illness – <i>medical certificate</i></li><li>• Funeral – <i>Parent/Guardian note at YLC's discretion</i></li><li>• Year 12 Examinations</li><li>• Medical/Dental appointments (which cannot be arranged out of class time) – <i>medical certificate</i></li><li>• Court appointments and counselling – <i>letter from court</i></li><li>• State/National representation in sport – <i>if outside school, letter from coach</i></li><li>• Licence Testing (one attempt only) – <i>receipt</i></li><li>• Approved school event, excursion, camp, extra-curricular activity or suspension</li><li>• Family holiday – only if an absence learning plan has been completed before leaving</li></ul>	<ul style="list-style-type: none"><li>• Driving lessons</li><li>• Personal issues (without further explanation)</li><li>• Family commitments</li><li>• SAC/SAT preparation or completion of work due in other subjects</li><li>• Part time work commitments</li><li>• Sleeping in or missing the bus</li><li>• Car or bike breakdown</li><li>• Truancy</li><li>• Supporting upset friends or timetable mix-ups</li><li>• Centrelink appointments</li><li>• Note from parent or guardian</li></ul>

The onus is on the student to obtain and submit medical certificates and other documentation to support absences to the Senior School Attendance Officer. A statutory declaration can be used as documentation for approved absence provided it is submitted and approved within one week of the return of the student to school.

### Attendance at school and for SACs

All VCE and VCE VM units require approximately 50 hours of class time. A student needs to attend sufficient class time to complete work in the presence of the subject teacher so the work can be authenticated as their

own. As stated above, the school has set minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to record an N result for a unit, the unit teacher must assign an N for those outcomes the student has very low attendance for and this results in an overall N for the unit.

The decision to award an N result for a unit should be made in collaboration with the relevant Year Level Coordinator or the VCE VM Program Manager. They will make a recommendation to the Principal regarding a student's breach of the 90% class attendance rule. The VCE Review Panel will then decide whether to award the student an N for the unit.

When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessment. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the Application for Special Provision for School-based Assessment and Unit Completion form and retain this at the school together with the supporting evidence.

#### [Consequence for unapproved absence from a SAC or SAT](#)

Student will be awarded 0 (zero) towards their study score for that school assessed coursework task and required to sit a supplementary task to achieve an S for the unit. If the student does not complete a supplementary task, the student may be at risk of receiving an N for the outcome and therefore the unit.

#### [Student does not present for the SAC or SAT](#)

The student's teacher will notify the Year Level Coordinator when a student does not present for a SAC/SAT by completing the Year 11/12 Missed VCE SAC Assessment Chronicle entry in Compass for the student on the day the SAC has been missed. A copy of the missed SAC with appropriate details of the requirements for the SAC must be given to the relevant Year Level Coordinator on the same day.

Where there is an approved absence from a SAC or SAT the student will be provided a new time to complete it so that the work can be assessed for satisfactory completion of the outcome and be eligible to receive a numerical grade for that SAC.

The student will be given one opportunity to complete the task. The SAC/SAT must be completed within three school days of approval being granted by the Year Level Coordinator during either Tuesday or Thursday afterschool SAC redemption time. Students do not have the option to complete SAC redemption in their study periods.

#### [Authentication of work](#)

##### [Student responsibilities](#)

Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts, until further evidence is provided. Students must ensure that all unacknowledged work submitted for coursework assessment is their own work.

Students must acknowledge all resources used. This includes:

- Text, visual and source material
- Name(s) and status of any person(s) who provided assistance and the type of assistance provided.
- Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

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

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgement
- actual corrections or improvements made or dictated by another person
- use of generative AI to formulate answers submitted for assessment.

Students must sign a Declaration of Authenticity only for those coursework tasks that include work done outside of class. This declaration states that all unacknowledged work is the student's own. Students who knowingly assist other students in a Breach of Rules may be penalised.

Any student work that cannot be authenticated will be referred to the Senior School Review Panel.

### Teacher responsibilities

In considering whether a student's work is genuinely their own, teachers will consider whether the work:

- is not typical 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.

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student's own. Teachers must retain the original of the final version of the student's work until notified by the relevant Year Level Coordinator.

