



Lakeside  
COLLEGE

# VCE Handbook

2026

# Table of Contents

<b>VCE STUDENT HANDBOOK .....</b>	<b>3</b>
Overview .....	3
VCE Contacts .....	3
Teachers .....	4
<b>Glossary of VCE Terms.....</b>	<b>5</b>
<b>Course Overviews .....</b>	<b>6</b>
Victorian Certificate of Education (VCE) .....	6
Vocational Education and Training (VET).....	6
Distance Education .....	6
<b>VCE.....</b>	<b>7</b>
VCE Requirements .....	7
Attendance.....	8
Overall School Attendance.....	8
VCE attendance requirements for Satisfactory Completion.....	8
Absences .....	9
Work missed due to absence.....	9
Absences from Assessments (SAC or SAT).....	9
Late Arrival and Early Departure.....	10
Approved Absences .....	10
Not Approved Absences .....	11
Advanced Placement .....	11
A Unit 3 & 4 subject in Year 11 .....	11
ATAR.....	12
<b>VCE Assessment.....</b>	<b>13</b>
Satisfactory Completion of Learning Outcomes .....	13
Assessment Tasks.....	13
School Assessed Coursework (SAC) .....	13
SAC Procedure and Assessment Conditions .....	14
Assessment Schedule.....	15
Indicative Grades and feedback.....	15
External Moderation of SACs .....	15
Extension of Time for Assessment Tasks .....	16

Unit 3 & 4 School Assessed Tasks (SAT) .....	17
Unit 3 & 4 General Achievement Test (GAT) .....	17
Plagiarism and cheating .....	18
Authentication of SACs and SATs.....	18
Appeals.....	19
Hurdle Tasks.....	19
Satisfactory VCE unit result.....	20
Not Satisfactory VCE unit result.....	20
Redemption of an ‘S’ Result in a SAC.....	20
Assistive Technology .....	21
VCAA Exams .....	21
<b>Special Provision.....</b>	<b>22</b>
Special Provision .....	22
Curriculum Delivery and Student Programs .....	23
School-Based Assessment.....	23
Special Examination Arrangements (SEA).....	23
Derived Examination Score .....	23
Applications.....	24
<b>Miscellaneous.....</b>	<b>25</b>
Changes to course selection .....	25
Lost, Stolen or Damaged Work .....	26
Tutorials .....	26
Time Management.....	26
Study Periods .....	26
Homework.....	27
Unscored VCE.....	27
<b>VCE Handbook Review .....</b>	<b>27</b>
Policy Reviews.....	27

# VCE Student Handbook

---

## Overview

Lakeside College is a student-focused learning community which develops students in the key competencies of Christ-centred character, citizenship, collaboration, communication, creativity and critical thinking. Our staff are committed to supporting all students through the provision of quality academic and co-curricular programs. While there is a strong focus on helping our VCE students move from interdependent to independent lifelong learners, partnerships between students, teachers and families are essential for success.

Active participation in the life of the College is strongly encouraged. We know that students who are involved in aspects of community service, sporting and performing arts programs also tend to perform well in their academic studies. Students, especially in Year 12, are also encouraged to make use of careers advice and information designed to improve their results.

This handbook contains general information about the VCE at Lakeside College. We trust that this is a helpful resource and provides an opportunity for families to discuss pathways for the future.

---

## VCE Contacts

**VCE, VET and Distance Education Coordinator:**

[Mr Duane Vaughan](#)

**Head of Secondary:**

[Mrs Amanda Trewin](#)

**Careers Practitioner:**

[Ms Maree Worker](#)

**Year 11 and 12 Coordinator:**

[Ms Rochelle Rabba](#)

---

---

## Teachers

MICHAEL **BONSALL**: Chemistry  
ANISH **CHAND**: Maths (Methods), Physics  
REGI **DAVID**: Maths (General, Specialist)  
CASEY **DAVINE**: Music  
BEN **HILLARD**: Physical Education  
STEPHEN **JONES**: Biology  
ANDREA **KOCEVSKA**: English  
SYAM **KRISHNAN**: Maths (General)  
AMANDA **NEIL**: Literature  
GABRIEL **NUHO**: German, Business Management  
RUTH **PAGE**: Art Making and Exhibiting  
ROCHELLE **RABBA**: Legal Studies  
TERSWIN **RAUBENHEIMER**: Health & Human Development  
MICHELLE **ROBERTS**: Business Management, Geography  
JOSH **ROSAIA**: English Language  
SHIVANI **SANDHU**: Psychology  
FIONA **SCHEFFER**: Religion & Society  
NEVIL **SCHULTZ**: Physics  
MARY **SULTAN**: Maths (Methods, Specialist)  
AMANDA **TREWIN**: Psychology  
DUANE **VAUGHAN**: History  
MAREE **WORKER**: Religion & Society  
KERIN **ZHANG**: Economics

