

VCE/VM PATHWAYS HANDBOOK

YEAR 11 & 12 - 2024



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THE INFORMATION CONTAINED IN THIS BOOKLET WAS CORRECT AT THE TIME OF PUBLISHING. SUBJECTS, COURSE CONTENT AND OTHER PROCEDURES MAY CHANGE FROM TIME TO TIME.

PATHWAYS OVERVIEW

BHCS believes in supporting and encouraging students to be the best they can be and that they have God-given abilities and gifts. It is our responsibility to help them discover, develop, and flourish in these. We expect all students to aim to achieve their very best. Our ethos, 'Act justly, love mercy, walk humbly with our God.' (Micah 6:8) encapsulates Christian virtues that are cultivated in partnership between the student, the family and the School.

We aim to offer a broad range of subjects and to encourage students to strive for excellence within their studies, as well as prepare students for post-school study, employment, and participation in a global community. Our values of 'Love, Service, Generosity, Perseverance and Gratitude' are woven throughout our practices and policies in order to help students understand how to apply these Christian principles to the complexities of everyday life.

All Year 11 and 12 students are engaged in courses which lead to either the Victorian Certificate of Education (VCE), or the Victoria Certificate of Education Vocational Major (VCE VM) both of which are issued by the Victorian Curriculum and Assessment Authority (VCAA).

KNOWING CHRIST | INSPIRING LEARNERS | TRANSFORMING LIVES



VICTORIAN CERTIFICATE OF EDUCATION

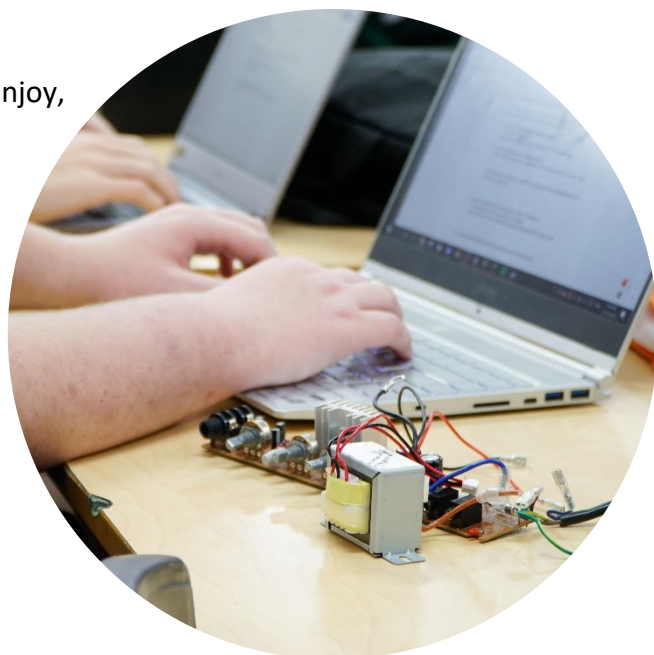
The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education.

The Victoria Certificate of Education is made up of two main pathways VCE and VCE VM. A standard Victorian Certificate of Education (VCE) includes studying a variety of subjects throughout Year 11 and 12, and receiving an ATAR upon completion of Year 12. The Victorian Certificate of Education Vocational Major (VCE VM) is a two-year applied learning program, replacing VCAL. Students will not receive an ATAR score on completion of their VCE Vocational Major. Both courses provide diverse pathways to further study or training at university, TAFE and the workforce.

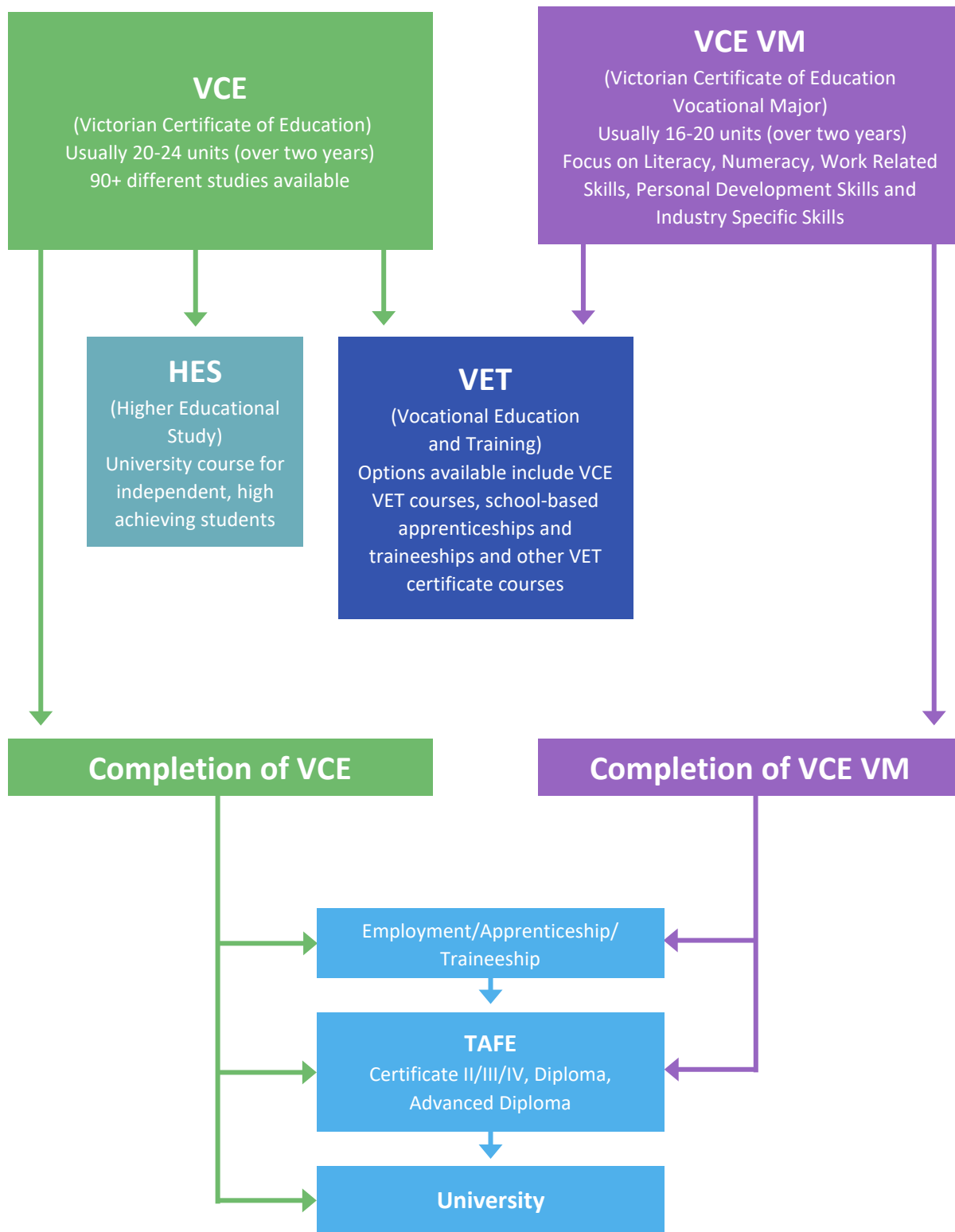
The best advice is for students to choose studies that they enjoy, as well as considering studies that they need in order to get into their desired career.

