

Mortlake College

VCE and VCAL

Survival Guide

2007

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FOREWORD

The purpose of this book is to try and inform students, parents and teachers about the important issues in the VCE and VCAL.

This booklet contains both school-initiated policies and rules and regulations from the Victorian Curriculum and Assessment Authority. Many other pages have been included because they have been in the past, the most common issues that people want information about.

Students, parents and teachers are urged to read the contents of this book.

Please feel free to contact the appropriate coordinator or myself on any issue.

Wishing you a most successful year in 2007.

Ken Bell
Year 10-12 Sub-School Leader

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TERM DATES FOR 2007

TERM 1 Wednesday January 31 – Friday March 30 (9 weeks)

TERM 2 Monday April 16 - Friday June 29 (11 weeks)

TERM 3 Monday July 16 - Friday September 21 (10 weeks)

TERM 4 Monday October 8 - Friday December 21 (11 weeks)

IMPORTANT VCE SEMESTER DATES

First day of classes (Semester 1)	Wednesday 31/1/2007
Year 12 Camp: University of Melbourne	Sunday 11/2/2007 – Tues. 13/2/2007
House Swimming Sports	Wednesday 14/2/2007
MWC Swimming Sports (Beaufort)	Friday 23/2/2007
School Photographs	Tuesday 6/3/2007
House Athletics Sports	Wednesday 7/3/2007
Labour Day Holiday	Monday 12/3/2007
MWC Triathlon (Lake Bolac)	Tuesday 13/3/2007
Parent Teacher Interviews	Tuesday 20/3/2007
MWC Athletic Sports (Warrnambool)	Tuesday 27/3/2007
Good Friday	Friday 6/4/2007 (During Holidays)
Easter Monday	Monday 9/4/2007 (During Holidays)
ANZAC Day	Wednesday 25/4/2007
Last Day to withdraw from Units 1/3	Friday 27/4/2007
House Cross Country	Monday 7/5/2007
MWC Cross Country (Lake Bolac)	Monday 21/5/2007
Last day of Semester 1	Friday 8/6/2007
Queens Birthday Holiday	Monday 11/6/2007
Start of Semester 2	Tuesday 12/6/2007
Year 12 Exams: Biology & Physics	Tuesday 12/6/2007
Year 12 Exams: Psychology & Chemistry	Wednesday 13/6/2007
GAT Exam (Final Mid-Year Exam)	Thursday 14/6/2007
Report Writing Day	Friday 15/6/2007
Last Day to withdraw from Unit 4	Friday 22/6/2007
June Examinations results available	Monday 6/8/2007
Parent Teacher Interviews	Tuesday 11/9/2007
Last Day of classes for Year 12 students	Wednesday 24/10/2007
VCE Lunch	Thursday 25/10/2007
Warrnambool Show Day	Friday 26/10/2007

First V.C.A.A Exam (English)	Friday 2/11/2007
Start of Year 10 Camp (Melbourne)	Monday 5/11/2007
End of Year 10 Camp	Friday 9/11/2007
Last day of Semester 2 (Year 11)	Friday 9/11/2007
Start of 2008 Year 12 classes	Monday 12/11/2007
End of 2008 Year 12 classes	Friday 16/11/2007
Start of 2005 Year 11 Camp	Sunday 18/11/2007
End of 2006 Year 11 Camp	Friday 30/11/2007
Last Official School Day for Year 10	Thursday 29/11/2007
Report Writing Day	Friday 30/11/2007
VCE Results available to school/students	Monday 17/12/2007
Presentation Night	Tuesday 11/12/2007

VCE TEACHERS AT MORTLAKE COLLEGE

YEAR 12 (UNITS 3/4)

TEACHER	CODE	SUBJECT	CODE
ROBYN ALLISON	RA	AGRICULTURE & HORTICULTURE 3	AH033
KEN BELL	BE	VET CERTIFICATE III IN INFO. TECH.	IN121
KEN BELL	BE	PHYSICS 3	PH033
ANDREW BENNETT	BE	DESIGN & TECHNOLOGY 3	DT033
ANDREW BENNETT	BT	PERSONAL DEVELOPMENT SKILLS	PDS
ANDREW BENNETT	BT	WORK RELATED SKILLS	WRS
CHRIS FAIRBAIRN	CF	PSYCHOLOGY 3	PY033
MARK CROUCHER	CR	BUSINESS MANAGEMENT	BM033
MARK CROUCHER	CR	LEGAL STUDIES 3	LS033
BERNIE DREW	DR	CHEMISTRY 3	CH033
BERNIE DREW	DR	FURTHER MATHEMATICS 3	MA073
GRAEME GOOD	GG	ENGLISH 3	EN013
GRAEME GOOD	GG	LITERATURE 3	LI033
JACKIE GRANT	GT	HEALTH & HUMAN DEVELOPMENT 3	HH033
ANNETTE JANES	JN	ART 3	AR033
ANNETTE JANES	JN	VET CERT. II IN EQUINE INDUSTRY	EQ021
VAL RIORDON	RI	BIOLOGY 3	BI033
VAL RIORDON	RI	PHYSICAL EDUCATION 3	PE033
LINDA SIMKIN	SI	MATHS METHODS 3	MA083

