



HAILEYBURY

Haileybury International VCE Studies Offshore VCE Student Handbook 2016



李惠利中學

NINGBO LIHUILI HIGH SCHOOL



山東省濟寧第十九中學



武漢外國語學校



重慶第一十二中學



北京外國語學校



Photo: ZHU Yuan (Jasmine) from Ningbo Li Hui Li High School proudly shows off her 2015 Premier's Award as the top VCE student in 2014 for Chinese First language.



HAILEYBURY



Introduction – to the student

Congratulations on choosing to study the Victorian Certificate of Education (VCE) at your home school, in partnership with Haileybury, Melbourne, Australia.

Haileybury is a school with a long history, beginning in 1892 with just 17 students. One-hundred and twenty or more years later it is Australia’s largest school, on four campuses in Melbourne and with an ever-increasing global footprint. Haileybury was a pioneer for secondary-level Trans National Education for Victoria (since 2001) and the school logos on the front cover represent current offshore partner schools offering the VCE. You will also notice the picture on the right – that is Haileybury International School, Tianjin which opened in Sept 2013. The first students from that school will graduate with their VCE at the end of 2016.

Historically, students in the offshore VCE program have received some remarkable results; 90% achieving tertiary pathways and the majority of those to the “Group of 8” <https://go8.edu.au/> most famous Australian universities (that typically appear in the top 100 world university rankings). But even second and third tier universities are well regarded on the international scene with rankings in the top 2% of the world! Other students have used their VCE (and their corresponding ATAR score) to enter universities beyond Australia; in New Zealand, UK, USA (SAT will be required), Canada, Singapore, Hong Kong. So, as students, you can be confident that you have selected a Government-endorsed, world-recognised secondary school graduation certification and Haileybury thank the VCAA for sharing our vision to licence schools internationally to deliver the VCE.

This information is designed as a reference for students undertaking VCE Units 3&4 studies at one of Haileybury’s Offshore VCE partner Schools in China or Timor Leste for 2016. It outlines important dates, schedules, policies and procedures; and provides important information regarding VCE Unit 3&4 studies.



If the information is only relevant to China-based schools, then this symbol will appear.

Much of the detail is from the VCAA’s website <http://www.vcaa.vic.edu.au> and summarised here for convenience.

Further information of the procedures and guidelines on the administration of the examination will be published in the *VCE Exams Navigator* (Student Information and Timetable).

These guidelines cover:

- General Achievement Test (GAT)
- Special Provision
- Examination timetables
- Examination rules
- Approved materials and equipment.

The *VCE Exams Navigator* booklet is published by the VCAA in July of each year.

Further Assistance

Students and parents can seek assistance from:

- VCE Coordinator/Director at your school
- Haileybury’s International VCE Director



For China partner Schools students can also seek assistance from the Shanghai Office Program Manager for your school.

The information in this booklet is divided into three sections:

Section 1	General Information
Section 2	VCAA Information Concerning Studies for 2016
Section 3	Assessment



SECTION 1 GENERAL INFORMATION

1.1 ENTRIES

VCE enrolment is arranged through the School. Students will receive enrolment forms to check and sign, paying particular attention to the date format DD/MM/YYYY for the birthday.

Final VCE results will be made available to authorities both in Australia and overseas, such as the School and the Victorian Tertiary Admissions Centre (VTAC), but only if the candidate authorises it. This is done by students signing a 'release' form that is part of initial enrolment form. This release can be revoked at any time by the student by written request.

1.2 GENERAL ACHIEVEMENT TEST (GAT) 2016

The GAT is a test of general knowledge and skills in Writing, Mathematics, Science and Technology, Humanities, the Arts and Social Sciences. In 2016 all students undertaking VCE Unit 3&4 sequences will be required to complete the GAT. This test is likely to be held on Wednesday 8 June 2016.

The GAT is also used to check that VCE School Assessment is fair to everyone. The test checks the spread and overall level of grades submitted by a School on School Assessed Coursework (SACs). If necessary, School assessments will be reviewed by the Victorian Curriculum and Assessment Authority (VCAA).

In the process of statistical moderation, rather than using examination scores alone, students' GAT scores may be used as well in some studies where, in doing so, a better match with schools' assessments throughout the State is achieved. In all such cases, the examination score, (not the GAT score) will remain the major influence.

With regard to VCE examinations, the GAT is used in some studies (Accounting, Biology, Chemistry, Mathematics and Physics) to identify which papers in these exams will be marked a second time.

A statement of GAT results is mailed to each student with the final results. Hint: Keep your place card (from your exam desk) as it has your VCE number on it, which you will need for VTAC and direct university applications. (See Section 1.4)

**GAT Results are also used by some tertiary institutions to determine entry, especially in the "middle-band", where the student is near the ATAR score requirement, a strong GAT result may give the selection officer the encouragement to select you! .*

1.3 SATISFACTORY COMPLETION OF THE VCE

In order to meet graduation requirements for the VCE, a student must complete at least 16 units of study to S (Satisfactory) standard.

Regardless of how many units are undertaken, a student must do:

- At least three units of English/EAL, including a Unit 3/4 sequence plus
- A sequence of Units 3&4 in three other studies.



For Offshore International students, Chinese (Senior 2) or other equivalent Year 11 marks, if of a satisfactory standard, can be used to request Recognised Prior Learning (RPL) for Unit 1 & 2 credits, allowing the VCE to be completed by studying five Unit 3 & 4 sequences. Requests for RPL will occur formally as Chinese students finish their Senior 2 Curriculum studies.



1.3.1 The Victorian Baccaulaureate.

The VCE (Baccaulaureate) is an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. It is automatically awarded to successful candidates – students do not do an additional registration or application.

To be eligible to receive the VCE (Baccaulaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 and 4 sequence in English with a study score of 30 or above; or a Units 3 and 4 sequence in EAL (English as an Additional Language) with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences.

Upon satisfactory completion of the VCE (Baccaulaureate) program of study, the student will receive an appellation (notation) on their Victorian Certificate of Education.

1.4 RECEIVING YOUR VCE (AND ATAR) RESULT

VCE results and ATARs are available via the Internet at resultsandatar.vic.edu.au. This internet service is free and available 24 hours per day from 7:00 am (Melbourne Time) Monday 12th December until 5:00pm Friday 17th December.