---

# Glossary of VCE Terms

<b>ATAR</b>	<b><u>Australian Tertiary Admission Rank</u></b> . This is a ranking, not a score, that is derived from the aggregated Study Scores of all students who achieve a scored VCE each year.
<b>GAT</b>	<b><u>General Achievement Test</u></b> . A test that all VCE students doing a Unit 3 & 4 study each year must complete.
<b>SAC</b>	<b>School Assessed Coursework</b> . Assessment that is conducted internally and is used to provide scores to the VCAA and to meet required outcomes.
<b>SAT</b>	<b>School Assessed Task</b> . A project-based assessment that are done in some studies, such as those with a folio, that is internally assessed.
<b>VASS</b>	<b>VCE Administrative Software System</b> . The online system by which all aspects of the VCE are recorded and results are communicated.
<b>VCAA</b>	<b><u>Victorian Curriculum Assessment Authority</u></b> . The government mandated authority responsible for the preparation and oversight of the VCE.
<b>VCE</b>	<b>Victorian Certificate of Education</b> .
<b>VET</b>	<b>Vocational Education and Training</b> .
<b>VTAC</b>	<b><u>Victorian Tertiary Admissions Centre</u></b>
<b>Satisfactory Completion</b>	Completion of a unit of study that meets the outcomes required as set out in the course Study Design.
<b>Levels of Achievement</b>	A ranking of student results within a cohort.
<b>Key Knowledge and Skills</b>	The knowledge and skills expected to be demonstrated by a student.
<b>Study Score</b>	A moderated score given to a student in each study.
<b>Scaling</b>	Modifier to a Study Score based on the average performance of students in that course.
<b>Study Design</b>	Each VCE course has a Study Design published by the VCAA which outlines the rationale, key knowledge and skills, and assessment for the course. They are available to read or download at the VCAA website.

# Course Overviews

---

## Victorian Certificate of Education (VCE)

VCE is a well-recognised and valuable acknowledgement of student achievement. Successful completion of the VCE provides students with an opportunity to seek access to tertiary institutions and provides information to employers about a student's ability to cope with a wide range of complex tasks, meet deadlines and apply knowledge and skills to problems.

The main aim of the VCE, and of the school, is to assist students to develop sound working habits so that all VCE studies undertaken are satisfactorily completed.

The VCAA requires details about the Satisfactory Completion of Outcomes and School Assessed Coursework Tasks for each unit. As a requirement of the courses set down by the VCAA, some policies have been established to ensure that the correct procedures are carried out in all schools.

---

## Vocational Education and Training (VET)

Each year, some Lakeside College students may be enrolled in VET courses.

VET courses are delivered off-campus through providers such as Federation Training, Chisholm Institute, and accredited secondary colleges. It should be noted that VET courses incur an additional fee. Contact the VCE/VET Coordinator to determine the individual costs of VET courses.

---

## Distance Education

Courses offered from Virtual School Victoria are available to Lakeside College students when a student wishes to undertake a subject not offered at the College, or when two subjects that the student wishes to study are in the same block on the timetable. Students are encouraged to have regular contact with their Distance Education Teacher and may use phones and other available ICT resources to maintain effective lines of communication. A school-appointed Distance Education Coordinator is available to a.

All work related to Distance Education, including languages, should be submitted by the due date. When corrected work is returned to the school, the student can collect it from the Distance Education Coordinator.

---

**VCE Requirements** VCE is made up of a series of studies, each one divided into units that require one semester to complete. Generally, students in Year 11 will complete Units 1 and 2 of their chosen studies (which may contain VCE VET units) and students in Year 12 will complete Units 3 and 4 (which must be studied as a sequence).

However, it is possible for invited students under our [VCE Advanced Placement Program](#) for **Year 10** students to study a Units 1 & 2 sequence and then study the Units 3 & 4 sequence of that same subject in Year 11.

It is expected that **Year 11** students will undertake 12 units of study, of which Units 1 and 2 in English or English Language are compulsory. These units may include a Units 3 and 4 Advanced Placement subject.

It is expected that **Year 12** students will undertake 10 units of study, of which English, Literature or English Language Units 3 & 4 are compulsory.

**For each student, the following minimum requirements must be satisfactorily completed:**

- **16 units across Years 11 and 12, including three of English, Literature or English Language, including Unit 3 & 4**
- **Three sequences of Units 3 & 4 other than English, which may include VCE VET units**
- **Class attendance is 80% (unless suitable explanations are provided) for each unit of study during a semester.**
- **All required work, including any supplementary assessment, must be submitted on time within the guidelines set for the task and those stipulated by the VCAA.**

Each study is conducted according to VCAA Study Designs, details of which are given to students at the start of each unit of work. Study Designs are also available on the [VCAA website](#).

The program chosen by each student will reflect the career and/or tertiary aspirations of that student. Lakeside College will endeavour to cater for the needs of individual students, although this may sometimes require the student to undertake studies through the Virtual School Victoria (Distance Education).