### Teacher assistance for School-assessed Tasks

Teachers are required to provide feedback to students on work in progress for a SAT. These are to be noted on the Authentication Records form. All changes made in the various stages of development of a School-assessed Task must represent the student's own work. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies. However, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, students' drafts or productions or folios
- providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

### At Risk Students

If a classroom teacher believes that a student is at risk of not successfully completing their VCE or VCE VM units the Senior School Manager or VCE VM Program Manager needs to be informed immediately. The Manager will also contact parent/s to inform them that their child is at risk of receiving an N for an Outcome and the Unit. The teacher must also make contact with the parent. Any incomplete work or work that is not completed will also be entered on Compass so that a record of the student's progress (or lack of progress) is kept. The Year Level Coordinator must also be informed.

## Senior School Review Panel

A student will be required to appear before the Senior School Review Panel for the following reasons:

- The student is not meeting the minimum attendance requirements.
- The student is deemed at risk of not satisfactorily completing a unit.
- The student has submitted work that cannot be authenticated.
- The student has committed a serious breach of the VCAA Assessment guidelines.

The student will receive letter outlining the reasons for appearing before the Senior School Review Panel. A copy of this letter is included as Appendix 5 to this Policy.

The student is allowed to bring a nominated advocate to a hearing before the Senior School Review Panel.

The Senior School Review Panel must contain two or more of the following people:

- Principal
- Assistant Principal
- VCE Leader or VCE VM Program Leader
- Year Level Coordinator.

The Senior School Review Panel may make any decision as per the letter attached to the Appendix.

## Administration of records

All VCE, VCE VM, GAT and VET student assessment records are to be entered by the VASS Administrator.

Students enrolled in VCE, VCE VM and VET at Patterson River SC must complete a VCAA Student Personal Details form, which is used to input or verify information on the VCAA's student assessment database known as the Victorian Assessment Software System (VASS).

At various times authorised employees at Patterson River Secondary College and the VCAA may access the students' information to manage the enrolment records and to accumulate required assessment records. Approved Patterson River Secondary College employees may also extract student personal information from VASS and process this to provide advice to teachers and school administration on educational outcomes and the efficacy of teaching approaches. Personal information so extracted, and its management, becomes the responsibility of the school and the provisions of the PDP Act.

The VCAA uses assessment data to generate final results for students. These results are reported to students and are the basis for certification for VCE.

Student personal information for VCE, VCE VM and GAT and final VCE, VCE VM, VET and GAT results are disclosed to the Victorian Tertiary Admissions Centre (VTAC) for calculation of Australian Tertiary Admissions Rankings (ATARs) and processing of applications for tertiary selection. A student will consent to the release of this personal information when they complete an on-line VTAC application. The VTAC also includes the information provided by the VCAA into its CourseLink database - a password protected, interactive, web-based program enabling VCE and VCE VM students to access their own individually tailored career and course options.

VCE, VCE VM, VET and GAT students completing Student Personal Details forms for their enrolment also may, depending on the nature of their enrolment, provide personal and sensitive information related to their Overseas Student Status, any hearing impairment they may have, their status as Aboriginal and Torres Strait Islanders, and whether they speak English as a Second Language. The 'VCAA Collection Notice for Students', provided at the point of collection, notes the purposes for which this information is collected.

## VCAA Special Provision

Special Provision provides students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Although there is no limit on the period of time allowed for a student to achieve the VCE or VCE VM, 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 provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

Students granted special provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCE VM, including the minimum attendance requirement, or from being assessed against the outcomes for a study. They 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 examinations.

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

Specific eligibility criteria apply to the granting of Special Provision for the VCE and VCE VM. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE and VCE VM.

Special Provision is available to students completing the VCE for both School-based Assessment and VCE examinations. Specific eligibility requirements apply for each type of Special Provision:

- For School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Schools are encouraged to consult the VCAA if they are unsure about appropriate arrangements. The school's policies and procedures should be clearly documented and communicated to students. It is strongly recommended that schools keep records of all decisions made for each student.
- For VCE examinations, the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

### Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time while studying the VCE or VCE VM, they are adversely affected in a significant way by:

- acute or chronic illness (physical or psychological)
- any factors relating to personal environment
- an impairment or disability, including learning disabilities.