Students will need their VCAA student number and PIN, which is the first four digits of their birthdate (for example 17 July = 1707). If students have registered with VTAC (or are a current VTAC applicant, students will need to use their VTAC PIN)

VCE results and ATARs (including graduation Certificates) are available via mail from later in the same week (VCE results are sent via Haileybury Australia, so allow up to two weeks. ATAR Certificates can only be sent to an Australian address entered by you. Consult with your local VCE Program Director as to the best address to use.)

HIGHLY RECOMMENDED:

Students are strongly encouraged to apply through VTAC as this will automatically generate an ATAR Certificate automatically. Alternatively, students can apply direct to Universities and request an ATAR Certificate from

http://www.vtac.edu.au/pdf/forms/atar_request.pdf

This will likely cause a delay and there is a modest fee payable for this request and the added complication of attaching photo identification with signature then faxing to Australia (so best if VTAC application is completed, along with some direct applications if desired).





1.4 TERTIARY SELECTION

The Victorian Tertiary Admissions Centre (VTAC) <http://www.vtac.edu.au/> administers a joint selection system on behalf of Victorian Universities and TAFEs as well as the Australian Maritime University in Tasmania.

For other interstate courses students will need to apply direct to the institution or through UAC for NSW & ACT <http://www.uac.edu.au/> , QTAC for Queensland www.qtac.edu.au , SATAC for South Australia www.satac.edu.au , etc. Each of these authorities have full details on their websites.

To be admitted to tertiary courses, the following minimum entrance requirements must be satisfied:

- (i) Satisfactory completion of the VCE, and
- (ii) Satisfactory completion of the work requirements in Units 3&4 of English/EAL.

Calculation of the ATAR for VCE students is as follows:

Study scores (Relative Position) for each study are determined by the VCAA. These are scaled (adjusted) by VTAC for the purpose of calculating the ATAR. The ATAR is a percentile ranking obtained for each candidate by taking into account an applicant's study scores (Relative Position) after scaling. The ATAR is based on the scaled study scores in English/EAL and at least three other studies in an allowable combination*. The study scores need not all be from the one year.

The ATAR calculation is based upon the addition of the scaled study score for the English study, the next best three scaled scores (of an allowable combination) and 10% of any fifth or sixth scaled scores available.

In response to a request from the Victorian Government, a modification is made to the scaling of Languages Other Than English (LOTE) studies. After normal scaling, the scaled mean of each LOTE is increased by five points and is then used in creating the ATAR aggregate. This includes the Chinese (First Language) study score, Indonesian (Second language) etc.

Students are ranked in order of their scaled aggregate for ATAR and then other calculations result in this being converted to a percentage rank.

*Only two mathematical studies may be counted in the best three. The weakest mathematics result will count as a 10% increment.

A *rough* ATAR calculator (including scaling of subjects) can be accessed at <http://atarcalc.com/> Note this is NOT an authorised VATC website and should be used for illustrative purposes only.

Once students have satisfied the minimum entrance requirements they will also need to satisfy any specific course or extra requirements including pre-requisites for individual courses for which they wish to apply. Students should also be aware of the allowable combinations of studies. These are set out in the booklet *Tertiary Entrance Requirements 2017 (VICTER)* for Year 12 students published by VTAC. This is available on the internet via www.vtac.edu.au.

Note all course codes for International Fee Paying (IFP) students end in a 3.

Guaranteed ATAR courses are offered by some universities to effectively allow an International (Fee Paying – IFP) student an early start to obtaining a student visa. If the ATAR is met then the Confirmation of Enrolment is forwarded. Not all courses are available for Guaranteed ATAR application, and students should place more favoured courses HIGHER on their VTAC preference list and have the guaranteed ATAR course as their last preference.



1.5 USE OF THE ATAR IN TERTIARY SELECTION

The majority of courses select students by sorting them according to their ATAR. Selection officers will be able to sort applicants into three groups on the basis of the ATAR obtained:

- (i) Those “*clearly-in*”; ie, those with an ATAR above a particular rank
- (ii) Those clearly to be rejected; ie, those with an ATAR below a particular rank
- (iii) Those in the “*middle band*” (those with ATARs between the two particular ranks) for whom additional information needs to be considered before it is determined whether they will receive an offer.
(See *VICTER 2017* available on the Internet via www.vtac.edu.au)

Selection for category (iii) may involve the use of additional criteria such as:

- Level of performance in pre-requisite studies
- An interview, test or other means as outlined in the *VICTER 2017* booklet and the yearly VTAC Guide using the edition appropriate to the year group

For some courses, the ATAR is only one factor in the selection process and for some of these it is only a minor factor. In these courses, selection is on the basis of an index of selection criteria. The ATAR may or may not be one of the criteria.

Other criteria could include evaluation of a folio, an audition, an interview, references or portfolios, etc. It is important for students to check well in advance (through the Director, Courses and Careers), the selection procedure for any such course so they may be properly prepared. Fulfilling the ‘Extra Requirements’ as outlined in the *VTAC Guide 2017* is an essential step to gaining selection. In some cases, this involves completing an application form or sitting tests, so advanced awareness is clearly advisable. The *VTAC Guide 2017* will be published in July, online at:
<http://www.vtac.edu.au/publications/guide.html>

Many students each year make interstate tertiary course applications (i.e outside of Victoria and the VTAC system). The *VTAC Guide*, published in July, contains a list of interstate Tertiary Admissions Centres and instructions on how to apply. It is the student’s responsibility to seek any relevant information. The official closing dates for most interstate applications will be the same as those for VTAC, however, students interested in interstate Medical and Health Science courses should research early closing dates.

The scaling of subject study scores and the process for calculating ATAR scores is explained in a pamphlet that is designed and distributed by VTAC. More information is available here – <http://www.vtac.edu.au/publications.html>
Particularly this pamphlet:
<http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf>

Note: When students are accessing VCAA and VTAC websites they will require their VCE Number and to enter their birthdate in the form DD/MM/YYYY. (This format is different to some common international formats). Only numbers can be used so a student born on the 4th of July, 1998 would enter his/her birthdate as 04/07/1998.