---

## Attendance

*80% attendance is required*

Students who do not attend regularly are less likely to develop the skills necessary to achieve the measured outcomes of their VCE course to a satisfactory level. There are two levels of attendance requirements, which must be met.

- Overall school attendance
- Attendance requirements for the satisfactory completion of the VCE, including all excursions, incursions, or other activities related to the VCE study

### Overall School Attendance

All students are required to meet the requirements of the Lakeside College attendance policies and procedures.

### VCE attendance requirements for Satisfactory Completion

**All VCE students are expected to attend all timetabled classes, including excursions and assemblies, and to be punctual.** Students who are consistently absent or late are less likely to meet the requirements for satisfying the achievement of the Key Knowledge and Key Skills required under VCAA guidelines.

The VCE Coordinator and teachers will keep a record of a student's attendance to ensure students are attending at least the minimum number of scheduled classes in order to demonstrate satisfactory completion of a subject.

- **After unexplained absences** – parents may be contacted to discuss the cause.
- **After extended unexplained or unapproved absences** – students and their parents or guardians are again contacted and are requested to attend an interview to discuss options and strategies with the VCE Coordinator and Year 11 and 12 Coordinator.
- **Unapproved Absences continue** – the student may receive an N result for the VCE Unit(s).
- Students who have attended **less than 80% of scheduled classes** will be deemed not to have attended sufficient classes to allow teachers to verify satisfactory understanding of the outcomes.
- **Special consideration** may be granted to students with medically documented conditions at the discretion of the Year 11 and 12 Coordinator and VCE Coordinator. Students who have been granted special consideration must submit tasks as required by the subject teacher to enable verification of their understanding of the required concepts.

---

## Absences

*Normally require a medical certificate*

**Important:**

**See 'Absences from Assessments' below**

All student absences must be approved by parents or guardians.

If a student will be absent during a scheduled assessed task, the subject teacher should be notified immediately of this absence. This prompt communication will help to prevent possible misunderstandings.

Attendance of classes for subjects is extremely important and if students are absent from class during a SAC, very specific follow-up procedures are required if a student intends to receive a Satisfactory result for that task.

**Medical conditions.** If a student is absent for two or more days due to a medical condition that involves a visit to the doctor or hospital, a medical certificate must be provided. It is still wise to obtain a medical certificate for absences (due to medical conditions) of less than two days when this is practical. If the medical condition does not involve a visit to the doctor or hospital, a note from a parent or guardian explaining the reason for the absence must be provided.

If you wish to further discuss the need for a medical certificate, please contact the VCE Coordinator. Note: accurate documentation regarding absences is vital and can be of benefit to students when matters of special provision are being decided.

**Other reasons.** If a student is absent for reasons other than a medical condition, a note signed by a parent or guardian, or another authority of relevance to the absence, must be provided.

**All signed notes and medical certificates must be lodged with the VCE Coordinator.**

---

## Work missed due to absence

*Student to talk to teacher about what was missed*

As most coursework is to be completed in class time, full attendance is vital for fulfilling the outcomes and completing the requirements of the VCE. It is the responsibility of any student who is absent to find out what work was covered during his or her absence and what work may have been set during that time. The excuse that 'I didn't know because I was away' is unacceptable.

---

## Absences from Assessments (SAC or SAT)

*Application for Special Consideration*

Where a student will be absent from school for any reason during the assessment of an outcome, or for any reason wishes to seek permission to submit or undertake an assessment task at a time other than as scheduled, an **Application for Special Consideration Form** must be completed and submitted to the subject teacher at least five school days prior to the scheduled date.

If a student is absent due to ill health or another medical condition during the assessment of an outcome, a medical certificate must be provided upon the student's return to school and lodged with the VCE

---

---

Coordinator. The student must request an opportunity to sit an alternative assessed task (such as a SAC or SAT) using the **Application for Special Consideration Form**.

If a student is absent without prior notice during an assessment of an outcome, other than due to ill health or another medical condition, a note signed by a parent/guardian, or another authority of relevance to the absence, must be provided upon the student's return to school and lodged with the VCE Coordinator. The student must request an opportunity to sit an alternative assessed task using the **Application for Special Consideration Form**.

**Each request for alternative SAC arrangements will be considered on its merits and approval of the request will be at the discretion of the subject teacher in consultation with the VCE Coordinator and Year 11 and 12 Coordinator.**

---

## Late Arrival and Early Departure

There are many reasons why students may arrive late to school or leave before the end of the school day. In these cases, a note of explanation must be brought to school and taken to the student's Home Room teacher so that the school can accurately record this information.

Students are expected to be in attendance for morning devotions. Prompt arrival is expected as a great deal of vital information is discussed during this time.

Special exemptions from morning devotions may be granted for students studying VET subjects off-campus or other reasons. Consent must be sought from the Year 11 and 12 Coordinator.

---

## Approved Absences

The following types of absences are approved upon application in most circumstances.