These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

All special provision applications will be managed according to the criteria listed in the [VCAA VCE Administrative Handbook](#). Any student wishing to apply for Special Provision must do so via the appropriate form ([see Appendix 6](#)) and in accordance with the information supplied under this section.

## Examinations

All VCE students are encouraged to attend and attempt the examinations to the best of their ability and stay for the entirety of the exam.

If the student is unable to attend an examination it is imperative that they notify the VCE Leader as soon as possible. Where a student is eligible, an application for a Derived Examination Score (DES) for Units 3 and 4 subjects can be made to VCAA through the Senior School Manager.

The examinations are conducted under the following VCAA Rules:

- There is one formal exam period for Unit 3 and 4 subjects in October/November.
- Students undertaking a Unit 3 and 4 study will also undertake practice exams during the Term 3 holidays each year.
- There are two formal Unit 1 and 2 exam periods during June and November of each school year.

All students undertaking a Unit 3 and 4 study (including VCE VM students) will complete the General Achievement Test (GAT) in June. It is important that all students attempt the GAT and aim to do their best. The VCAA will use a student's GAT score to:

- contribute to statistical moderation of School Assessed Coursework
- review school assessments of School Assessed Tasks
- calculate a Derived Examination Score if required
- check the accuracy of examination marking.

## Monitoring and analysis of results

Each year the VCE Leader will prepare and present an analysis of VCE results for the College Principal. In addition, the VCE Leader will conduct an analysis of Unit 3-4 subject results in conjunction with each individual subject teacher using the VASS Data Service to improve teaching efficacy. VCE teachers are encouraged to use the data from the previous year's results to set improvement goals for the current year.

## VCE Teacher Expectations

VCE Assessment is an integral part of teaching and learning at the senior secondary level that:

- measures student achievement
- articulates and maintains standards
- identifies opportunities for further learning
- provides the basis of the award of a certificate.

When administering assessment tasks for VCE subjects at Patterson River Secondary College, teachers must adhere to the following expectations to ensure that the above principles for assessment are realised.

## Hurdle tasks

As outlined on page 6 of this document, a student receives an S for a unit when the school determines that all unit outcomes are achieved satisfactorily. To do this a student must:

- produce work over the course of the unit that demonstrates achievement of the outcomes (known as 'hurdle tasks')
- submit work on time
- submit work that is clearly their own
- complete the designated SAC/SAT for the Unit
- observe the VCAA and school rules.

From 2025, compulsory course work that is completed as formative assessment in the lead up to a SAC/SAT will be known as hurdle tasks. These are tasks designed to assist student consolidation of key knowledge and skills as they work towards achieving an outcome.

Hurdle tasks must be authenticated as the student's own work and are therefore designed to be delivered in class. If a student is absent for a hurdle task, the teacher should support the student to catch up as soon as possible. This can be in class; in a student's study periods; afterschool on Tuesday or Thursday in the senior school; or (if a teacher is confident they can still authenticate the work) at home.

Because hurdle tasks are formative, teachers should use them as a gauge for student knowledge and skill development and must provide timely feedback on them to support students to progress towards the final SAC/SAT for a unit.

If a student does not complete all set hurdle tasks but does complete the SAC/SAT, the overall Outcome result will be an N until all hurdle tasks are submitted, authenticated and deemed satisfactory evidence of work towards the Outcome.

Hurdle tasks must be recorded on Compass as a 'Practice' task using the following naming convention: **Hurdle task: Name of task**

For example:

**Practice Task** **Hurdle task: AoS2 America Practice SAC**  
**Class Task** | **Report: No** | **Grades: Staff-only** | **Task: Students, Parents**

A due date should be set for the task and a description of what it was designed to formatively assess should be included in the task description.

The task must be visible to students and families but teachers do not need to provide feedback via Compass or record a level of achievement.

## Preparing SACs

Students must be given formal notification of the date, time, conditions, assessment and weighting of SACs/SATs at least one week prior to the task.

Teachers must ensure that the SAC meets the VCE Assessment Principles and requirements outlined in the relevant study design. Teachers should not administer the same SAC/SAT year-on-year, nor should they provide students with a SAC/SAT from an external source that has not been significantly modified.