For VCE Students, this may be known as pre-requisite studies. If students are unsure, they should aim to do a VCE Maths and a VCE Science subject to keep as many tertiary options open as possible. VCE students may also wish to undertake a VET course in the field of their desired career.

For VCE VM Students, we strongly encourage that their required VET course is in the field of their desired career.



LEARNING PATHWAYS



GENERAL INFORMATION

ATTENDANCES & ABSENCES

Students need to attend sufficient class time to undertake the coursework and complete class work and associated assessment tasks. Work done in class time is necessary to allow work to be authenticated. (For more information regarding Authentication, [see Appendix 1](#)).

ATTENDANCE REQUIREMENTS

- Minimum of 90% attendance for all timetabled classes, devotions, excursions, and assemblies.
- Attendance also includes camp, sports days, and any other school events timetabled during the course of a school term.
- Students must be punctual at all times.
- Legitimate absences MUST be reported to the school by a parent, explaining the reason for the absence. This is as per the School's absence policy stated in the Parent Handbook.
- All VCE VM & VET students must also notify their Further Education Training provider (e.g. TAFE), or their Work Placement provider, as well as the School.

ABSENCES WITHOUT NOTES

Any absence that is not accompanied by a note of explanation will be considered as an unexplained absence. Please note – the reasons for absences must be legitimate and clearly explained otherwise they will not be approved and consequently will be considered as unexplained absences.

ABSENCES FROM SAT/SAC

In the case of an absence from a class where a VCE assessment work (SAC/SAT) was done, a student must supply a medical certificate.

REASONS FOR ATTENDANCE RECORDS

An accurate record of attendance is required to be kept so that, if a case arises where a student is in danger of failing a Unit because of a breach of attendance rules, the appropriate documentation is readily available. It is also vital that both parents and students have been informed at each stage and as such the following procedures apply:

- If a student has five lessons of unexplained absences in a Unit, an Attendance Unsatisfactory Progress Report is to be sent to parents via email/phone call or letter.
- If a student reaches ten lessons of unexplained absences, a second Attendance Unsatisfactory Progress Report is to be sent to parents.
- If a student reaches 10% absent rate, the appropriate Coordinators will be contacted immediately. A Review Panel is then convened, with the relevant teaching staff, the student, and their parents/carers.

It is the responsibility of the student who is absent to find out what work was covered in the missed classes.



ENROLMENT

Enrolment in a VCE pathway is conditional upon completion of:

- VCAA Student Personal Details Form (issued at school by VASS Administrator)
- VCE Pathways Subject Selection Form
- VCE VM Application Form (For VM students only)
- VCE Permission for Extended Distribution of Results & Further Education Offers (and ATAR for VCE students)
- VET Application Form (for those undertaking a VET study)



TRANSFERRING BETWEEN VCE & VCE VOCATIONAL MAJOR

FROM VCE TO VCE VM

Students wishing to move from VCE to VCE VM can move at the beginning of Units 1, 2 or 3, in consultation with the relevant coordinators. This may be subject to VET Course availability and enrolment dates. Students will receive credits towards their VCE VM for the VCE units already undertaken, however, they may only have a partial completion of their VET course at the end of Year 12.

FROM VCE VM TO VCE

As the VCE VM is a two-year course, students will generally not be able to transfer from VCE VM back into a VCE Course. Should students strongly desire to undertake VCE instead of VCE VM after they have already commenced a VCE VM pathway, they may need to make up additional units, or catch up on work in order to pass enough VCE requirements.

PLAGIARISM & AUTHENTICATION

Please see [Appendix 1](#) for an excerpt from the Plagiarism & Authentication Policy.

PRIVATE STUDY, SUPERVISED LEARNING & FREE PERIODS

Students are required to attend school at all times during the day, unless special arrangements have been organised and approved, such as Year 12 Early Leaving procedure. Year 11 and 12 students are expected to work quietly in the Senior Learning Centre, Discovery Centre or TTC Restaurant.

Students are required to report to the teacher in charge of private study supervision to have their attendance registered. Students who do not use their private study lessons appropriately, or who fail to report to study lessons, will be required to explain their behaviour.



TEXTBOOKS & STATIONERY

Booklists and resources lists will be distributed to families towards the end of the school year, in readiness for the following school year. Students should have access to all textbooks and resources relevant to the courses that they are undertaking that are included on these lists.

All Year 11 and 12 students, regardless of their chosen VCE Pathway, are required to bring a laptop for their studies at BHCS, as well as basic stationery items (such as pens, pencils, erasers, etc.) in order to complete their work.

VCE VM students are not be required to purchase textbooks, unless they are undertaking a VCE or VET Course that requires them to do so. All other textbook materials will be supplied for VCE VM students by the School and their relevant Training Organisation.

Students undertaking a VET Program in addition to their VCE or VCE VM Pathway should refer to the provider offering the VET subject for details related to textbooks, or other necessary resources.

TIMETABLE STRUCTURE

The School's timetable consists of six 50-minute periods per day on a 10-day cycle.

SECONDARY SCHOOL TIMETABLE		
	START	FINISH
Devotions	8.45am	9.00am
<i>Changeover</i>	<i>9.00am</i>	<i>9.05am</i>
Period 1	9.05am	9.55am
<i>Changeover</i>	<i>9.55am</i>	<i>10.00am</i>
Period 2	10.00am	10.50am
<i>Recess</i>	<i>10.50am</i>	<i>11.10am</i>
Period 3	11.15am	12.05pm
<i>Changeover</i>	<i>12.05pm</i>	<i>12.10pm</i>
Period 4	12.10pm	1.00pm
<i>Lunch</i>	<i>1.00pm</i>	<i>1.40pm</i>
Period 5	1.45pm	2.35pm
<i>Changeover</i>	<i>2.35pm</i>	<i>2.40pm</i>
Period 6	2.40pm	3.30pm



UNIFORM

All Year 11 and 12 students at BHCS are required to be in their full school uniform while at School and on excursions. Students are permitted to wear their PE uniform only on days when they have a physical education class, or have express permission from a teacher.

VET Kitchen Operations students will be required to wear their chef's uniform and leather closed-toe shoes on days when they have VET Kitchen Operations Classes or functions. Fittings for uniforms are organised at school, and details are provided for purchasing these.

VCE VM and VET students are not required to wear their BHCS uniform at their certificate courses/work placements, unless the course is taking place onsite at BHCS.

UNIQUE STUDENT IDENTIFIER (USI)

All persons undertaking any form of tertiary education are required to apply for a USI. Students will need this for VET courses in VCE and VCE VM. A USI is needed in order to receive qualifications or statement of attainment. Without a USI students will not receive their qualification or statement of

attainment. Students may be required to complete an application for a USI in class.

Further information regarding this can be found at <https://www.usi.gov.au/>

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC) SPECIAL ENTRY SCHEME (SEAS)

There are special provisions made by VTAC for students who have suffered ill health, emotional trauma or financial hardship during Year 12.

Please refer to <http://www.vtac.edu.au/who/seas.html> and speak to one of the coordinators well before the enrolments period if you believe any of these categories apply.