**Bereavement.** Funeral or significant personal loss.

**Attendance at weddings or significant family events.** Application to be sought at least 10 days prior to event.

**National and state level sporting tournaments.** A letter from the organisation outlining the commitment and an extended absence application completed.

**Film and TV work.** Student absence and a learning plan is to be completed in consultation with subject teachers.

**TAFE/VET classes.** Proof of enrolment is required. This is typically done through the VCE/VET Coordinator.

**Religious Observances.** Communication with the VCE Coordinator, Year 11 and 12 Coordinator, College Administration and subject teachers is required.

---

**Medical, Dental, Rehabilitation or Mental Health Appointments.** A medical certificate or an authorised letter is required.

---

## Not Approved Absences

The following types of absences will not be approved and will count against a student's attendance.

**Driver's Licence Appointments.** These may be approved if applied for in advance and there are no assessments being held on that day.

**Employment or work shifts** (that are not approved).

**Holidays** during school time **are not an** approved absence. If you are planning a holiday, you must consult with the Year 11 and 12 Coordinator and the VCE Coordinator before flights and/or accommodations are booked. Please make a time to discuss in person. In most cases, SACs missed due to holidays will be assessed as Satisfactory or Not Satisfactory and will not be given a mark due to the need for equity and fairness and the difficulty involved in rescheduling assessments. **This is a serious thing in Unit 3 and 4 studies and may affect Study Scores and the student's ATAR.**

---

## Advanced Placement

*A Unit 1 & 2 subject in Year 10*

*A Unit 3 & 4 subject in Year 11*

Students may be invited to attempt a Unit 1 subject during the first semester of their Year 10 studies. Student performance will be monitored. If performance is unsatisfactory or the student wishes to discontinue the advanced placement, they may be withdrawn and placed in a Year 10 unit in the second semester. Students who perform well in Unit 1 and wish to continue the subject will be permitted to enrol in Unit 2 for Semester 2.

Advanced Placements are offered to Year 9 students in second semester, before students are allocated their course for the following year. Places are offered where there are vacancies in Unit 1 classes, after Year 11 students have been allocated to classes. First preference is given to students who have demonstrated a high level of academic achievement or who show an aptitude in a specific subject.

---

---

## ATAR

### *Australian Tertiary Admittance Ranking*

For students planning to apply for admittance to tertiary education providers, an ATAR is usually required. Tertiary education providers such as universities will set a required ATAR for their courses. It is important to note that these do not necessarily preclude students from obtaining access to their desired career pathway if they do not get the ATAR.

The **Australian Tertiary Admittance Ranking or ATAR** is calculated for each student who meets the following criteria.

For a student to be awarded an ATAR, students must satisfactorily complete:

- Units 3 & 4 of English (any)
- At least 3 other sequences of Units 3 & 4
- Obtain a Study Score in all these units

#### **VCAA (Administers the VCE)**

**Study Score.** A VCE study score is based on your results in school assessments and examinations. It is a score from 0–50, determined by the VCAA, and it shows how you performed in that study relative to all other students doing **that same study**.

See the [VCAA website here](#).

#### **VTAC (Administers tertiary entry requirements)**

**Scaled Study Scores.** VTAC calculates a scaled study score for each VCE study score. This is a score from 0.00 to 55.00, determined by VTAC, which shows how you performed in each study, relative to all students doing **all studies**. The scaled study score uses your VCE study score and the performance of the entire cohort of students who undertook that study compared to how they performed in their other studies.

*Many students believe that to achieve their best possible ATAR they need to choose studies have been scaled up in previous years. This is not true and can work against you.*

*Choosing a study that you are not very good at, or engaged in, simply because it may be scaled up would be a mistake. If you are concerned about your score, you need to be sure you are good at a study and that you are engaged in doing your best.*

*It is most likely that a 'scaled down' score in a study you performed well in will be higher than a 'scaled up' study in which you didn't.*

**ATAR.** This is calculated by adding the English Study Score to the student's next best 3 Study Scores and 10% of up to 2 other studies and then ranking the total against all other student totals. The maximum total possible is 99.95.

See the [VTAC website here](#).

# VCE Assessment

Each VCE unit is assessed according to the criteria set out in the Study Design for the subject.

The two **results** that can be achieved are **Satisfactory** or **Not Satisfactory**.

These results are determined by whether a student has met the various **dot point criteria** in the **Key Knowledge** and **Key Skills** for each **Outcome or Area of Study**.

The teacher's determination of a student's result will also be informed by **Hurdle Tasks** that must be satisfactorily completed during the study.

**Levels of Achievement** are determined through **School Assessed Coursework (SACs)**. These are conducted in exam-like conditions according to the **SAC Procedure** outlined below.

---

## Satisfactory Completion of Learning Outcomes

To obtain a result of Satisfactory for a unit, students must satisfactorily complete all Learning Outcomes for that unit. The class teacher will determine Satisfactory Completion of each unit. This is done using information in the *Study Design* and accompanying *Assessment Guides*. Students may request additional information about these Assessment Guides from the class teachers. Work required for a VCE unit of study cannot be modified. Students must be assessed according to the criteria given in the Study Design.