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1.6 ATTENDANCE REQUIREMENTS

The VCAA requires students to attend sufficient class time to undertake and complete all coursework requirements. It gives the School authority to develop rules to ensure this requirement is met.

Haileybury has determined that students need to **attend at least 90% of classes** in each study. This level of attendance is important not only because it maximises their potential to perform at their highest level but teachers must be able to closely monitor and observe student learning in order to authenticate that all work completed is the student's own. Where students fail to meet this requirement they may be awarded 'N' (Not Satisfactory) for an outcome.

The award of an 'N' means a student will **not** be awarded a Satisfactory completion for that unit. Final decisions in this regard will be made by Haileybury's International VCE Director in consultation with class teacher and Australian Mentor. Where a student is absent from School for prolonged periods because of illness or other special circumstances, Haileybury's International VCE Director may grant an exemption from this rule if the student can demonstrate that he/she has attended sufficient classes to enable him to have studied the subject adequately. Haileybury's International VCE Director may alternatively grant an extension of time to the student to complete assessment tasks. In such circumstances, the School's penalties for breach of attendance rules are not applicable.

Where a student breaches the 90% attendance policy without showing sufficient cause, then he/she may not be eligible to attend the graduation ceremony. Documentation (such as medical or other certification) may be required to support a student's request for exemption.



SECTION 2 VCAA INFORMATION CONCERNING STUDIES FOR 2016

2.1 LEARNING OUTCOMES

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of each outcome is based on the teacher's assessment of the student's performance on assessment tasks designated for that unit. Satisfactory completion of units is determined by the School in accordance with the VCAA requirements.

2.2 ASSESSMENT OF VCE UNITS 3&4

All studies will have both School assessment (SACs) and external examinations. There will be three assessments reported as grades (A+ to UG) for each study by the VCAA. The percentage break-up for the assessment types for each subject appears in a table on page 19.

School Assessed Coursework (SAC) is made up of a number of assessment tasks that are specified in the Study Design for each particular subject. These assessment tasks are used to assess unit-learning outcomes. A student must gain an "S" (Satisfactory grade) for each task, as determined by his/her grade in consultation with his/her teacher and the Australian subject mentor. Where a piece of work does not (initially) meet S standard, it must be repeated (or a similar task substituted) until the student can demonstrate satisfactory competency in the task. The student will be given repeated opportunities if necessary to demonstrate (s)he is worthy of an S, but note the original mark never changes, just the upgrade from N (Not Satisfactory) to S (Satisfies the Work Requirement). Typically a number of smaller Work Requirements and SAC tasks are combined to create the overall Unit "S". Where additional clarification is necessary Haileybury's International VCE Director can be consulted.

EXAMINATIONS

All studies have their final written exams in late October or November. Oral examinations will be held in October for Chinese LOTE. Assessment structures for each subject are outlined in Section 3. The dates of these examinations is published annually by the VCAA (typically in May).

STUDY SCORES

Students' overall achievements for each study are calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50. The median (middle) students will receive a (raw/unscaled) Study Score of 30. The top students will receive 50 (provided there are sufficient numbers of students in the subject) and the bottom students' scores may appear as "<18", rather than an actual Study Score.

The Study Score (Relative Position) of a student in a study is based on scores for both School-Assessed Coursework and Examinations, with the SAC marks moderated according to the examinations and in the ratios described in the table on page 19.

The relative position indicates how the student performed in relation to others who took the study. Study scores of 23-37 indicate the student is in the middle range. (68% of scores will be in this range).

A Study Score above 37 indicates the student is in the top 15% of students in this study. A study score above 40 is approximately top 8% of students* and above 44 is gained by only 2.5% of students. This is according to the Normal (bell curve) with mean 30 and standard deviation of 7.

*if the student gave permission for the publishing of their results a student with a study score of 40 or more have their name published in the Melbourne daily newspaper.



STATISTICAL MODERATION

School Assessments (through) Coursework (SAC) is an important part of the VCE. It counts for 50% of students' assessments in EAL and LOTE, 40% in Physics and Chemistry and 34% in Mathematics subjects (see table on page 19). Moderation is needed to ensure assessment (of SACs) by all schools throughout the State is comparable and fair to all students. Statistical moderation is a process for adjusting the level and spread of each school's assessments of its students in a particular study to match the level and spread of the same students' scores at the common external examination(s). The VCAA will use the School's examination scores in each study as well as the School's GAT results in studies where, in doing so, a better match with schools' assessment throughout the State is achieved. In all such cases, the examination scores will be the major influence.

Key points concerning statistical moderation:

- Statistical moderation adjusts schools' assessments in accordance with students' scores at a common external examination
- Any adjustments to a student's score is determined by the external scores for the whole group, not by the student's individual external score
- Statistical moderation does not change the rank order of students as determined by the school's coursework (SAC) scores. A student given the top score for coursework by their school will have the top score after statistical moderation, no matter how they perform at the examinations. It is important to remember that statistical moderation does not change the relative performance of students within the statistical moderation group.
- Students who are absent from the examination(s) or who have anomalous results or who have been granted a Derived Examination Score are removed from the moderation process so they do not adversely affect other students in the group.

ASSESSMENT SCHEDULES FOR VCE STUDIES IN 2016

Points to note:

- Assessment tasks are integrated into the regular teaching and learning program
- They must be completed mainly in class
- They are to be completed in a limited time frame
- Raw scores for each task will total to the overall coursework score, not the overall assessment for each study. For example:
Say Unit 4 Outcome 1 in English is marked out of a total of 50 marks. The total for coursework marks is 200. Coursework represents 50% of the overall assessment. Therefore Outcome 1 represents 25% of coursework and 12.5% of the overall assessment
- When each assessment task has been marked, students will receive the 'raw score' for each task as well as feedback on how the student might improve on future tasks. This will be in the form of a criteria sheet applied to each task
- All completed work must be retained until the end of the year in case of VCAA SAC auditing (which can include assessment tasks completed by randomly selected students)
- Students must remember that the raw scores may change after statistical moderation.
If the cohort of students found a SAC task too difficult, relative to the examination, their Coursework marks will be moderated up. Conversely, if the cohort of students found a SAC task too easy, relative to the examination, their Coursework marks will be moderated down.