WELLBEING

BHCS has implemented a fortnightly wellbeing class include discussions about current social issues through the lens of a Christian worldview. This is facilitated by their Homegroup Teacher. Wellbeing lessons are designed to promote the physical, emotional, and spiritual health of students in Secondary School.

The School's Christian worldview is integrated into the wellbeing program through emphasising the importance of nurturing a relationship with God and developing a biblical perspective on mental health and wellbeing. This helps students and staff to understand that mental health is not just about managing symptoms, but about cultivating a healthy relationship with God and with others.

The wellbeing program also emphasises the importance of community and social connections. Students and staff are encouraged to participate in extracurricular activities, assemblies with guest speakers, BOOM days and whole-school events, which provide opportunities for social engagement and personal growth. This supports students in building a sense of belonging and support within the school community.

Overall, the wellbeing program is designed to promote a holistic approach to mental health and wellbeing, incorporating evidence-based strategies and a Christian worldview. By providing students and staff with the tools and support they need to maintain good mental health, the School is helping to create a culture of resilience, kindness, and compassion within their community.



EXTERNAL ASSESSMENTS

GENERAL ACHIEVEMENT TEST (GAT)

WHAT IS THE GAT?

The GAT is an external assessment set by VCAA as part of the VCE assessment processes. The GAT does not count directly towards a student's VCE results, however, it is used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed, as well as contributing towards determining the final score for a VCE external assessment if a student has a derived examination score approved for that assessment. The GAT also serves to measure student literacy and numeracy skills.

The GAT is split into two sections:

- Section A – assessing Literacy and Numeracy
- Section B – assessing Mathematics, Science, Technology, The Arts, and Humanities, as well as critical and creative thinking skills

Both sections of the GAT usually take place on the same day, at varying times.

HOW DO STUDENTS PREPARE FOR THE GAT?

No special study is required for the GAT. Students can get a good idea of the questions

by looking at previous GAT papers. Previous GAT papers and answers to multiple-choice questions are available on the VCAA website.

Students can bring a printed dictionary and scientific calculator into the GAT.

EXEMPTION & ABSENCES

Students unable to sit the GAT because of illness, including COVID-19, are eligible to apply for an exemption from the GAT. Schools apply on behalf of the student using the VCAA's 'Application for exemption from the General Achievement Test (GAT)' form. Students who are absent from the GAT for any other reason will have 'unauthorised absence' listed on their transcript.

RESULTS

Students will receive a GAT statement, with their results, including whether or not they have met the literacy and numeracy standards.

SPECIAL EXAM ARRANGEMENTS

Applications for Special Examination Arrangements for VCE and VCE VM students can be submitted as per the Special Examination Arrangements section of this document.

WHO IS REQUIRED TO SIT THE GAT?

AREA OF STUDY	SECTION A	SECTION B
Any student undertaking a Unit 3/4 VCE subject (in Year 11 or 12)	✓	✓
Any student undertaking a scored VCE VET Unit 3/4 Subject	✓	✓
Any student undertaking Unit 3/4 VCE or VET subjects as an unscored/non-assessed VCE	✓	✓
Any student enrolled in Year 12 VCE Vocational Major	✓	



RESULTS

VCE, VM, VET, and GAT results are usually released during the first couple of weeks of December. The dates for this are made available through the VCE Exams Navigator. They will be available by online, phone, and SMS services. There will be a 'Post Results and ATAR Service' to answer queries that arise after results are released. Dates of availability can be found in the VCE Exams Navigator or via the VCAA website.

More details will be published from October both on the VCAA website and the School will distribute information to students as it is made available.

VTAC will send ATAR Statements to students who have lodged an application for tertiary entrance.

VCE EXAMINATION POLICY

For the VCE Examination Policy, see [Appendix 2](#).

RESPONSE MATERIALS

Students' response materials and audio recordings remain the property of the VCAA and will not be returned. Response materials may be made available for inspection under certain conditions. LOTE Oral component audio recordings are not available for inspection.



SPECIAL PROVISION

Special provision may be granted to students who are undertaking scored assessments in exceptional circumstances. It is intended to ensure that the most appropriate, fair and reasonable options are available for students whose learning and assessment has been impacted.

A student is eligible for Special Provision at any time while studying if they are adversely affected in a significant way by:

- Illness (physical or psychological);
- Any factors relating to personal environment;
- Other serious cause; **OR**;
- Impairment or disability, including learning disabilities.

Supporting documentation **MUST** be provided for each/any of the above circumstances.

Undocumented circumstances which impact on the submission of work are not in themselves grounds for Special Provision. However, arrangements are applicable for students experiencing severe hardship.

Students who have been granted special provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCE VM, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the required outcomes and assessments.

If a student feels that they require Special Provision arrangements to enable them to complete their studies, they should contact the relevant Coordinator, who will discuss their eligibility for Special Provision and the type of special provision available.

Special Provision will NOT be granted for:

- Absence from school or study without evidence of significant hardship.
- Circumstances affecting students that are of the student's own choosing.
- The effect of faulty technology in the preparation of work.

It is the student's responsibility to ensure that:

- An alternative system is available for use in case of computer or printer malfunction or unavailability.
- Work is saved in a backup file each time changes are made. The backup file (USB stick/ CD) should NOT be located in the same place as the computer.
- Hard copies of work in progress may need to be regularly produced to meet drafting and authentication procedures.

Special Provision will not be granted based on circumstances looking back.



SPECIAL EXAMINATION ARRANGEMENTS

The VCAA recognises that some students with a disability/illness may require Special Examination Arrangements to enable them to access the examination questions and communicate their responses in a timed examination.

Students who believe they might be eligible for Special Examination Arrangements must discuss this with the relevant Coordinator. The school must then apply to the VCAA by completing the application form including the appropriate supporting educational, medical and psychological documentation. If students have a long-term impairment, their school needs to provide details of the arrangements which have been provided for them at school.

The VCAA will not approve Special Examination Arrangements to students who have long-term impairments where there has been no demonstrated requirement for the arrangements at school. Students who have been granted ESL status on the basis of

unfamiliarity with the English language are not eligible for Special Examination Arrangements for this reason alone.

Special Examination Arrangements include:

- rest breaks;
- extra working time (extra reading and/or writing time);
- permission to use assistive technology (e.g. computer or Assistive Hearing Technology);
- alternative format examination papers (such as enlarged print, electronic text and Braille);
- assistance from a reader, and/or a scribe, or a clarifier;
- an alternative examination venue, such as a separate room, a home, or a hospital.

DERIVED EXAM SCORE

The Derived Examination Score (DES) is calculated by the VCAA and may be used in lieu of an examination result where the student has met the VCAA eligibility requirements for the provision.

The DES is intended for students who are significantly affected by ill health or by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study, or where they have been unable to attend the examination due to such circumstances. An examination score in these circumstances is determined by VCAA from a combination of the student's SAC/SAT grades, GAT scores and the teacher's prediction of the exam grade.

The DES is not intended to compensate for learning or achievement that has not been possible because of long term illness or other ongoing conditions that have been present during the year. These circumstances are covered under Special Provision.

If a student is ill in the lead up to or on the day of an examination, even if they are able to attend the examination, or if other personal circumstances affect their capacity to perform in the examination, they should contact the school immediately.