---

## Assessment Tasks

Assessment tasks are specific activities that contribute to a result for a subject. Assessment tasks are set by the subject teacher.

### *Hurdle Tasks, examinations, and SACs*

**Hurdle Tasks** are set by the subject teacher and must be satisfactorily completed during the study. See below for more details.

Part of the assessment of all Units 1 & 2 subjects is a formal **examination**, conducted towards the end of each semester. This examination addresses all areas of study covered in each unit and is conducted during an Examination Week.

**SACs** consist of several assessment tasks that individually contribute a significant, amount to the total mark in that study. Specific details of the task will be provided before the day of the assessment.

---

## School Assessed Coursework (SAC)

SACs allow the teacher to rank an individual student's **Level of Achievement** in relation to other members of the class. Unit 1 and 2 scores are not communicated to the VCAA. At Units 3 & 4 level, the VCAA provides teachers with specific assessment criteria and a marking structure. Each SAC represents a significant, component of the total school-based mark for that study that is reported to the VCAA to be included in the student's subject study score.

---

---

## SAC Procedure and Assessment Conditions

### **SAC Procedure**

Teachers set the time and conditions for SACs.

Students will be provided with all instructions for the topic content, conditions, and other relevant information by the subject teacher not less than 10 school days ahead of the SAC date.

Teachers will determine the way SAC tasks should be administered in their classes. The amount of teacher-student and student-student interaction and assistance will largely depend on the type of assessment activity being done. If a task is to be completed over more than one day, the teacher will make it very clear what work (if any) may be done out of class.

Students are expected to have prepared for the SAC, which includes preparing all materials required in the SAC at least 2 days ahead of the SAC date.

### **SAC Conditions**

SACs are normally conducted in exam-like conditions. As much as possible, the configuration of the classroom, and other aspects of the SAC will adhere to the standards of VCAA exams (silence, no books on desks, etc.)

### **Behaviour during SACs**

VCE students are always expected to behave in a manner that enables staff members and other students to teach and learn without disruption and disturbance. This is particularly important during assessment tasks. Teachers will give clear instructions about the nature of an assessment task, as well as directions about the level of interaction permitted between teacher and student, and between students.

Any student unable or unwilling to abide by these stipulations will be excluded from the remainder of the task and may receive a mark of '0' for the task in that situation. Parents and guardians will be notified in such instances.

### **Supervision of SACs**

The supervising teacher will monitor the progress and activities of students during the SAC. This may involve them moving around the room, viewing student work, and general supervision. Students must comply with requests from the supervising teacher without disruption, including the removal of materials that are not permitted in the SAC.

---

## Assessment Schedule

VCE teachers, in consultation with the VCE Coordinator, will endeavour to spread assessments throughout the year in order to ensure a consistency of workload. Each teacher will be responsible for issuing planned SAC assessment dates at the beginning of each unit. These planned dates will be confirmed closer to the specific date of each individual SAC. Dates for SACs will be set so that there is enough time to mark the work, have it cross-marked where necessary, and have the results sent to VCAA by specific dates.

---

## Indicative Grades and feedback

After SACs are submitted for assessment, teachers will provide feedback to students, including an indicative numerical mark or letter grade where appropriate, advice to students on problem areas and advice about where and how improvements can be made for further learning. Students should carefully read feedback and follow advice as indicated.

---

## External Moderation of SACs

**It is important to note that the initial teacher assessment is subject to statistical moderation by the VCAA, based on the level of achievement in the examinations in that study.**

It is vital that VCE students realise that the school-based marks that they receive throughout the year will be subject to Statistical Moderation by VCAA, who will utilise a reference score for each student from their examination score/s and, where justified, the GAT score to help in the moderation process. As a result, teachers will not be able to confirm SAC scores. This will be the task of the VCAA at the conclusion of the year, after the November examinations have been marked.

---

---

## Extension of Time for Assessment Tasks

### *Application for Special Consideration*

This procedure applies throughout the semester in which the unit is offered.

1. Where a student, due to exceptional circumstances, is not able to complete a SAC on the prescribed date, the student must apply for an extension. This situation arises for two reasons:
  - a. Where the student has been absent in the lead-up period to the SAC
  - b. Where the student is unable to sit the SAC on the prescribed date
2. Students should apply for an extension at least three days before the due date. On occasions this may not be possible. An application form needs to be submitted to the class teacher.
3. An extension of time will not be approved automatically.
4. There is a formal process for students to follow in applying for an extension of time beyond the date set by the school for the submission of pieces of work during a unit. Students must provide evidence to support their request and the application must be countersigned by a parent.
5. Application forms are available from subject teachers and the VCE Coordinator. The result of the application will be determined by the unit teacher after consultation with the VCE Coordinator and Year 11 and 12 Coordinator.
6. In the event of an extension being approved, the substitute SAC should be provided within 10 school days of the original assessment task. Where possible, the substitute SAC should be completed in the next available class. If this is not possible, other suitable arrangements will be made for supervised completion of the task as soon as possible.