SCALING VCE SUBJECTS

Study scores have to be compared and adjusted before they can be equitably added together. This is because, apart from English, students take very different combinations of VCE studies and you can only add scores together if the strength of competition in each study is about the same.

Study scores are adjusted and the strength of competition in a study is judged simply by looking at the total performance of students taking that study. For example, the performance of students taking Chemistry is adjusted against the total performance of Chemistry students in all their other studies. It is well known that Specialist Maths is far more difficult than Further Mathematics. Typically, a median Specialist Maths student (30) would have his score scaled to above 40! but a 30 for Further Mathematics could scale down to perhaps 28 or 29.

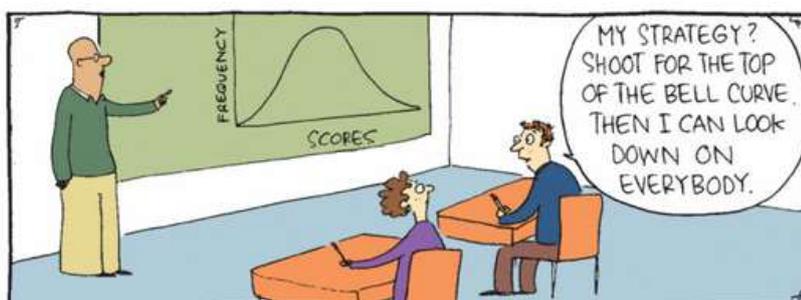
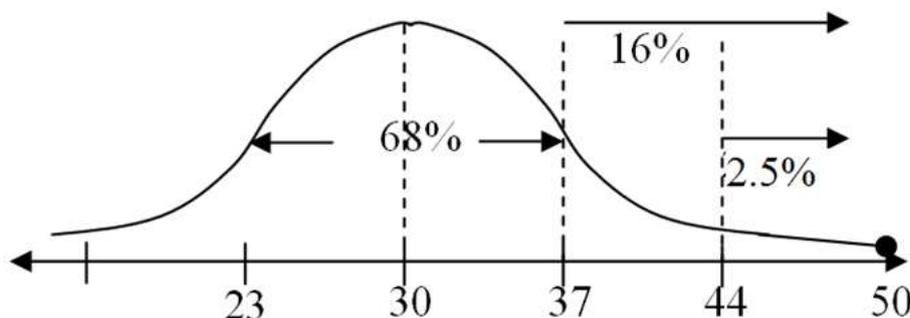
This comparison is carried out for each VCE study. There are no pre-determined outcomes and all studies, except Specialist Mathematics and LOTEs, are treated identically. (For Specialist Mathematics and some LOTEs subjects the top scaled score can be 55 on a scale to 50!)

In practice, the process is very stable and there is very little difference from year to year in terms of adjusted scores.

After scaling, the scores of some studies are adjusted up, some down, and some remain about the same. This is a reflection of the strength of competition within each study and between studies. See VTAC website for more details www.vtac.edu.au.

A rough ATAR calculator (including scaling of subjects) can be accessed at <http://atarcalc.com/>. Note this is NOT an authorised VATEC website and should be used for illustrative purposes only.

Unscaled Subject Scores for every VCE subject follow the Bell (Normal) curve. Maths students will study this curve as part of their VCE Studies. The Mean (also Median) is 30 and the standard Deviation is 7.





2.4 **SPECIAL PROVISION**

For assessment, there are three forms of Special Provision possibly available to students.

- Absence from Coursework (SAC) Tasks (Alternative Arrangements)
- Special Examination Arrangements (SEA) for external examinations
- Derived Examination Scores (including legitimate absence from examinations)

These are discussed in more detail:

2.4.1 ABSENCE FROM COURSEWORK (SAC) TASKS (Alternative Arrangements) Where a student is affected *significantly* by illness or by any factors relating to personal environment or by any other *serious* cause, s/he may apply in writing to the Offshore VCE Coordinator for Special Provision to be made for assessment. Applications must be made within one week of the student returning to school.

In the case of illness, a detailed medical certificate will be required. Similarly, in other cases the School may require the student support his/her application with evidence.

If a student is eligible, the school will be able to assist them by: rescheduling assessment tasks, or

- setting alternative or substitute tasks, or
- allowing more time to complete a task, or
- allowing the use of different arrangements to complete an assessment.

If none of these provisions reasonably overcomes a student's situation, their school may decide to determine their result from other assessments or work already done in that study.

Where a piece of coursework assessment is rescheduled, it will normally be completed at another time in the regular teaching program. If this is impractical, the class teacher will schedule the work to be completed during lunchtime or after school. The VCE teacher may determine that, where appropriate, a different task, but similar in scope and demand, is set.

Where it is inappropriate or impractical to reschedule assessment or extend its deadline (usually because of a significant period of absence) the International VCE Director may ask for an estimated grade based on the student's previous work and ranking of the student's work in relation to other students in the class.

It is generally in a student's best interest to attempt all assessment tasks, even when a disadvantage exists, because the final grade will never be lowered if claiming a disadvantage, it can only stay the same or increase.

Where a student is unable to sit for/complete a piece of coursework assessment because of a prior School commitment, he/she should notify the class teacher of his/her absence before the scheduled date so alternative arrangements can be made.

Students must be aware that where there are insufficient grounds to justify the absence, a penalty may be applied. A reason such as welcoming or fare-welling family members at the airport would not constitute a justifiable absence. Wherever possible, the application should be made prior to the scheduled date. The following table sets out the implications of student absences:



2.4.2 IMPLICATIONS OF STUDENT ABSENCE FROM COURSEWORK ASSESSMENT

EVENT	RULE/ACTION	EFFECT
Student is absent from test or class assessment task.	Application is made: <ul style="list-style-type: none"> • Medical certificate is supplied and Special Provision is granted • No medical certificate, no Special Provision granted. 	Teacher reschedules at a suitable time. Work will be scored. Alternative task may be set. Student may receive a penalty on the mark for the task. Alternative work may be set to decide judgement of S or N.
Student does not sit a <u>section</u> of the coursework assessment task when the assessment is entirely in the class.	<ul style="list-style-type: none"> • Medical Certificate is supplied and Special Provision is granted • No medical certificate, no Special Provision granted. 	This <u>section</u> of the task is rescheduled at a suitable time Work will be scored. An alternative section of work may be set. Student may receive 0 for the section of the work missed. Missed section may be completed to make judgement of S or N.
Work is submitted late.	Application is made: <ul style="list-style-type: none"> • Medical certificate is supplied and Special Provision is granted. • No medical certificate, no Special Provision granted. 	Work is accepted without penalty for lateness. Work may incur penalty – to be decided by Academic Disciplinary Committee

2.4.3 CHEATING

Cheating, including plagiarism, is taken **very seriously**. For a SAC this could include losing ALL the marks for that component of assessment and then requiring work to be repeated to gain an S on the Work Requirement. Similarly in VCAA exams an incident report will be written up and the punishment decided by the VCAA.