Evidence will be required for a DES application, which will be handled sensitively/confidentially.



VCE PROGRAM

The Victorian Certificate of Education (VCE):

- shows that the student has finished their secondary education
- is often used to move on to study at university, TAFE or another VET provider
- is recognised internationally.

There is a variety of subjects available for students to study, most of which are made up of four units, which students study over two years (one unit per semester).

Units 1 and 2 are usually studied in year 11 and Units 3 and 4 are usually studied in Year 12. Students usually choose between 20 and 24 units over two years.

Students are not locked in to undertake all four units of a subject. Limited subject changes are available to students at the end of Unit 1. Unit 3 and 4 studies should be undertaken consecutively, and changes between subjects are not encouraged between Units 3 and 4.



YEAR 11 PROGRAM

Students in Year 11 undertake 12 units of studying, consisting of 6 units in Semester 1 and 6 in Semester 2. This could be a mix of Unit 1/2 and Unit 3/4 studies. Students should ensure that they undertake a Year 11 program that constitutes a full program at Year 12 in the following year, should they continue their VCE.

EXEMPTIONS

Students permitted to do 10 units (5 subjects) in Year 11

Students will be exempted from the requirement to take 6 subjects in Year 11 if:

- They are undertaking additional study such as a TAFE or University subject outside of BHCS (with a minimum of 40 hours of class time per unit), **OR**;
- They are a Special Needs/Special Provision student, **OR**;

- They are undertaking a special program outside of school necessitating significant amounts of training and/or competition and/or absence from school (usually refers to elite sport) that could not reasonably be put off until after VCE.

AND their VCE program will not be disadvantaged by the omission of a subject. Year 11 students **MUST** attend all study periods in the Senior Learning Centre or other school study space as directed, and must check with the VCE Coordinator with regard to permission to leave early or come to school late due to study periods.

Notwithstanding the above, students are permitted to undertake just 5 subjects at Year 11 only with the permission of the VCE Coordinator.

YEAR 12 PROGRAM

Students in Year 12 undertake 10 units of studying, consisting of 5 units in Semester 1 and 5 in Semester 2.

EXEMPTIONS

Students permitted to do 8 units (4 subjects) in Year 12

Students will be exempted from the requirement to take 5 subjects in Year 12 if:

- They have already successfully completed 2 x Unit 3-4 subjects in Year 11 with a study score of 35 or above **OR**;
- They are undertaking additional study such as TAFE or a University subject outside of BHCS (with a minimum of 40 hours of class time per unit) **OR**;
- they are a Special Needs/Special Provision student **OR**;

- They are undertaking a special program outside of school necessitating significant amounts of training and/or competition and/or absence from school (usually refers to elite sport) that could not reasonably be put off until after Year 12.

Notwithstanding the above, students are permitted to undertake just 4 subjects at Year 12 only with the permission of the VCE Coordinator. For further information on subjects, please navigate to:-

<http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



ENTRY TO VCE STUDIES

MINIMUM REQUIREMENTS FOR THE AWARD OF THE VCE

The minimum requirement is satisfactory completion of 16 units which must include:

- Three units from the English group, with at least one unit at Units 3 and 4 level.
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

THE ENGLISH REQUIREMENT FOR THE AWARD OF THE VCE

The minimum English requirement is three units from English, English Language and English Literature, with at least one at Units 3 and 4 level. Students may enter studies at Units 1, 2 or 3 level.

COMPLETION OF UNITS

In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This advice is published in the study design for each study. Units 3 and 4 of studies are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of that study.

REPEATING VCE UNITS

There are no restrictions on students repeating units, but students may obtain credit once only for each unit. Students who repeat a unit are required to repeat the full unit, including outcomes specified for the unit as accredited in the year of repetition.

AWARD OF THE VCE

A student may complete the VCE and be awarded the certificate by satisfactorily completing sufficient units of study according to VCE program requirements. Students must meet the requirements of a study as set out in the accredited study design.

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 assessments that are designated for the study, and examinations.

A student may still be eligible for the award of the VCE if they have not been assessed for levels of achievement in a study and have not

sat examinations, but they have submitted the relevant school-based assessments for satisfactory completion of units. In this case, the teacher has judged that the student has achieved the outcomes for a study based on the evidence provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any study, a student will not have a study score calculated.

Where no study scores are available, an ATAR cannot be calculated. Absence of Graded Assessments may limit a student's options for further training, study and work and students should be encouraged to attempt all Graded Assessments, wherever possible.



AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The ATAR is the overall measure of a student's achievement in relation to that of other students. It allows tertiary institutions to compare students who have completed different combinations of VCE studies and is reported as a rank between 0.00 and 99.95 with increments of 0.05.

Calculation of the ATAR is the responsibility of Victorian Tertiary Admissions Centre (VTAC). Information on how an ATAR is calculated is forwarded to students at the end of the year.

Further information regarding the calculation of an ATAR score can be found at the VTAC website listed below.

Any queries students have about the ATAR, applications for tertiary courses or selection procedures should be directed to:

VTAC 40 Park Street South Melbourne, 3205
Telephone: 1300 364 133
Website: www.vtac.edu.au

VCE WITHOUT AN ATAR

Some students may consider undertaking an unscored or non-assessed VCE Program, meaning they would not sit any external subject exams, with the exception of the GAT.

This can still constitute a satisfactory VCE "pass", provided all other outcomes are met, but will not be accredited with an ATAR for university entrance. Exam results are required for a student to receive an ATAR.

For more information regarding an unscored VCE Program, please see the relevant section under 'Modifying a VCE Program'.

VCE STUDY SCORES

VCE Study Scores are awarded to students with satisfactory completion of Units 3 & 4 subjects with exams. Study scores do not constitute passes, as this is constituted by completion of sufficient units. Study scores give students a ranking across the state for that year (see reference table).

STUDY SCORE REFERENCE TABLE

STUDY SCORE	PERCENTAGE RANKING
25	TOP 76%
30	TOP 50%
35	TOP 34%
40	TOP 8%
45	TOP 2%



VCE ACCELERATION (YEAR 10)

Many Year 10 students seek to complete Year 11 studies over-and-above those on offer to the whole class. Year 11 students also seek to complete studies a year ahead of level by applying to enrol in a Unit 3 and 4 sequence.

- Acceleration is not automatic and is dependent on a previous year's school results.
- Applications for acceleration are made to the VCE Coordinator.
- Final determinations are made by the VCE, VCE VM & VET Coordinator, the Head of Secondary School, and the Deputy Principal.

Approval will usually be granted only where the relevant student is achieving solid academic grades (generally a "B+" average or higher) in all subjects. It must be remembered that the apparent advantages of working on advanced material and taking

pressure off the following year of study may be compromised by focusing too heavily on the one subject at the expense of all others.

Some students may be permitted to undertake a subject on probation. For students on probation, special requirements will be established with regard to the student's conduct and performance. Should the student not meet these requirements following a scheduled review, the student will be requested to cease study of the subject.

Parents who are concerned about their child's performance should contact the relevant teachers and discuss measures to assist the student to maintain an appropriate performance level. Support for students and families, is available through the VCE Coordinator, Pathways/Careers Advisor, and Head of Secondary School.