When considering applying for an extension, refer to 'Special Consideration' section of this handbook.

---

---

Unit 3 & 4 School  
Assessed Tasks  
(SAT)

SATs form part of the following four subjects: Art Making and Exhibiting, Product Design and Technology, Media and Visual Communication & Design.

SATs are usually much larger work projects than SACs, requiring a greater length of time to complete. Students will be provided with full details of the task, including topics, word limits and marking criteria, at an early stage.

Drafts of all SATs must be retained and submitted with final work to the teacher. Written comments by teachers are to be made on only one draft of any task. Authentication records will be kept by the teacher. Consequently, plans and ongoing progress must be seen by the teacher at regular intervals. Both the draft and final SAT may be required for an Authentication Review by the VCAA

---

Unit 3 & 4  
General  
Achievement Test  
(GAT)

All students enrolled in one or more Unit 3 & 4 sequences must sit the GAT in June. This is a general knowledge test used by VCAA to verify school-based marks. The GAT score itself does not count towards the end-of-year results, but it is a vital part of the moderation process that determines study scores.

The VCAA will also compare GAT scores with SAC/SAT scores, and any discrepancies found may result in the adjustment of coursework scores and, in some cases, a review of the student's work. Each student should aim to perform to the best of their ability in the GAT. A good GAT performance would also be advantageous to a student's final assessment if required as part of the derived score process.

---

---

## Plagiarism and cheating

*Unacknowledged resources (plagiarism) are a serious infringement of VCAA and school policy*

*The use of non-approved materials or devices will result in a mark of zero and disciplinary action*

All SACs must be clearly the student's own work and must be completed on time and to the standards required in the relevant Study Design and as outlined by Lakeside College staff members.

Students must ensure that any SAC work (planning or final copies) is submitted directly to the subject teacher.

- Students must ensure that all unacknowledged work submitted by them is their own.
- They must acknowledge all resources used, including text and source material and the name/s and status of the person/s who helped, as well as the type of assistance received.
- Students must not accept undue assistance from any person. Undue assistance would include using or copying another person's work or resources without acknowledgement, providing actual adjustments or improvements for a student's work, or dictating or directing a student to insert text.

**The issue of copying and plagiarism, and the consequences thereof, are clearly spelled out by the VCAA and may result in an 'N' assessment result.**

**Likewise, cheating is a serious infraction of VCAA rules. Examples of cheating include, but are not limited to, the use of a mobile phone or other electronic device, notes (on paper or drawn on a part of the body), and interactions with other students. Students who choose to cheat will receive a zero mark and face disciplinary action.**

---

## Authentication of SACs and SATs

As some Assessment Tasks may be completed outside of the classroom, students will need to be able to authenticate the work as their own. To attest that the work is genuinely that of the student, students may be required to:

- Sign an Authenticity Record for school-based assessment
- 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 that they have done
- Complete under supervision a supplementary assessment task related to the original task
- Attend an interview or complete a test to demonstrate understanding of the work

**The onus is on the student to provide evidence that the work submitted is their own and was completed in accordance with VCAA requirements.** If the school is not satisfied that the work has been completed by the student and that a substantial Breach of

---

---

Authentication has occurred, the principal has the authority to determine what action will be taken.

The principal has the authority to:

1. Reprimand the student
2. Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA
3. Refuse to accept the part of the work that infringes the rules
4. Refuse to accept any part of the work if the infringement is judged by the principal to merit such action

---

## Appeals

Students have the right of appeal to the VCAA against the decision of the principal if a penalty has been imposed because of a breach of the VCAA rules as explained in this handbook. For more information about the appeals process, see the VCE Coordinator or the VCAA website.

---

## Hurdle Tasks

*An important part of preparing for assessment tasks*

For each outcome where there is a school-based assessment, staff are to set at least one Hurdle Task that must be completed by the student. The task can be in the form of any of the following:

- Practice Questions
- Audit Stages for long term tasks and SATs
- Completion of set classwork (must be consistent across classes where more than one class is offered per study)
- Mock assessments or practice tasks for oral presentations or speaking assessments
- Performance evenings for performance assessments
- Other class work as deemed appropriate by the class teacher

**Although Hurdle Tasks DO NOT contribute to the *Level of Achievement*, they are an important part of a student's preparation for assessment tasks that do and may be used to determine Satisfactory Completion of a unit.**

**Students are required to complete Hurdle Tasks to a satisfactory standard to be eligible to sit SACs.** If a Hurdle Task is not completed, the student will be required to apply for Late Submission and attend the rescheduled SAC time once the Hurdle Task has been completed to a satisfactory standard.