2.4.4 SPECIAL EXAMINATION ARRANGEMENTS FOR EXTERNAL EXAMINATIONS

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 think they might be eligible for this Special Provision must apply to their VCE Coordinator. The School must apply to the VCAA by completing the application form and include the appropriate supporting medical, psychological and educational 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 grant Special Examination Arrangements to students who have long-term impairments where there has been no demonstrated requirement for the arrangements at school.

Special Examination Arrangements may include:

- rest breaks
- extra reading time in addition to the official reading time (if extra reading time is approved by the VCAA it will be incorporated into the student's examination writing time)
- extra writing time in addition to the official writing time.
- typing their examination response on a computer or having a scribe
- eating during an examination (eg if diabetic) or taking medication
- permission to stand/stretch to alleviate a physical medical condition
- completing the examination in hospital

In most cases these provisions are arranged well in advance, although emergency arrangements can be made quickly if necessary (eg a broken wrist two days before the exam). In ALL cases eligibility for SEA can only be approved by application to the VCAA and will require a medical report.

Students who have been granted EAL status on the basis of unfamiliarity with the English language are not eligible for Special Examination Arrangements on this reason alone.

2.4.5 DERIVED EXAMINATION SCORES (DES)

If a student becomes ill or experiences an accident or personal trauma at the time of their VCE examinations, they may apply for a Derived Examination Score (DES).

The purpose of a DES is to ensure a student's final result on an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement he has demonstrated in his study over the year/semester.

The official Derived Examination Score Individual Application containing details of eligibility and evidence requirements will be available from your VCE Coordinator prior to the VCE Examination period.

A Derived Examination Score cannot be applied for on the basis of:

- unfamiliarity with the English language
- teacher absence or other teacher related difficulties
- long-term or chronic conditions or illness
- matters that a student could have avoided, e.g. misreading the examination timetable or instructions or matters related to school discipline
- matters of a student's own choosing such as involvement in social events, sporting activities, school events or volunteer work.

This applies to all VCE examinations - written, oral and performance.



The DES is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination or during the examination period and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study. Appropriate documentation will be required to support the request for a DES. (see Eligibility, below)

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 over the year.

It is not intended for students who did not wish to undertake the examinations.

ELIGIBILITY FOR A DERIVED EXAMINATION SCORE (DES)

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the examination period has affected their performance on an examination or has prevented them from attending an examination.

'Immediately before' applies to the two-week period prior to a performance, oral or October LOTE written examination or the first written examination in the October/November examination period. This is the period in which the student must demonstrate, with evidence, that he/she has been adversely affected by the illness or personal circumstances. Depending on the nature of the illness/circumstances, consideration will be given to situations occurring or arising prior to this period, but where the effect on the student is still demonstrably evident at the time of the examination.

The key to eligibility for a DES is the student must demonstrate that at the time of the examination, or in the period just prior to it, he experienced circumstances that:

- Would prevent the student performing on the examination at a level that accurately reflects their real achievement in the study or
- Prevented the student from sitting the examination at all.

The circumstances which will be deemed acceptable are:

- Illness (both physical and psychiatric), physical injury or a disability that affects the student's performance on the examination (eg, influenza, asthma attack, broken arm)
- Factors relating to their personal circumstances or any event that affects the student's performance on the examination (eg, death/serious illness/accident of a family member or close friend, family break-up, faulty examination paper).

This **must be substantiated with evidence** from an independent professional (for example, doctor, social worker, police officer or solicitor). The professional must have specific knowledge of the student's circumstances, must not be related to the student and must have been professionally associated with the student's situation.

Other evidence from the Chief Supervisor, appropriate School-based personnel and the Principal must also be provided. eg The Chief Supervisor may testify that the student took ill during the examination and spent extended time in the bathroom. After such an occurrence the student should present to a doctor to obtain the medical documentation that is needed to support an application.

Conditions over a longer period that have affected a student's capacity to study, and therefore to achieve in the study, do not constitute grounds for being granted a DES. However, a flare-up or acute/active phase of a chronic condition that occurs in the period before or during the examinations may be grounds for approving a DES application. (eg diabetic episode or seizure etc)



In applying these rules to individual cases, decisions will be guided by the following factors:

- When the illness or event occurred and its immediacy to the examination(s) in question
- The two-week period prior to the examination takes account of the fact that a student's study for examinations may be hindered or prevented; however, the fact that the illness or event occurred within the two weeks before an examination is not sufficient grounds for a DES on its own
- If a student has had two or more weeks recovery time before the examination, it is reasonable to expect that this should be sufficient for most students to make-up lost ground and that they are well enough to sit the examination
- Illnesses and other circumstances that occur late in Term 3 or early in Term 4 may increase pressure on students during the final weeks of the year. These may require Special Examination Arrangements such as access to medication, rest breaks or additional time. Such arrangements would ordinarily neutralise the impact of the circumstances and therefore the student would be ineligible for a DES
- The student must have at least one Graded Assessment for the School-based assessment of that study.

APPLYING FOR A DERIVED EXAMINATION SCORE

Students who believe they have a substantiated claim should apply to the School in the first instance. The Principal will be responsible for making the initial decision on eligibility and recommending approval to the VCAA.

Final approval rests with the VCAA. An expert panel will determine the student's eligibility for a DES from the supporting evidence supplied by the student. This will include:

- Statements from the student and the School
- A specific medical certificate (for illness/injury)
- Independent evidence from other sources as applicable (eg, statutory declaration, police statement)

WHAT THE STUDENT MUST DO

The Application Form is the responsibility of the student. The student must ensure that:

- (S)he submits an application for each of the examinations for which they are seeking a DES
- All sections of the application are complete
- The duration of the illness or personal circumstances is clearly stated
- The doctor or other consulting professional has received a copy of what they are required to do
- The doctor or other consulting professional has signed the agreement that they will provide additional information to the VCAA as required
- The completed application is forwarded to the VCAA.