ALTERNATIVE OPTIONS FOR COMPLETING VCE SUBJECTS

Belgrave Heights Christian School is committed to enabling students to pursue their chosen career pathway and will therefore seek to offer as many timetabled VCE studies as is possible. A number of studies may be unable to be accommodated in timetabled classes, due to insufficient student interest or to staffing and resource limitations. It will therefore be necessary to accommodate other means of study, particularly where studies are compulsory tertiary prerequisites.

VIRTUAL SCHOOL VICTORIA (FORMERLY KNOWN AS DISTANCE EDUCATION)

Virtual School Victoria (VSV) subjects will only be offered to students who have displayed the much-needed discipline to undertake these subjects. A high degree of personal discipline must exist, as no set classes exist for these studies.

Students may be able to enrol in correspondence studies in one of a wide range of subjects offered by Virtual School Victoria, subject to meeting the relevant eligibility criteria and based on the availability of a supervising teacher.

The school must approve any such enrolments and may choose to decline an enrolment based on previous reports and assessments. Students will be assigned a Belgrave Heights Christian School supervisor to oversee the completion of all work requirements and to liaise with the VCE Coordinator, as required.

VSV SUBJECT FEES

The cost for the study of VSV subjects is quite considerable. BHCS will cover the cost of VSV in limited circumstances (approx. \$810 per year) for students who are unable to complete a subject due to blocking clashes at BHCS or the subject is a prerequisite for a University Course and is not offered by BHCS.

Students are able to undertake other VSV subjects outside of the parameters of a blocking clash or prerequisite, but this cost will be payable by the family.

Families may also be liable for fees should students withdraw partway through the school year.

HIGHER EDUCATION STUDIES

HES (Higher Education Studies) are subjects offered by universities to selected Year 12 students. These can be undertaken as part of their regular VCE. Some of our students have attended Deakin University, Melbourne and Federation University in the past as part of HES.

According to VCAA (Victorian Curriculum and Assessment Authority) students can only undertake one HES in the course of their VCE. Similarly, only one HES result can contribute to a student's ATAR.

As HES is designed for independent high-achieving VCE students, these subjects can only be undertaken by Year 12 students on the recommendation of the VCE Coordinator. A HES can be a valuable contribution to a student's ATAR. Additionally, students may also receive credits at a University (after they finish Year 12) for the units undertaken in their HES, and in some cases, they may even receive preferred entry.



MODIFYING A VCE PROGRAM

If students wish to modify their VCE Program, then the following procedure is to be followed.

WITHDRAWING FROM A UNIT

Consult with the VCE Coordinator to discuss possibilities. If the proposed change is agreed to by the VCE Coordinator in conjunction with the Pathways/Careers Advisor and parents, then the student will have their VCE Program updated.

TRANSFER FROM ONE UNIT TO ANOTHER

Consult with the VCE Coordinator to discuss possibilities and then complete a Change of Subject Form. If the proposed change is agreed to by the VCE Coordinator in conjunction with the Pathways/Careers Advisor and parents, and it is acceptable in terms of timetabling, then the student will have their VCE Program updated.

WITHDRAWING FROM VCE

Consult with the relevant coordinator(s) discuss withdrawing a student from VCE. Should a student withdraw, without consulting the VCE Coordinator, resulting in an official withdrawal, they will be given a “J” result (did not complete) for all the Units in which they are enrolled.

NON-ASSESSED/UNSCORED VCE PROGRAM

If a student’s internally assessed scores and/or indicative results predict a UG or not-satisfactory result for external exams, the student may consider not sitting the external exams and instead receive an unscored or non-assessed VCE. This can still constitute a satisfactory VCE, provided all other outcomes are met, but will not be accredited with an ATAR. Students will still need to meet the minimum requirement for satisfactory completion of 16 units. This will mean that they will be able to achieve their VCE, without a final ATAR score, provided they successfully complete their current units.

An unscored or non-assessed VCE means that all of a student’s results for assessments and levels of achievements are set to N/A. Only the unit outcomes will be submitted as these are based on the work they are required to complete at school. These are simply an S or N result dependent upon their successful submission of the work required. Please note that completing a non-assessed VCE does not equate to a reduction in school fees.

We encourage students who wish to undertake an unscored VCE program to discuss this with the VCE Coordinator. Should they wish to proceed, a student’s parents/carers will need to sign the relevant permission form. We strongly recommend that any students who wish to undertake an unscored VCE program to make this decision with their parents/carers as early in the school year as possible, as it does have a flow on effect for their VCE results, and late transfer into an unscored VCE program may result in a small ATAR.

Students undertaking a non-assessed VCE program are still required to undertake both sections A and B of the [GAT](#).



VCE RESULTS & CHANGE OF PREFERENCE

VCE results are made available to VCE students in mid-December. The Pathways/Careers Advisor is available to assist with change of preferences via email and appointment until the close of preference late December.

Students will be emailed an offer via VTAC if they have been successful. These start mid-January unless they have been made an early offer.

ENROLLING AT UNIVERSITY

Students must attend the University Orientation (O) day in February to enrol. If students are away on holidays, arrangements

can be made prior to 'O' day to enrol online or to nominate a Proxy. Every student will need a Tax File number to enrol.

SUBJECTS AVAILABLE

Some of the VCE Courses available to study at BHCS include:

- Units 1-4 Art Creative Practice
- Units 1-4 Biology
- Units 1-4 Business Management
- Units 1-4 Chemistry
- Units 1-4 Drama
- Units 1-4 English
- Units 1-4 English Language
- Units 1-4 French
- Units 1-4 Health and Human Development
- Units 1-4 History
- Units 1-4 Legal Studies
- Units 1-4 Mathematics (General)
- Units 1-4 Mathematics (Methods)
- Units 1-4 Mathematics (Specialist)
- Units 1-4 Media
- Units 3-4 Outdoor Education Studies
- Units 1-4 Psychology
- Units 1-4 Physical Education
- Units 1-4 Physics
- Units 1-4 Product Design Technology
- Units 1-4 Visual Communication Design

Please note: The courses offered are subject to change without notice, and may be dependent on staffing and demand. These courses are intended to provide you with an idea of what the School offers, and may not be available every year.



VCE VOCATIONAL MAJOR

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. This program replaces the previous VCAL Program. Students will have more options and freedom with the VCE VM to explore their areas of strength and interest and build the skills and competencies necessary for success in postsecondary education, the workforce, and daily life.

The VCE Vocational Major equips students with the skills necessary to enter university (via alternative entrance programmes), apprenticeships, traineeships, further education and training, or the workforce.

ENTRY TO VCE VM STUDIES

MINIMUM REQUIREMENTS

To graduate VCE Vocational Major students must complete at least 16 units over two years including:

- 3 VCE Vocational Major Literacy or VCE English units (including a unit 3-4 sequence)
- 2 VCE Vocational Major Numeracy or VCE Mathematics units
- 2 VCE Vocational Major Work Related Skills units
- 2 VCE Vocational Major 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.

Most students will undertake between 16-20 units over the 2 years.

There are no formal entry requirements for the VCE Vocational Major. However, students may only enrol in VM studies if they are undertaking the VCE VM program. There are specific program requirements for the VCE VM which are in addition to the minimum requirements for satisfactory completion of the VCE.