---

### Satisfactory VCE unit result

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

- Produced work that demonstrates achievement of the outcomes
- Submitted work that is clearly their own.

---

### Not Satisfactory VCE unit result

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

- The work does not demonstrate achievement of the outcomes
- The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Consideration
- The work cannot be authenticated, for example through lack of attendance
- Attendance requirements have not been met
- Hurdle Tasks have not been completed to a satisfactory standard
- There has been a substantial breach of rules.

---

### Redemption of an 'S' Result in a SAC

*A Satisfactory result may be obtained but the original score will stand.*

The term 'redemption' means that a student has an opportunity to complete a further assessment task in an area where their performance was previously unsatisfactory.

Redemption of a Not Satisfactory assessment does not affect the student's mark (score) for that assessment. **The original assessment mark will stand for scoring purposes.**

Redemption will only be available for those students who have completed **Hurdle Tasks** to a satisfactory standard leading up to the assessment. The redemption must be completed within 10 school days of the original assessment task.

A **Supplementary Assessment Application** form must be completed by the student and signed by a parent or carer. The number of applications per student will be monitored and a parent interview requested if an issue is identified.

The applications are colour-coded: green, orange, and red, according to the number of times a student requires to take supplementary assessment.

**Only one redemption task will be given.**

The subject teacher will provide the student with details about how the redemption can take place. These details should include:

- The learning outcomes that have not been achieved
- The date of the redemption
- The mode of redemption

---

## Assistive Technology

Student use of computers and other assistive technology for SACs will only be permitted where the criteria and guidelines for that SAC allow for it, and where the unit teacher judges it to be appropriate.

For students undertaking a Unit 3 or 4 study, who have been granted Special Exam Arrangements (SEA), it is expected that the conditions of the SEA will be applied in assessment where it is appropriate.

---

## VCAA Exams

Unit 3 & 4 courses are assessed externally by VCAA examiners. The exams are conducted at the College and supervised by an accredited Chief Supervisor and Assistants as required. The examination papers are set by the VCAA and generally contribute 50% to the assessment of a course.

The examination timetable is available from the VCAA website from July.

Students are expected to be aware of all exam requirements, including materials allowed, date and time and other aspects of the exam.

Teachers and the VCE Coordinator will provide students with assistance as well as an Exam Navigator made available from the VCAA.

---

# Special Provision

---

## Special Provision

### *Special Exam Arrangements (SEAs)*

*The VCAA Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.*

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

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

*Excerpt from 'Special Provision' in the VCE Administrative Handbook*

Special Provision may be granted for students who are not able to fully meet the criteria for satisfactory completion of coursework assessments and examinations, or who have difficulty through circumstances in demonstrating a satisfactory level for Learning Outcomes.

Special Provision may be made to accommodate students with a permanent disability. It may involve amending a student's study program or delaying a decision regarding Satisfactory Completion. It may concern consideration for students for whom English is a second language, or it may be for consideration of a disadvantage relating to illness or environmental circumstances.

In each case, there are specific eligibility requirements that apply.

There are four forms of Special Provision:

1. Curriculum Delivery and Student Programs
2. School-based Assessment
3. Special Examination Arrangements
4. Derived Examination Score

The VCAA **VCE Administrative Handbook** covers all aspects of Special Provision in more detail.

---

---

## Curriculum Delivery and Student Programs

In cases where a student is significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment, or disadvantaged by a disability or impairment, including a learning disability, Special Provision can be granted in relation to the structure of the course being studied. This could involve a modification of the program delivery, or permission for assistance from technology or an aide.

In these cases, a support group will be established to assist the student. The support group may consist of the student, teacher/s or others deemed responsible for the student, and any learning support staff members working with the student. Advice may also be sought from external agencies who are able to provide specialist consultants.

---

## School-Based Assessment

In cases where a student's ability to demonstrate achievement is adversely affected by acute and chronic illness, long-term impairment or personal circumstances, Special Provision may be granted for school-based assessment. Several strategies can be implemented in this situation, such as allowing extra time to complete a task, allowing the task to be completed at a later date, setting a substitute task, or even deriving a score for a task if it is not possible to complete a given task.

---

## Special Examination Arrangements (SEA)

Schools may apply to the VCAA for modified examination arrangements when it can be demonstrated that achievement on the examination is adversely affected by circumstances such as an accident, sudden illness, long-term illness or other personal circumstances. This could result in extra time allowances to complete an examination, granting of rest periods, permission to use assistive technologies, special examination papers (e.g. large print or braille), or an alternative examination venue (such as a hospital).

---

## Derived Examination Score

A derived examination score may be used if a student can demonstrate that illness, personal trauma or other circumstances occurring within the two-week period immediately prior to the exam or during an examination has affected their attendance or performance in the examination.

Please advise the VCE Coordinator of the as soon as possible so that the application process can be started.

---

---

## Applications

It is the responsibility of the student to formally notify the VCE Coordinator of the details of circumstances relating to the student's application for Special Provision.