The SAC/SAT must be presented with the Patterson River Secondary College cover sheet as the front page ([see Appendix 3](#)). Teachers need to customise this template for each SAC/SAC to ensure it reflects the specific conditions for the task.

When planning dates for SACs teachers are reminded that **all assessment for VCE Unit 4 studies must be completed by the end of Term 3 in any school calendar year** so students may use the Term 3 holidays for exam revision to prepare for the practice exams.

## Running SACs

The VCAA assessment principles advise that VCE assessments must be completed in consistent and equitable conditions across all classes. It is with this priority in mind that the following have been implemented:

- Subjects undertaken by a large proportion of the cohort such as English and General Mathematics will be required to complete assessment tasks (SACs) afterschool. Dates for these SACs will be made available at the beginning of the year.
- In other instances where there are multiple classes for the one VCE study running in the same semester, the SACs for this subject must run in same the calendar week (and as close as possible together) across the different classes.

Students should complete their SACs/SATs in the following conditions, unless otherwise stipulated in the relevant study design:

- Silence
- Watches removed and placed face up on the desk (smart watches must be handed in to the teacher for the duration of the task) and pencil cases/other personal items placed under the desk
- All materials allowed into the SAC/SAT are checked by the teacher for compliance
- Visible clock available for students to monitor time
- Water bottles (up to one litre) should be clear plastic only
- Students granted Special Provision must be provided with the agreed SAC/SAT conditions.

### SAC/SAT Moderation

If there is more than one class in a study, teachers should consult with one another to develop school-based assessments. In 2024, College Domain Leaders agreed on the following approach for internal moderation of SACs/SATs where there is more than one class.

Moderation process:

1. Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task prior to delivering the task. These are shared with all students before the task is attempted.
2. Teachers grade the task from their own classes.
3. Teachers swap samples and carry out blind marking.
4. If necessary, teachers mark further tasks or reassess tasks from their own class.
5. Difficult cases are further discussed before results are entered.

### SAC/SAT Feedback

Feedback on SACs/SATs must be completed on the work and given to students within 3 weeks of SAC/SAT completion. There is a feedback sheet in the Appendices that teachers should use for this. In this time, teachers who teach the same subject should have moderated the work to ensure consistent use of the assessment criteria.

Teachers should ensure that students receive individual feedback that details:

- What skills and knowledge were shown in the SAC/SAT
- What the student can do to improve in future SACs/SATs or the exam
- Their raw score and/or achievement on the scale from Very Low to Very High.

Teachers must also provide whole class feedback on how the cohort of students went on each SAC/SAT question or criterion to the whole class.

### Retention of school-based assessments

The [VCCA Administrative Handbook 2026](#) stipulates that “students must be provided with a copy of each completed school-based assessment, and the initial school-based assessment results for each assessment task.” In addition, “students should be advised that that initial school assessments for Units 3 and 4 may change following statistical moderation of school-based assessments.”

The school must also have access to work completed for assessment until the end of the academic year in which the work was undertaken. The school must maintain digital or physical copies of student work or supervise the storage of student work for this purpose. Schools who decide to return original copies of 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.

At Patterson River Secondary College it has been agreed that the school will maintain a digital copy of student work and give the original SAC/SAT back to students. It is the responsibility of the VCE Teacher of each subject

The work may be scanned in class groups and labelled as such or as individual student files.

Work assessed as N, or is the subject of dispute, must also be retained at the school. Such work may be retained in photocopied and digital or physical (original) form.

## SAC Results

### For students

The reporting of SAC/SAT results to students must be consistent across Units 1-4. You may report SAC/SAT results to students in two ways:

1. A raw score. A raw score can be given to students provided it is accompanied by explanation that this score will be subject to statistical moderation.
2. Achievement is identified on a scale from Very Low to Very High. This scale is determined in accordance with VCAA rubrics shared in the Advice for Teachers documentation provided with each VCE study by the VCAA.

Teachers must not:

- report the individual rank of students or provide a ranked list of all students in a particular VCE study to students
- translate the raw score into a percentage
- translate the raw score into a letter grade or any other scale apart from Very Low to Very High.