The VCE Vocational Major can be tailored to the needs and interests of students. It focuses on the application of knowledge and skills in practical settings. Students may also include other VCE studies and VET, and can receive structured workplace learning recognition. However, this is subject to prior approval by the relevant coordinators.

AWARD OF THE VCE VM

On completion of the VCE Vocational Major, students will receive the Victorian Certificate of Education with the additional words 'Vocational Major'.

A student will be awarded the certificate by satisfactorily completing sufficient units of study according to VCE VM program requirements. Students must meet the

requirements of a study as set out in the accredited study design.

In VCE VM Units 1-4, satisfactory completion for a unit will be based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit, assessed through a range of learning activities and tasks.



ASSESSMENT & APPLIED LEARNING

Applied learning incorporates students learning through experiences and applying this knowledge in real-life contexts. Students learn to be independent and accountable for their own education by moving out of the traditional classroom setting to enhance their learning experiences. It is about developing student holistically, taking into consideration their unique abilities, passions, and experiences in order to use these as the foundation for their education.

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.

UNITS OF STUDY

LITERACY

Focuses on the development of the knowledge and skills relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

PERSONAL DEVELOPMENT SKILLS

Focuses on independent and collaborative activities, building on the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience. Students should develop understanding and connect with the world they live in, while building on their potential to be productive, independent and capable citizens.

NUMERACY

Focuses on enabling students to develop their problem-solving skills, logical thinking, and reasoning strategies by applying numeracy to everyday activities. Students will also learn to use apply maths in the context of their local, national and global environments, and use digital technologies to support student confidence and skills.

WORK RELATED SKILLS

Focuses on developing employability skills and preparing for their future pathways. Students will have opportunities to apply their learning in practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

ATTENDING CLASSES & PLACEMENTS

VCE VM students will attend BHCS on Mondays, Tuesdays, Thursdays and Fridays. They still begin their school day at 8.55am along with the Year 11 and 12 VCE students.

The VET Component of the VCE VM Course should take place on Wednesdays at their chosen Training Organisation.

Students are also required to undertake work placements as a part of the Structured Workplace Learning (SWL) component of VCE VM. Their work placements will take place

during a designated time in Terms 2 and 3 as two-week blocks.

VCE VM students are responsible for getting themselves to and from their Certificate course location, as well as to and from



their work placements.

VET

Vocational education and training (VET) programs help students develop targeted and practical skills that relate to specific career pathways. There are a range of VET programs for students to choose from, and they can be integrated as part of both VCE and VCE VM pathways.

ENROLMENT

Enrolment in VET programs is subject to approval by the relevant training provider. Students who desire to undertake a VET course should first discuss this with the relevant coordinators. Students are responsible for getting themselves to and from their VET program location.

As students still represent BHCS, it is important that they continue to abide by our School's Student Code of Conduct. Students should equally seek to abide by the policies and conduct codes that apply to the school, TAFE or university providing the VET course.

ABSENCES

If a student is unable to attend, they must contact BHCS Reception on 9754 6435, as well as notify their VET Trainer via email.

VET students must meet the VET Certificate attendance requirements with a maximum of two allowable absences per semester. Where possible, absences should be advised in advance.

A medical certificate must be supplied for all absences. Absences in excess of the two permissible per semester may result in redemptive classes needing to be taken outside of normal class times, which may result in additional expenses from the provider.

VCE SUBJECT CLASHES

As the VET courses are usually scheduled separate to other VCE courses, or by external providers, there is no guarantee that they will not clash with other VCE subjects run at

BHCS. If this is the case, it is the student's responsibility to catch up on any missed work from the other subject(s).

APPRENTICESHIPS AND TRAINEESHIPS AT SCHOOL

The VCE or VCE Vocational Major can also include an apprenticeship or traineeship. Starting an apprenticeship or traineeship while at school means students can get paid on-the-job training that leads to a

qualification. School-based apprenticeships and traineeships give students the confidence and vocational skills that employers are looking for. Enrolment in an



apprenticeship or traineeship is subject to approval by the relevant coordinator.



VET COURSES AT BHCS

BHCS offers three onsite VET courses, which students can undertake as a part of VCE (including VCE VM).

VCE VET HOSPITALITY: KITCHEN OPERATIONS

This course is offered by BHCS for both current BHCS VCE and VCE VM students, as well as students from other schools. The course provides students with a Certificate II in Kitchen Operations and prepares them with a limited range of food preparation and cookery skills to prepare food and menu items. This includes units such as; preparing appetisers and salads, preparing stocks, soups and sauces, preparing vegetable, fruit and farinaceous dishes and preparing poultry dishes.

The Units 3 and 4 sequences of VCE VET Hospitality are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequences without first completing the Units 1 and 2 programs. For students undertaking a scored VCE, Units 3 and 4 of this course will contribute towards their ATAR score. Students undertaking VCE VM will receive credits towards their VCE VM completion and Structure Workplace Learning.

VET Kitchen Operations classes take place on Wednesdays, and students are required to wear their chef's uniform and leather closed-toe shoes on days when they have VET Kitchen Operations Classes or functions. Fittings for uniforms are organised at school, and details are provided for purchasing these.



VET CERTIFICATE III SPORT AND RECREATION

This VET subject is designed for those who are interested in exploring a career in the field of sports and recreation. The course focuses on developing practical skills and knowledge in these fields, as well as providing students with a pathway to further studies or employment.

Students will learn the principles and practices of sports coaching and programming, and they develop practical skills as they engage with the industry in a hands-on way. They will learn how to deliver coaching sessions to groups of varying abilities, including children and adults.

The course will suit students in VCE VM and VCE, and can be taken as a scored Unit 3/4 subject or making up the VET contribution to the VM.

We are opening this subject up to both Year 11s and to Year 10s wishing to accelerate.

GRAVITATE

Students enrolled in Gravitate will undertake a Certificate III in Christian Ministry and Theology. The course is facilitated by BHCS the knowledge and skills to deepen their understanding of Christian theology and to perform limited functions associated with serving in a Christian church group or ministry context.

This course also incorporates a number of camps, where students will have an opportunity to spend time with those from other schools who are also undertaking the Gravitate course. Students will receive credit towards their VCE or VCE VM upon satisfactory completion.

MORE INFORMATION

CAREERS AND PATHWAYS

Helping students know themselves and what their strengths are is a key part of Pathways at BHCS and the Careers Team are here to support and encourage all students to be curious about the possibilities for work and further education beyond school.

Students begin to think about what they want to do as adults as they progress from childhood through to adolescence, and in the senior years of school they start to make decisions about subjects, a course of study, while juggling school, part-time work, family and social interests.

The Careers Team offers these opportunities to help students discover their potential, explore their career interests, link their learning to future aspirations and ultimately discover their ability to flourish and succeed post school.