YEAR 11 (UNITS 1/2)

TEACHER	CODE	SUBJECT	CODE
ROBIN ALLINSON	RA	GENERAL MATHEMATICS 1	MA071
KEN BELL	BE	SYSTEMS ENGINEERING 1	PH011
ANDREW BENNETT	BT	DESIGN & TECHNOLOGY 1	DT011
ANDREW BENNETT	BT	PERSONAL DEVELOPMENT SKILLS	PDS
ANDREW BENNETT	BT	WORK RELATED SKILLS	WRS
CHRIS FAIRBAIRN	CF	PSYCHOLOGY 1	PY011
MARK CROUCHER	CR	BUSINESS MANAGEMENT 1	BM011
MARK CROUCHER	CR	LEGAL STUDIES 1	LS011
BERNIE DREW	DR	CHEMISTRY 1	CH011
GRANT McCARTHY	GM	PHYSICAL EDUCATION 1	PE011
ANNETTE JANES	JN	VET CERT II IN EQUINE INDUSTRY	EQ011
JESSICA WRIGHT	JW	ENGLISH 1	EN011
JESSICA WRIGHT	JW	LITERATURE 1	LI011
VAL RIORDON	RI	BIOLOGY 1	BI011
LYLE RUSSELL	RU	HISTORY 1	HI031
LINDA SIMKIN	SI	MATHEMATICAL METHODS 1	MA081

THE VCE

GENERAL INFORMATION, POLICIES AND PROCEDURES

VCE AN OVERVIEW

To be awarded the VCE, students must **satisfactorily complete:**

- At least 16 units.

These units must include:

- At least 3 units from the English Group
(See page 3 of “**Where to now?**” for the list of subjects in the English Group.)
- At least three pairs of Units 3 & 4 sequences other than English.

At Mortlake College students will be expected to attempt:

- 12 units in the first year ie. 6 units each semester and
- 10 units in their second year, ie. 5 units each semester

This means that most students will take 22 units over the two years. In special cases students may study more or less than 22 units. Students may also complete the VCE over three years if necessary. Variations to the above VCE study program (22 units over 2 years) is only undertaken when there is approval from both the Parents and the Principal.

English:

For satisfactory completion of the VCE:

- Three units from the group of English group are required with at least one unit at Unit 3 or 4 Level.
- English Units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (ESL) Units 3 and 4, English Language Units 1 to 4 and Literature Units 1 to 4.
- No more than two units at Units 1 and 2 level selected from English Units 1 and 2, English Language Units 1 and 2, Foundation English Units 1 and 2 and Literature Units 1 and 2 may count towards the English requirement.
- VTAC advises that for a calculation of a student’s ENTER score, satisfactory completion of **both** Units 3 and 4 of an English sequence is required.

Students should check with the VCE Coordinator if their English program differs from the regular program of English Units 1, 2, 3 and 4 over a two year period. The VCE Coordinator can check that the students English program is a valid program.

Acceleration:

Students undertaking Year 11 in 2007 may study a Unit 3 & 4 sequence. It is highly recommended that a student should study no more than **one** unit 3 & 4 sequence in their Year 11 program.

Approval and placement into any 3/4 sequence must be obtained from the VCE Coordinator and will be dependent on teacher recommendation, class sizes and time-tabling of subjects.

The Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is accredited and issued at three award levels:

- **Victorian Certificate of Applied Learning (Foundation)** At the Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- **Victorian Certificate of Applied Learning (Intermediate)** At the Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- **Victorian Certificate of Applied Learning (Senior)**. At the Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

Course requirements

To be awarded a VCAL, students must successfully complete a learning program, which is designed to comply with the following credit requirements. It must:

- Be made up of accredited curriculum that leads to a minimum of **ten** credits
- Include curriculum components each of which can be justified against the purpose statement for one of the four VCAL curriculum strands
- Contain curriculum components drawn from:
 - VCAL units
 - VCE units
 - VET accredited curriculum or Training Package qualification or Further Education (FE) accredited curriculum. (One credit is awarded on successful completion of approximately 100 nominal hours of accredited curriculum.)
- Include:
 - A minimum of two VCAL units
 - In the Literacy and Numeracy Skills strand, curriculum components to the value of one credit for literacy and one credit for numeracy
 - In each of the remaining three strands, curriculum components to the value of at least one credit in each
 - Curriculum components to the value of **six** credits at the level of the VCAL award or above, of which one must be for literacy and one must be for a VCAL Personal Development Skills unit
 - At the VCAL Intermediate and Senior levels components of nationally recognised VET to the value of a minimum of one credit in the Industry Specific Skills Strand.