### For families

SAC/SAT results must be recorded on Compass Learning Tasks as an 'Assessment' task using the Very Low to Very High scale (select the assessment component called 'Performance'), which follows the SAC/SAT naming convention. For example: **SAC: Operations Management | Result = High**

For example:

Assessment	<b>SAC: Historical Inquiry</b>
Class Task   Report: Yes   Grades: Students, Parents   Task: Students, Parents	

The SAC/SAT results should be posted on Compass within a week of providing students their feedback in class.

## Appendices

### Appendix 1: VCE Documentation

The following links provide information on the delivery, content and requirements for VCE studies:

[VCAA VCE Administrative Handbook](#)

[VCE examination specifications, past examinations and examination reports](#)

[VCE Study Designs](#)

[VCE General Advice and Policy](#) – see here for the VCE Assessment Principles

[Special provision within the VCE](#)

[Student Resources](#)

### Appendix 2: List of relevant acronyms and abbreviations

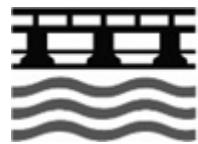
ATAR	Australian Tertiary Admission Rank
DES	Derived Examination Score
EAL	English as an Additional Language
GAT	General Achievement Test
N	Unsatisfactory Result for a VCE or VCE VM Unit
PRSC	Patterson River Secondary College
RTO	Registered Training Organisation
S	Satisfactory Result for a VCE Unit
SAC	School-assessed Coursework
SAT	School-assessed Task
VASS	Victorian Assessment Software System
VCAA	Victorian Curriculum and Assessment Authority
VCE VM	Victorian Certificate of Education Vocational Major
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre

## Appendix 3: VCE Quick reference glossary and overview

Term	Meaning
<b>Victorian Curriculum and Assessment Authority (VCAA)</b>	The governing authority who set the policies, procedures and guidelines associated with the VCE. They are responsible for designing the VCE/VCAL curriculum (published in study designs) and external Unit 3 and 4 exams. Website: <a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a>
<b>Unit 1 and 2 Studies (sometimes referred to as Year 11 subjects)</b>	Studies usually undertaken in Year 11. Generally preliminary introductions to the more in-depth studies in each subject undertaken in Units 3 and 4. Unit 1 / 2 subjects can also be undertaken by students in Year 10 if they have been recommended by subject teachers. Units run for one semester each (i.e. Unit 1 subjects are taught across Semester 1, Unit 2 subjects across Semester 2). Some, but not all, are prerequisites for a student to undertake studies in Units 3 / 4 of the same subject. Although gaining a good base across both Units 1 and 2 is generally recommended, some students may complete Unit 1 of a subject and then change to study Unit 2 of a different subject in Semester 2.
<b>Unit 3 and 4 Studies (sometimes referred to as Year 12 subjects)</b>	Studies undertaken in Year 12. Year 11 students can undertake a Unit 3 / 4 study if they have been successful in their applications to do so. Teachers assess student level of performance and completion of units/outcomes through SACs/SATs and coursework. Students also sit an externally set and graded exam for each study.
<b>Outcomes</b>	To satisfactorily complete a unit of work students must demonstrate the required knowledge and skills. These are known as Outcomes in the study design.  <b>NOTE:</b> Outcomes are commonly assessed through a range of tasks, including SACs/SATs.
<b>Coursework</b>	Means by which students demonstrate their satisfactory knowledge and skills of each outcome.
<b>School Assessed Coursework (SACs) and School Assessed Tasks (SATs)</b>	Means by which a student's level of achievement for each outcome is judged. These tasks generate a student's graded achievement.
<b>Reporting students' results</b>	VCE Unit results are reported to the VCAA as: S = satisfactory completion or N = not satisfactory. If a teacher judges all outcomes are achieved = S for unit.  <b>NOTE:</b> The terms 'pass' and 'fail' are no longer used by VCAA, and should not be reflected in teacher's language.
<b>At risk of achieving an 'N' for an outcome/unit (not satisfactory)</b>	Parents/guardians will be notified when their son/daughter is at risk of achieving an 'N' for an outcome or unit due to academic performance, learning behaviours or attendance. It is expected that the subject teacher makes phone or email correspondence with the parent and notifies the Senior School Manager.
<b>General Achievement Test (GAT)</b>	A test of general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social science. <a href="#">The GAT</a> is a 3.5 hour exam administered by the VCAA in June. All students enrolled in a Unit 3 / 4 study are required to sit Part A of this exam. Only students enrolled in the VCE sit Part B. The GAT is an essential part of the VCE assessment procedures and is used to monitor school assessed coursework to ensure consistency in assessment across the state.
<b>Special Provision</b>	Policy designed by the VCAA to provide students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Year 11 – applications processed internally by school. Year 12 – application processed by the VCAA.
<b>Victorian Tertiary Admissions Centre (VTAC)</b>	The administrative body which processes applications for university institutions.
<b>Study Score</b>	Shows how well the student has performed in a study at Unit 3 / 4 level, compared to everyone else in Victoria who took that study. Study scores can range from 0 to 50. Study scores calculated by the VCAA will be used by VTAC to calculate the student's ATAR.  To generate a study score at Unit 3 / 4 level students need to complete the graded assessments (SACs/SATs) plus the examination and need to satisfactorily complete both Units 3 and 4.
<b>Australian Tertiary Admission Rank (ATAR)</b>	The ATAR is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. It is a rank on a scale of 0 – 99.95 which shows a student's achievement in relation to other students. VTAC uses the VCE results issued by the VCAA to calculate the ATAR. The ATAR is calculated by adding: 1. One English study score 2. The next best three study scores 3. 10% of the fifth and sixth study scores.