In exceptional circumstances where the student does not wish to divulge his specific circumstances to the School, he may apply directly to the VCAA.

Haileybury's International VCE Director can assist all applications on behalf of the School.



2.5 **STUDENT DISAGREEMENT WITH COURSEWORK ASSESSMENT**

It may be that, during the course of the year, a student disagrees with a Coursework mark/grade awarded by his/her teacher.

In the first instance the student should respectfully and politely approach his/her teacher and express concern.

The local teacher will:

- re-mark the assessment; and/or
- ask another locally qualified VCE teacher to re-mark the assessment; and/or
- ask their Haileybury mentor to re-mark the assessment.

If the student believes that the process has not be fully followed (s)he may appeal to the Offshore VCE Director who will arrange for the SAC work to be re-marked by two Haileybury VCE teachers and their decision will be considered final.



2.6 DISAGREEMENT WITH EXTERNAL EXAMINATION MARKS

If a student disagrees with external examination marks they may obtain Statements of Marks on application to the VCAA for all their written and performance examinations and for the GAT. Students receive a personalised application form with their VCE results. A general application form is available on the VCAA website. A modest fee applies (\$AUD 10)

A Statement of Marks provides the marks obtained for each question or criterion of an examination paper or performance as well as the maximum marks available for each. A Statement of Study Score also provides details of the calculation of a student's study score for a subject.

Applications should be lodged using the application form. There is a closing date for applications, and after this date a late fee must be paid before the application is processed. There is an absolute final date after which no applications will be accepted (because all papers are physically destroyed).

If the Statement of Marks does not satisfy a student's disagreement students may request an inspection of their examination scripts on application to the VCAA. (A fee also applies, approx. \$AUD25) Students' scripts remain the property of the VCAA and will not be returned to them, but may be made available for inspection under certain conditions.

Students should understand that their examination has already been through an exhaustive marking process. They have been marked independently by at least two assessors and if there was any discrepancy, by another assessor. Also, if the mark was significantly different to other statistical measures (eg GAT result) this would also prompt an *additional* marking of their script. Furthermore, their scripts are not annotated in any way by the assessors (ie marks or assessors' comments do not appear on scripts, as they would if submitted to their teacher for correction).

Inspections may take place at the student's school **with the Principal's permission and oversight**. The Principal must sign the Inspection of Scripts Application form, (essentially indicating that the Principal also believes the student was expected to achieve a higher grade), which is then forwarded to the VCAA. Material will then be mailed to the Principal. An appointment must be made for the inspection. A fee is charged by the VCAA for each examination script inspected.

When schools are closed, inspections will take place at the VCAA (by appointment)

The VCAA allows 15 minutes for the inspection of each examination script. It is recommended that students have their subject teacher present. If the subject teacher is not available, students should contact their school to discuss the possibility of taking along a suitable substitute (teaching the subject at the same level.)

Under no circumstances are scripts, authorised photocopies of the material or audio recordings allowed to be taken from the inspection room. Photocopying of scripts (or of authorised photocopies) is not permitted; any alteration of any material is also not allowed. Students must not take mobile phones into the inspection room. **The Principal is responsible for ensuring all of these conditions are met.**

Audio recordings for VCE Languages examinations are not available.



2.7 VTAC SPECIAL CONSIDERATION AND SPECIAL ENTRY ACCESS SCHEME (SEAS)

The Special Entry Access Scheme (SEAS) is the umbrella program run by most institutions to which students will be applying for courses through VTAC and is for applicants who have experienced short and long-term educational disadvantage.

Consideration of SEAS circumstances may be given to performance slightly below the stated minimum study score for a prerequisite study or students whose ATAR score is in the “*middle band*” i.e. below the “clearly-in” score. Such consideration is determined by each institution in accordance with their selection policy. Students cannot be exempted from having to complete the prerequisite study or completing the extra requirements for a course. Students must attend all interviews, sit any required tests, submit all required folios, and fill in all required forms, etc.

Remember that applicants are selected in a competitive environment. Special consideration through SEAS does not guarantee a particular university course offer.

SEAS does not change student’s educational results or qualifications. It enables university course selection officers to consider circumstances that may have affected their results or educational progress. Selection officers may take into account any educational disadvantage when ranking eligible applicants for a course.

All applicants should read the information to find out whether or not they are eligible to apply through SEAS or via one of the direct institutional schemes. For more information see the following link and related pages: <http://www.vtac.edu.au/who/seas.html>



SECTION 3. ASSESSMENT STRUCTURES DATES AND EXAM RULES

3.1 ASSESSMENT STRUCTURE FOR VCE STUDIES

What is a study score?

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else studying the VCE in that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students (68%); a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):

- 2% of students will get a score on or above 45
- 8% of students will get a score on or above 40 (and their name in the Newspaper!)
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.

How can I earn a study score?

At Unit 3 and 4 level, there are three Graded Assessments for each study, consisting of School Assessed Coursework (SACs) and examinations.

The Graded Assessments (GA) are different for each study and contribute towards the study score in different ways. If students complete at least two GAs, and have satisfactorily completed both Unit 3 and Unit 4, they will be awarded a study score.

The table below shows the assessment structure for VCE studies offered in 2016
There are 3 GAs that contribute to the Study Score according to the percentages in the table.