- Appointments can be made to speak to the Careers Team at: pathways@bhcs.vic.edu.au

Some of the ways we help students in their career development decisions are by giving them:

- Access to a dedicated Pathways Website: www.bhcspathways.com.au
- Regular Career News newsletter
- Resume/cover letter writing assistance
- Subject Selection assistance
- Opportunities to hear guest speakers from industry
- Individual career counselling
- VTAC and Tertiary application assistance

KEY WEBSITES

- www.vcaa.vic.edu.au
for all VCE, VCE and VET information
- <https://www.vcaa.vic.edu.au/administration/vce-vcsl-handbook/Pages/index.aspx>
for the VCAA VCE & VCAL Administrative Handbook 2022
- <https://vcaa.vic.edu.au/administration/Key-dates/Pages/VCE-Exams-Navigator.aspx>
for the VCE Exams Navigator
- www.vtac.edu.au
for information on tertiary entry and the ATAR
- <https://newsletters.naavi.com/p/pNpVEMD/archive>
for the BHCS Careers newsletter
- www.myfuture.edu.au
for post-Year 12 advice
- <https://www.gilt.edu.au/>
for Australian universities course information
- www.studyassist.gov.au
for information on government assistance for financing tertiary studies
- www.humanservices.gov.au
for student and youth allowance information
- <https://www.youthcentral.vic.gov.au/>
for a range of information and advice on studying, working and services for young people
- www.education.vic.gov.au/about/research/Pages/ontrack.aspx
students may be contacted about OnTrack, after they leave school
- <https://vce.atarcalc.com/>
a website to assist you in calculating your ATAR



APPENDIX

APPENDIX 1 – PLAGIARISM & AUTHENTICATION POLICY

This is an excerpt only from the BHCS Plagiarism & Authentication Policy. The complete policy is available upon request.

DEFINITION OF PLAGIARISM

“Plagiarism is the unacknowledged use of another’s words and ideas. Direct quotations must be accurately cited through in-text and end-text referencing. Writing another’s ideas in a student’s own words and/or changing the order of the clauses and/or words is an act of plagiarism unless the author of the original is accurately cited. Plagiarism is a breach of VCE rules.”¹

In accordance with best practices and VCAA Guidelines BHCS will not tolerate plagiarism or cheating in any year level.

AUTHENTICATION

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. It may be necessary for students to complete an authentication form (available on VASS) if a substantial amount of work is completed outside of the classroom.

CHEATING

When a student acts dishonestly or unfairly in order to gain an advantage. This could be undertaken in class during assessment or on work completed outside of classroom.

STUDENT RESPONSIBILITIES

Work must be submitted by the due date. Extensions of time may only be granted under exceptional circumstances, with due regard for the balance between compassion to an individual and fairness to the whole group of students involved.

It is the student’s responsibility to ensure an electronic backup is kept of the assignments created. Problems with continued late submissions may result in the issue being referred to the Head of School or Deputy Principal.

To avoid plagiarism and authentication issue, students should not:

- share the details of exams with other students;
- submit work that is not entirely their own (re-wording certain parts is still plagiarism);
- copy the work of another student or allow another student to copy their work;
- have someone else do their work (such as a parent or a tutor);
- directly copy from a language translator device and include it into their work as though it were their own;
- fail to list references to legitimate sources.

¹ Excerpt from VCAA



STAFF RESPONSIBILITIES

- Provide students with a clear indication about the nature of any assessment. Notify students of any changes to assessment plans.
- Make deadlines clear to students. Stress the expectations the School has of students who are absent on a day when an assignment is due. Notify parents/caregivers of students failing to consistently submit the required work.
- Staff should be familiar with the authentication rules of school-based assessment as outline in the VCAA VCE and VCAL Administrative Handbook.
- During all assessment tasks, teachers must ensure that a formal examination atmosphere is established. This includes, but is not limited to:
 - Ensuring the correct materials are bought into the classroom.
 - Students are not wearing 'smart watches'.
 - All water bottles are clear and placed on the floor.
 - Mobile phones are turned off and placed at the front of the room.
 - Any posters or visual aids are removed from the room.
 - Assessment is conducted in silence.
 - A timer or clock is visible for students.

BREACHES

If the teacher feels there are good grounds to believe a breach has occurred, in accordance with the VCAA VCE and VCAL Administrative Handbook, the following procedure should be followed:

- Teacher is to try as best as possible to substantiate breach.
- Consult another faculty member where possible.
- Bring to the attention of VCE Coordinator(s).

FOR STUDENTS UNDERTAKING YEAR 11 VCE OR VCE VM SUBJECTS

The student involved will meet with the teacher and coordinator, where concerns are raised.

- If the student acknowledges the breach, they are to write a letter to acknowledge this.
- Parents will be advised via phone or email
- The student will be asked to re-sit the SAC (School Assessed Coursework). The highest grade that can be received is the lowest pass grade. If the work is of an acceptable standard, an "S" will be awarded.

STUDENTS FAILING TO ACKNOWLEDGE PERCEIVED BREACHES OR STUDENTS UNDERTAKING YEAR 12 VCE OR VCE VM SUBJECTS

- Students should be asked to provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. Student may be asked to:
 - Provide evidence of the development of the work.
 - Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
 - Provide samples of other work.
 - Complete, under supervision a supplementary assessment task related to the original tasks.
- If teachers are satisfied and the work is of an acceptable standard, the lowest pass grade and an "S" will be awarded.
- If teachers and/or the student are not satisfied, then the student may be asked to attend a hearing or complete a test to demonstrate understanding of the work.
- Hearing to be conducted as per Section 13 of the VCAA VCE and VCAL Administrative Handbook



STUDENTS BELIEVED TO HAVE CHEATED DURING SCHOOL-BASED CLASSROOM ASSESSMENT

As soon as possible after the subject teacher becomes aware of the alleged breach, the VCE Coordinator(s) must be informed.

An investigation involving the subject teacher and Head of School will ensue. This may involve (but is not restricted to), either or both teachers speaking to other students in the class and the student involved. At all times the privacy of the students must be maintained. At the discretion of the relevant coordinator, parents may be informed.

If the breach is found to exist, the student and parents will be requested to attend a meeting with the subject teacher and relevant coordinator(s).

The likely outcome is the student will be required to sit another SAC of equal weighting within one week of the breach. Upon satisfactorily passing, the student will receive an 'S' for this SAC and the lowest pass grade possible.

In accordance with Section 13 of VCAA VCE and VCAL Administrative Handbook the student may appeal the decision. The process as outlined on page 95 will then be implemented.

Breaches of any type that are deemed to have occurred during External Assessment (e.g. Exams) will be handled by the independent Chief Examination Supervisor in accordance with VCAA guidelines.



APPENDIX 2 – VCE EXAMINATION POLICY

Study scores for Year 12 subjects are based on a combination of marks from internal pieces of work (SAC – School Assessed Coursework) and external examinations. External examination grades can contribute to between 50-70% to a student's overall Study Score. With the limitations of class time and the demand on teachers to cover content, it is very difficult to run full length examinations during the term. However, the benefit of examination practice cannot be underestimated. Students will be expected to stay in the exam room for both practice and VCAA run exams, for the full exam time.

YEAR 11 EXAMINATIONS

These will be held in July and September; all regular classes cease for this week and a special examination timetable is implemented. These examinations will, where possible, be the same length of time as the Year 12 examination. Teachers will be encouraged to produce examinations that accurately reflect the expectations of the VCAA exams.