## Appendix 4: SAC Cover Sheet

This cover sheet needs to be edited to suit the SAC requirements for your VCE Study and must be included as the first page of all SACs/SATs administered at Patterson River Secondary College.



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Write your **name** in the box above.

Circle your **teacher's code** in the box above.

# SAC/SAT Cover Sheet

## Name of VCE Subject

Question and Answer Book

SAC Title: **xxx**

Date: **xxx**

---

Reading time is **xxxx** minutes

Writing time is **xxx** minutes

### Approved materials

- 

### Materials supplied

- Question and Answer Book of **XX** pages
- Lined paper

### Instructions

- Fill in the boxes at the top of this page with the relevant information.
- Answer **all/all other** questions in the spaces provided/on the paper provided.

Students are **not** permitted to bring mobile phones and/or any unauthorised electronic devices into the examination room.

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pages

### Contents

Section A (**X** questions, **XX** marks)

**2-XX**

Section B (**X** questions, **XX** marks)

**XX-XX**

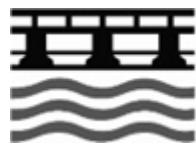
### SAC Performance Descriptors:

Very Low	Low	Medium	High	Very High

## Appendix 5: SAC Feedback Sheet

This sheet must be completed for each student and returned to them with the relevant SAC within 3 weeks of SAC completion. A digital copy of the SAC must be stored in Teams.

**\*\*\*Students must retain a copy of this feedback sheet and their work until the end of the academic year\*\*\***



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# SAC/SAT Feedback Sheet

Student Name	
--------------	--

VCE Subject	
SAC Title	
Date	

Will need to be customized for each subject according to VCAA grade boundaries

SAC Performance Descriptors:

Very Low	Low	Medium	High	Very

Raw score:	
------------	--

### Key knowledge and skills demonstrated in this learning outcome:


### Specific areas the student should focus on to **improve** his/her achievement in future:


Students complete after careful consideration of individual and whole class feedback

### Student self-reflection:


Teacher Signature	
-------------------	--

## Appendix 6: Senior School Review Panel Letter

[Insert Date]

Dear [Insert Name of Parent/Guardian],

Your child [Insert Name] is required to appear before the Patterson River Secondary College Senior School Review Panel in the [Insert Venue] at [Insert Time] on [Insert Date] due to:

- [Insert Reason].