STUDY	SCHOOL ASSESSMENT		EXTERNAL ASSESSMENT *		
Chemistry	Unit 3 coursework (GA1) Unit 4 coursework (GA2)	20% 20%	Written examination (GA3)	Nov (2½ hours)	60%
English/EAL	Unit 3 coursework (GA1) Unit 4 coursework (GA2)	25% 25%	Written examination (GA3)	Oct/Nov (3 hours)	50%
LOTE – Chinese/Indonesian	Unit 3 coursework (GA1) Unit 4 coursework (GA2)	25% 25%	Oral examination & Written examination (GA3)	October /November (2 hours)	10% 40%
Mathematics - Methods (CAS) - Specialist	Units 3&4 coursework (GA1)	34%	Written Examination 1 (GA2) Written Examination 2 (GA3)	Nov (1 hours) Nov (2 hours)	22% 44%
Mathematics - Further	Units 3&4 coursework (GA1)	34%	Written Examination 1 (GA2) Written Examination 2 (GA3)	Nov (1½ hours) Nov (1½ hours)	33% 33%
Physics	Unit 3 coursework (GA1) Unit 4 coursework (GA2)	16% 24%	Written examination (GA3)	Nov (2½ hours)	60%
Accounting	Unit 3 coursework (GA1) Unit 4 coursework (GA2)	25% 25%	Written examination (GA3)	Nov (2 hours)	50%

Notes: * actual exam dates are published in May each year.

GA means Graded Assessment.

On the VCE results printout these will be letter grades A+, A, B+,E+, E, UG.



3.2 MAJOR EXTERNAL VCE ASSESSMENT DATES FOR 2016

The subject exam dates are published in May each year.
The General Achievement Test (GAT) for 2016 will (likely) be Wednesday 8 June.

Students will receive personal advice slip for all their examinations; note, however, that all published times are **Melbourne** times.



Students in China need to subtract 2 hours in June (for the GAT) and 3 hours in October and November (as Melbourne changes to Daylight Savings (Summer) time).

The complete timetable will be published in the *VCAA Navigator* Booklet in May annually and once printed it can be viewed online at www.vcaa.vic.edu.au/vce/exams/timetable.html

***2016 VCE EXAMINATIONS WITH AN ORAL COMPONENT**

ALL LOTEs (including Chinese (First Language), Indonesian (Second Language)) have an oral examination component during October. Oral component candidates will be issued with individual advice slips, made available to schools from mid-August. For offshore VCE students this will be conducted over a phone line with an examiner who is based in Melbourne. An independent Examination Supervisor, appointed by the offshore School) will sit in with the student during the Oral assessment.

REMINDERS FOR THE EXAMINATIONS

There are specific rules of conduct of all examinations published in *VCE Exams Navigator* prior to the examinations.

Students sitting for any written examinations are permitted to bring basic stationery items into the examination. This includes pens, pencils, highlighters, erasers, sharpeners and rulers.

No pencil cases are permitted. Pencils etc can be secured by an elastic band or placed inside a clear plastic bag.

Correction (white out) liquid/tape and loose sheets of paper are NOT allowed in any examination.

DICTIONARIES

- Dictionaries must NOT contain any highlighting, annotation (hand written comments in the margins) or tabs that are not part of the original publication.
- Electronic dictionaries are not permitted in any examination.
- In the English as an Additional Language (EAL) examination and the GAT, students may use an English and/or bilingual printed dictionary.
- In the written component of LOTE examinations, students may use any printed monolingual and/or bilingual dictionary in one or two separate volumes.
- Dictionaries may be consulted during reading time and throughout the examination.
- A dictionary that contains a thesaurus in the same volume is not permitted in any examination.

Note that Dictionaries are NOT permitted in any other examinations i.e. Maths or Science examinations.

WATCHES

Students are not be permitted to *wear* watches of any type during an examination. All watches must be removed and placed at the top of the student's table/desk, where they can be seen clearly and easily by supervisors. The official timing of the examination will be governed by the *official* clock in the room, not by the time on a student's watch. Electronic watches such as iWatches are NOT permitted in the exam room.



BOTTLED WATER

The VCAA approves students bringing bottled water into an examination room with the following conditions:

- The water is in a **clear, transparent plastic** bottle (all labels removed). (note coloured bottles are NOT permitted, even if they are transparent)
- The water bottle has a secure lid.
- The capacity of the bottle is no more than 1500 ml.
- Water bottles must NOT be placed on the desk at anytime.
- Water bottles must NOT be refilled during the examination.
- Water bottles must NOT be shared between students.

Take the Water Bottle QUIZ!

- How many of these water bottles (A – D) are permitted into the exam room?
- For the “illegal” water bottles, *why* are they not permitted?

Answers below.



MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Mobile phones and other unauthorised electronic communication devices, such as organisers, iPods, MP3 players, iWatches, electronic dictionaries, computerised pens and “backup power supplies” (i.e. for CAS calculator) **are not permitted** in an examination room. Confiscated mobile phones and other devices must be reported to VCAA who will investigate each case separately and so any confiscated device may be held for up to three months.

MATHEMATICS EXAMINATIONS: USE OF BOUND REFERENCES AND CALCULATORS

Study	Examination 1	Examination 2
Further Mathematics	Bound reference and CAS Calculator	Bound reference and CAS Calculator
Mathematical Methods (CAS) and Specialist Maths	None	Bound reference and CAS Calculator



Where a Bound Book is permitted, it is NOT allowed to be a Dictionary. The Bound Book can be annotated (have notes handwritten in) and pages securely inserted, but these cannot ‘fold-out’ beyond the cover of the book. Tabs and ‘sticky-notes’ are NOT permitted. Calculators must NOT be used during Reading Time. Students may **not bring** in “backup power supplies”, USB or any other type, including mains power chargers, for their CAS calculator.

- Answers to the Water bottle Quiz. a) only one (Bottle C)
 b) Whilst A is transparent, it is not clear
 B has a label still attached
 C is permitted

Whilst D is transparent and clear, it does not contain water, so is not permitted

PHYSICS EXAMINATIONS

- One scientific calculator. BUT NOT your CAS calculator
- Students will be allowed to bring into the examination one folded A3 sheet OR two A4 sheets bound together by tape of pre-written notes that may be single- or double-sided. These notes may be typed or handwritten. They may be from any source. Commercially available materials are acceptable. There should be no gluing of pages, or glued parts onto a page.

If the two A4 sheets option is chosen they must be securely bound together by tape.



HAILEYBURY

CHEMISTRY EXAMINATIONS

There are NO notes permitted in the Chemistry exam.

One scientific calculator is permitted, BUT NOT your CAS calculator.

These details are correct at time of writing, but **the *Exam Navigator* published by the VCAA in July each year will be the definitive guide.**

WRITING ON SCRIPT BOOKS

The English, Physics and Chemistry exams will be scanned electronically for marking so it is essential that students only write in the space provided. Any text outside the margin will be lost and therefore not assessed.