1. Students applying for Special Provision must do so on the forms available from the VCE Coordinator.
2. The forms should be promptly completed according to the type of Special Provision that is being sought.
3. Applications should include all relevant documents, medical reports, certificates, etc. Confidentiality will always be observed.
4. The subject teacher may be invited to make comment on the application.

The VCAA will assess each application. Special Provision will not be granted for teacher absence and other teacher-related difficulties, or for circumstances deemed to be within the student's control.

---

## Miscellaneous

---

### Changes to course selection

*Normally no later than Week 3 of the year*

### *Change of Subject Request Form*

There may be times throughout the year when a student needs to reassess their program and its direction. Any changes to study selection must be discussed fully with parents, Careers Practitioner, teachers and the VCE Coordinator.

A **Change of Subject Request Form** will need to be completed and signed before a change may occur. This generally involves changing from one study to another. Under extenuating circumstances, it may be possible for a student to drop a subject. Such changes require consultation between the student, parents, Careers Practitioner and the VCE Coordinator before a decision is made.

The earlier a change of subject is requested, the better, as it makes it more feasible to catch up on work that has already been missed in the new subject.

Under most circumstances, students will not be permitted to change a subject after two weeks from the beginning of the course (although a student may still withdraw from the course after that time).

Course changes are offered at key times throughout the year. These are communicated to students.

- At the beginning of the year, students are given an opportunity to make changes to both Unit 1 and 3 subjects for a period of no more than 2 weeks. After this time, students are unable to change courses.
  - Mid-year changes can be made between Unit 1 and 2 subjects only. Students cannot change Unit 3 or 4 subjects.
  - At the end of the school year for the following year, subject change requests can be made during 'Course Confirmation' appointments, prior to the end of the 'Head Start' program.
-

---

## Lost, Stolen or Damaged Work

In cases where work is genuinely lost, stolen or damaged, a written statement of circumstances must be presented to the VCE Coordinator, as well as completing a **VCAA Lost, Stolen or Damaged Work Form** (available from the VCE Coordinator). Appropriate action will be taken after the case is considered. The written statement must:

- Be signed and dated by the student and parents
- Include a brief explanation of what has happened to the work
- Be accompanied by appropriate supporting documentation as required (e.g. earlier drafts, printouts, versions of the work that will act as proof of completion of the work for authentication purposes and for possible grade determination).
- Be given to the VCE Coordinator and Head of Senior Secondary for approval, in consultation with the teacher.

---

## Tutorials

Students may be offered extra tuition from their subject teacher outside timetabled classes to enable them to achieve the best results for that subject. The times at which these occur is a matter for the subject teacher in consultation with the students, but all students are encouraged to attend them.

---

## Time Management

At times throughout the year, students have considerable pressures placed upon them. Effective use of time in class, during private study and outside of school, can assist students to retain a sense of control of their work and ensure that they are achieving all that they are capable of. In response to this concern, Lakeside College has the following expectations of all students:

- Students are to attend all formal classes, devotions and assemblies.
- Where private study sessions occur, students are to be in the library, or designated study area, unless other formal arrangements have been made with a teacher.
- Students should arrive promptly to classes and private study sessions with all their required workbooks and materials.

---

## Study Periods

All students are expected to maximise the use of their private study sessions. Follow-up action may be required in situations where a student is wasting their time rather than utilising private study effectively. The playing of recreational games, such as cards, computer and calculator games, will not be permitted during private study sessions.

---

---

## Homework

Homework remains an essential part of the teaching and learning process. Students are expected to complete all homework tasks by the due dates. Students are encouraged to use a diary to record all homework tasks in order to manage their homework time effectively. Students are also encouraged to make use of appropriate electronic assistants to manage their school-related activities.

As a guide, homework should involve the following averaged times distributed across the subjects being studied:

- Year 11: approximately 2 hours per day
- Year 12: approximately 3 hours per day

---

## Unscored VCE

***Signed and completed  
Unscored VCE  
Application form  
required***

Meeting the [requirements of the VCE](#) normally results in an [ATAR](#) for students, however, some students may wish to obtain their VCE but not gain an ATAR.

This unscored VCE is not the recommended approach and students must carefully consider their circumstances, in consultation with their parents, the Careers Practitioner, VCE Coordinator and Year 11 and 12 Coordinator before deciding on this course of action.

Students must make a formal application to do an unscored VCE that includes the following:

- A consultation with the VCE Coordinator
- A consultation with the Careers Practitioner
- A signed permission form from the student and his or her parents
- An agreement signed by the VCE Coordinator and Year 11 and 12 Coordinator

---

# VCE Handbook Review

## Policy Reviews

These policies will be reviewed and updated, from time-to-time as required, by the VCE Coordinator in consultation Senior School staff members.

Additions or amendments will be given in writing to students and parents/guardians and will be incorporated into the VCE Student Handbook for the following year.

The policies contained in this document will be effective from January 2026.

---