Under the provisions of the VCE Assessment Policy the college will convene a Senior School Review Panel to adjudicate in matters involving a significant breach of the Assessment Policy or unsatisfactory academic progress in two or more VCE subjects as reported in 5-week cycle mid-term, end-of-term and semester Compass reports. The Senior School Review Panel can be convened for a student who:

- is not making satisfactory academic progress as indicated in Interim / Term / Semester Reports
- consistently disregards College policies and rules,
- fails to attend the College or classes on a regular basis,
- requires a second or subsequent extension of time to submit work in any semester,
- has submitted work that cannot be authenticated,
- is caught cheating in a SAC or semester examination,
- is awarded an “N” grade in two or more unit(s), and / or
- fails to complete a SAC at the designated time without an approved absence.

The VCE Review Panel will consist of at least two staff members from the following positions:

- College Principal
- Assistant Principal
- VCE Leader or VCE VM Program Leader
- Year Level Coordinator.

If the Panel is called due to a problem arising within a particular unit, the teacher of that unit may also be present. That teacher may make appropriate recommendations to the panel. A student required to appear before the Senior School Review Panel may request an advocate or support person. The support person may be another student or a teacher, for example, the Student Wellbeing Coordinator. Parents/Guardians are invited to attend a review by the Senior School Review Panel by receipt of this letter.

The VCE Review Panel may make the following decisions:

- require the student to re-sit a SAC or resubmit a SAT
- require the student to complete a replacement task and/or time as appropriate
- redeem unsatisfactory VCE subject attendance by participating in Attendance Redemption
- provide the student with additional appropriate support, such as an individualised study program
- recommend that an “N” grade be confirmed
- recommend the student be withdrawn from a particular unit, or
- recommend the exit of a student from the College where there has been persistent unsatisfactory attitude, attendance and/or academic performance.

Yours sincerely,

[Insert Name][Insert Name]

**Year 11/12 Level Coordinator or VCE Leader or VCE VM Program Leader**



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SECONDARY COLLEGE

## Application Form for VCAA Special Provision

- Refer to VCAA Special Provision Policy in the 2022 VCE and VCAL Administrative Handbook for information and advice regarding this application.
- Application Form is to be retained, together with the supporting evidence, to record applications for VCAA Special Provision for School-Based Assessment.

School Name	Patterson River Secondary College
VCAA Code	01466

### Section A: Student Details.

Applicant to complete this section:

First Name	
Family Name	
VCAA Number	
Date	

Outline how your illness/condition and how it would affect your ability to complete School-Based Assessment and/or meet VCE unit requirements:


Appropriate evidence must be provided in support of this application

	Student's signed statement of reasons for VCAA Special Provision application
	Confidential Teacher/Well-Being staff/YLM Report
	Qualified Medical Practitioner Report
	Psychologist Report
	Psychiatrist Report
	Other ( Please specify )

### Section 2: Special Provision Strategies.

Year Level Manager to complete this section:

	Additional time to complete coursework
	Re-scheduling the sitting date of an assessment task
	Extra time to complete an assessment task
	Completing assessment task in a separate room

Use of assistive technology to complete an assessment task
Setting a substitute task of the same type
Replacing an assessment task with a different type
Deriving satisfactory completion of outcomes or a score from other assessment
Other ( Please specify )

### Section 3: VCE Studies.

Year Level Manager to complete this section.

VCE Subject	Unit	SAC / SAT	Type of VCAA Special Provision granted

### 2026 VCAA Special Provision

I, the applicant, have read and understand the following:

- I have received and read a hardcopy of 2026 VCAA Special Provisions,
- I have submitted a 2026 VCAA Special Provision application to my YLC,
- I have provided the appropriate documentation in support of this application,
- my YLM will need to explicitly communicate my VCAA Special Provision status to my subject teachers,
- I understand that VCAA Special Provision status still requires me to achieve the key learning outcomes and demonstrate this knowledge and skills through formal assessment, and
- I understand that VCAA Special Provision status does not automatically provide Special Examination Arrangements for the 2026 GAT and 2026 final examinations.

Student Signature	
Date	
YLM Signature	
Date	

### Senior School Office use only:

Appropriate documentation attached to VCAA Special Provision Application
VCAA Special Provision Application approved
VCE subject teachers notified of VCAA Special Provision status
VCAA Special Examination Arrangements Application provided
VCAA Special Provision application retained as required



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