MULTIPLE-CHOICE ANSWER SHEETS

All multiple-choice answer sheets must be completed using a **pencil only**. Multiple-choice answer sheets are processed by an optical scanner which automatically reads pencil marks recorded by the student on the sheet. Bring an eraser. A soft pencil (2B, B or HB) is easiest to erase.



APPENDIX: Terms and definitions

ATAR Australian Tertiary Admissions Ranking	<p>A ranking up to 99.95 in increments of 0.05 downwards that ranks your VCE score against all Australian (from all provinces) and is used by universities to make decisions of tertiary offers. An ATAR score of 74.50 means the student is ranked as being in the top 25.50% of Australia.</p> <p>The ATAR calculation is based upon the addition of the scaled study score for the English study, the next best three scaled scores (of an allowable combination) and a 10% (increment) of any fifth or sixth scaled scores available.</p> <p>A rough guide to ATAR can be found at: http://atarcalc.com/ Note this is NOT an authorised VATC website and should be used for illustrative purposes only.</p>
EAL	<p>English as an Additional Language. Previously called ESL (English as a Second Language). This is an alternative English subject for students who have been taught in English for less than seven years.</p>
General Achievement Test (GAT)	<p>A common general knowledge test taken in June by all students enrolled in one or more VCE Unit 3&4 studies. The GAT tests skills in Writing, Mathematics, Science and Technology, Humanities, the Arts and Social Sciences. The results are eventually published to students and are used by the VCAA to identify where examination results are considerably poorer than expected (so that remarking of a student's paper may occur), to moderate SAC scores, and where a student has applied for a DES, to provide some indication of their ranking, to award a fair result.</p>
10% Increment	<p>Used as part of calculating the ATAR. After the Scaled study scores for English and the next best three studies are added, students are awarded a 10% increment for any 5th or 6th study.</p>
Languages Other Than English (LOTE)	<p>These are studies of languages such as Chinese, Indonesian, Filipino, etc. They all attract +5 Study Score points towards the ATAR calculation.</p>
Navigator	<p>A VCAA produced booklet that holds all the essential information for students prior to their exams – timetables (Melbourne Time), exam rules, approved materials that can be taken into the exams, etc</p>
Raw Scores (Unscaled Scores)	<p>See Study Scores</p>
Recognised Prior Learning (RPL)	<p>For students who have not studied VCE Units 1 & 2, but a different Year 11 course, (that is recognised by the VCAA, such as Chinese Curriculum Senior 2, or Queensland Year 11) credits will be allowed if the grades are of a satisfactory standard, so that the VCE can be completed by studying five Unit 3 & 4 sequences. Requests for RPL are formally applied for prior to completing Units 3&4.</p>
Special Examination Arrangements SEA	<p>A student who suffers injury or illness, requires to take medication during an examination, or to eat during an examination (eg diabetic) may apply for Special Examination Arrangements. Provisions may include using a computer, extra writing time, having a scribe, or being allowed rest-breaks, etc. In most cases these provisions are arranged well in advance, although emergency arrangements can be made quickly if necessary (eg a broken wrist</p>



two days before the exam). In ALL cases eligibility for SEA can only be approved by application to the VCAA and will require a medical report.

SEAS
(Special Entry Access Scheme)

The umbrella program run by most institutions to which students will be applying for courses through VTAC and is for applicants who have experienced short and long-term educational disadvantage.

Special Provision

A student may be eligible for Special Provision if, at any time while studying for the VCE, he/she is significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment or by other serious cause. See Section 1.8

Subject Scaling

See Study Scores

Statistical Moderation

A process for adjusting the level and spread of each school's assessments (SACs) of its students in a particular study to match the level and spread of the same students' scores at the common external examination(s). The VCAA will use the School's examination scores in each study as well as the School's GAT results in studies where, in doing so, a better match with schools' assessment throughout the State is achieved. In all such cases, the examination scores will be the major influence. See page 9.

Study scores

Students' overall achievements for each study are calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50. The median (middle) students will receive a (raw/unscaled) Study Score of 30. The top students will receive 50 (provided there are sufficient numbers of students in the subject) See page 8.

TAFE
Technical and Further Education

A TAFE is a tertiary institution with a more practical-based pathway than a university. TAFE application can be made through VTAC and the entrance requirements are usually much lower than for university. For students who do receive a university offer (due to a low ATAR score) TAFEs will often offer a Diploma Course pathway that can lead into an under-graduate University degree course.

Unscaled Scores

See Study Scores.

VICTER Tertiary Entrance Requirements 20xx

Also see the VTAC Guide, both are published on the VTAC website www.vtac.edu.au
<http://www.vtac.edu.au/publications/guide.html>

VCAA Victorian Curriculum and Assessment Authority

Victorian State (Provincial) Government authority responsible for the curriculum (what is taught) and the assessment (writing and marking examinations, awarding grades and scores). This body also licences Victorian Schools to offer the VCE overseas.
www.vcaa.vic.edu.au

VCE Victorian Certificate of Education
(see sample certificates on the next page)

The high school graduating certification of Victorian students – which by licence with the VCAA can be studied in offshore (overseas) schools. a student must do:

- At least 3 units of English/EAL, including a Unit 3/4 sequence plus
- A sequence of Units 3&4 in three other studies.

(For Offshore International students, equivalent Year 11 marks, if of a satisfactory standard, can be used to request Recognised Prior Learning (RPL) for Unit 1 & 2 credits (see RPL)



VCE (Baccalaureate)

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

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

The VCE program of study must include:

- a Units 3 and 4 sequence in English with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences.

Upon satisfactory completion of the VCE (Baccalaureate) program of study, the student will receive an appellation on their Victorian Certificate of Education.

VCE Coordinator/Director

The teacher at your local School responsible for the overall conduct and administration of the VCE. For Offshore schools (s)he works closely with Haileybury's International VCE Director.

VTAC Victorian Tertiary Admissions Centre

The Victorian Provincial Centre responsible for scaling subjects and generating an ATAR scale and accepting applications for Tertiary Admission. www.vtac.edu.au. Other provinces in Australia have their own Authorities, such as UAC, QTAC, SATAC.

VCE Exams Navigator

See Navigator