YEAR 12 EXAMINATIONS

END OF UNIT 4

At the end of Term 3, during the September School holidays, a timetable will be implemented to enable students to sit timed examinations, mimicking as much as possible the examination conditions conducted by VCAA. Examinations will always be held in the second week of the September school holidays (Tuesday – Friday), enabling students to attend revision seminars in the second week should they choose to do so. BHCS staff will supervise the examinations; teachers will be expected to give feedback during the first week of Term 4.

All students undertaking a scored VCE will be expected to attend these examinations.

If students are unable to attend, the examinations will be made available on the first day of Term 4 from Reception. It will then be up to the students to find the time to sit these examinations. These will then be passed onto teachers for marking. Teachers will be expected to give timely feedback; it should be noted, however, that teachers will now be balancing the needs of teaching in the new term.

Making copies of the examination available after the examination has been undertaken by most students, will maintain the integrity of the examination.



APPENDIX 3 – TERMINOLOGY

The following is a glossary of terms related to senior academic study, curriculum, careers and pathways.

AUTHENTICATION:

This refers to the process of satisfying the teacher that the work is the student's own. The student works under a teacher's supervision and confers with their teacher regularly regarding the completion of the work. The student acknowledges all sources and types of help they receive. Most Assessment Tasks and all SACs are completed in class in order to verify the authenticity of a piece of work.

SCHOOL ASSESSED COURSEWORK (SAC):

School-assessed coursework (SAC) is made up of a number of assessment tasks that are specified in the VCAA-issued study design. SACs are used to assess the unit's learning outcomes. For each VCE unit students must achieve specified outcomes as demonstrated via SACs and, in the case of some studies, School-Assessed Tasks (SATs) e.g. essays, structured questions, folios. For Units 3 and 4 studies, schools provide to the VCAA a numeric score representing an assessment of the student's level of achievement. The score must be based on the school's rating of performance of each student on the tasks set out by VCAA. Schools have some choice as to comparable SAC tasks. To ensure that schools' assessments of coursework in each study are comparable throughout the State, schools' coursework assessments are statistically moderated by VCAA, using the examination results in that study and (for some studies) GAT scores. The VCAA issues final results for all coursework assessments in December. Tasks selected as School Assessed Coursework may vary, but they are designed as comparable tasks in scope and demand so students are fairly assessed.

OUTCOMES:

Students must satisfactorily complete all Learning Outcomes in Units 1 to 4. Each VCE unit includes a set of two to four outcomes. All of these outcomes, as described in the study design, must be achieved for satisfactory completion of the unit. Achievement of the outcomes is usually based on the Subject Teacher's assessment of the

student's performance on assessment tasks designated for the unit. Satisfactory completion of a unit is determined by the School, in accordance with the Victorian Curriculum & Assessment Authority requirements. Teachers will give clearly worded, printed criteria for satisfactory completion of outcomes and detail as to when assessment activities will occur and when work is due. Students demonstrate achievement of outcomes via performance in a range of learning activities: case study analyses, essays, practical exercises, reports, folios, projects, workbooks, media files, demonstrations, short exercises, oral presentations, structured questions and tests. Outcomes-related assessments often take place under test conditions, or they may occur as class work but within a limited timeframe. Outcomes are part of the normal teaching and learning.

'S' OR 'N':

Pertains to the assessment of Outcomes. These letters stand for 'satisfactorily completed' ('S') or 'not satisfactorily completed' ('N'). 'S' or 'N' is awarded for each unit of study and for each outcome within each study. Students satisfactorily complete a unit if they satisfactorily fulfil all the learning outcomes as per the Victorian Curriculum & Assessment Authority - issued Study Design for a particular subject.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS:

This program allows senior students to start an apprenticeship or traineeship while completing VCE. Students undertake a combination of school-based subjects, TAFE training and workplace training. Students are responsible for sourcing a suitable employer to deliver workplace-based learning. This option is best for students who are sure about their vocational choice because of the high levels of organisation, maturity and dedication required.



SEQUENCE:

A sequence is a Unit 3 study followed by Unit 4 study. Award of the VCE requires that a student successfully complete four Unit 3 and 4 sequences, including Unit 3 and 4 English, English Language and/or Literature. Units 3 and 4 for all studies are taught as a sequence or as a yearlong course.

STATISTICAL MODERATION:

Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school. The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State. Students and parents are provided with details of statistical moderation via briefings and handbooks.

STUDY SCORE:

A study score shows how well students have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate an individual's ATAR.

UNIT:

Each VCE study is divided into four units. One unit lasts one semester or half a year. One unit involves approximately one hundred hours of study (including both work done in the classroom and work done outside the classroom). A minimum of 16 units is required to achieve the VCE.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL):

An accredited senior secondary school qualification undertaken by students in Years 11 and 12 prior to the 2023. This program has now been superseded by the VCE Vocational Major.

VICTORIAN CERTIFICATE OF EDUCATION (VCE):

The Secondary Certificate of Education in Victoria completed usually over two years, throughout Year 11 and 12.

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM):

The vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

VICTORIAN CURRICULUM & ASSESSMENT AUTHORITY (VCAA):

The Statutory Body that oversees the VCE (Coursework and assessment procedures).

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC):

This is the organisation that administers Victoria's tertiary institutions' joint selection system as well as selection for some TAFE courses. VTAC's job includes: organising the application procedure, receiving and processing applications, forwarding the appropriate applications and accompanying information to the relevant tertiary institutions, making offers to prospective students on behalf of tertiary institutions, and publishing information which can be used in planning VCE student programs and later applying for courses.

VOCATIONAL EDUCATION AND TRAINING (VET):

VET programs are vocational training programs designed for school students. VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain VCE and a nationally portable qualification. VCE/VET programs approved by the VCAA offer scored assessment for Units 3 and 4 and are included in an ATAR calculation like any other VCE subject. Other Unit 3 and 4 VET programs can offer block credit towards a student's ATAR score.



APPENDIX 4 – LIST OF ACRONYMS

ACE	Australian Careers Education	VCAL	Victorian Certificate of Applied Learning
AT	Assessment Task	VCE	Victorian Certificate of Education
ATAR	Australian Tertiary Admissions Rank	VET	Vocational Education and Training
BHCS	Belgrave Heights Christian School	VETIS	Vocational Education and Training in Schools
DES	Derived Exam Score	VM	Vocational Major
EAL	English as an Additional Language	VTAC	Victorian Tertiary Admissions Centre
FE	Further Education		
GAT	General Achievement Test		
HES	Higher Education Studies		
LOTE	Languages Other Than English		
N	Not Satisfactory		
NA	Not Assessed		
RTO	Registered Training Organisation		
S	Satisfactory		
SAC	School Assessed Coursework		
SAT	School Assessed Task		
SBAT	Australian School Based Apprenticeships and Traineeships		
SEAS	Special Entry Access Scheme		
SLC	Senior Learning Centre		
TAFE	Technical and Further Education		
UG	Ungraded		
USI	Unique Student Identifier		
VASS	Victorian Assessment Software System		
VCAA	Victorian Curriculum and Assessment Authority		



SENIOR PATHWAYS HANDBOOK – YEAR 11 & 12

BELGRAVE HEIGHTS CHRISTIAN SCHOOL

OF THE PRESBYTERIAN CHURCH OF VICTORIA INC. (A0016947K)



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