VCAL Strand: Literacy & Numeracy

Foundation	Intermediate	Senior
<ul style="list-style-type: none"> • VCAL Literacy Skills Reading & Writing units • VCE Units Foundation English English English Language ESL Literature • Further Education reading & writing modules* • VCAL Numeracy Skills unit • VCE Units Any Mathematics units Accounting Chemistry Physics • Further Education Certificates I numeracy and mathematics modules* 	<ul style="list-style-type: none"> • VCAL Literacy Skills Reading & Writing units • VCE Units Foundation English English English Language ESL Literature • Further Education Certificates II/III literacy/reading & writing modules* • VCAL Numeracy Skills unit • VCE Units Any Mathematics Units Accounting Chemistry Physics • Further Education numeracy and mathematics modules* 	<ul style="list-style-type: none"> • VCAL Literacy Skills Reading & Writing Senior unit • VCE Units 3 and/or 4: English English Language ESL Literature • Further Education Certificates III literacy/reading & writing modules* • VCAL Numeracy Skills Intermediate/Senior units • VCE Units Any Mathematics units Accounting Chemistry Physics • Further Education Certificates II/III numeracy and mathematics modules*

VCAL Strand: Industry Specific Skills

<ul style="list-style-type: none"> • Vocational Education and Training Certificates • School Based Apprenticeship • VCE Units 1 and/or 2 from: The Arts Science SOSE: Business Studies Technology studies Health & Human Devel. • FE general curriculum options modules 	<ul style="list-style-type: none"> • Vocational Education and Training Certificates (Certificates I and/or II) • School Based Apprenticeship 	<ul style="list-style-type: none"> • Vocational Education and Training Certificates (Certificates II and/or III) • School Based Apprenticeship
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VCAL Strand: Work Related Skills

Foundation	Intermediate	Senior
<ul style="list-style-type: none"> • VCAL Work Related Skills Units • Vocational Education and Training Certificates • School Based Apprenticeship • VCE Units from: Business Management All Technology studies • Further Education Certificates 	<ul style="list-style-type: none"> • VCAL Work Related Skills Units • Vocational Education and Training Certificates • School Based Apprenticeship • VCE Units from: Business Management All Technology studies • Further Education Certificates 	<ul style="list-style-type: none"> • VCAL Work Related Skills Intermediate/Senior Units • Vocational Education and Training Certificates (Certificates II and/or III) • School Based Apprenticeship • VCE Units from: Business Management All Technology studies • Further Education Certificates (Certificates II/III)

VCAL Strand: Personal Development Skills

<ul style="list-style-type: none"> • VCAL Personal Development Skills Units 	<ul style="list-style-type: none"> • VCAL Personal Development Skills Intermediate/Senior Units 	<ul style="list-style-type: none"> • VCAL Personal Development Skills Senior Units 1 and/or 2
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Important information:

Studies completed as part of the VCAL which have been identified as Intermediate or Senior level will contribute towards the VCE as follows:

- Intermediate VCAL Units contribute towards the VCE at Unit 1-2 level
- Senior VCAL Units contribute towards the VCE at Units 3-4 level

Also Note:

VCAL Foundation: VCE Units can be at Units 1/2 or 3/4 level

VCAL Intermediate: VCE Units are at Units 1/2 or 3/4 level

VCAL Senior: VCE Units must at 3/4 level if they are to count as one of the 6 units at the appropriate level.

VCE and VCAL: Similarities and Differences

Students in Years 11 and 12 have finalised their VCE and VCAL Subject Selections for 2007. There are some students (particularly VCAL students) who may think that by doing the VCAL, they are limiting their career choices. This is not the case.

The VCAL Certificate is a one-year certificate. Students do a mixture of VCE subjects and other VCAL specific subjects.

At the end of Year 11, VCAL Students (Intermediate or Foundation) who do not go into the work force; can go and complete either their VCE Certificate or they can elect to do the VCAL Senior or Intermediate Certificate. I must stress that **VCAL Students are not disadvantaged in any way by doing the VCAL.**

The VCAL is designed so that students change from VCAL to VCE or vice-versa should they wish to do so.

Year 12 VCAL Students (Senior) are not restricted from going on to University if they gain an ENTER score:

Any student who satisfactorily completes the VCE Certificate or VCAL Senior Certificate at the end of Year 12 will have an ENTER score calculated for them provided that they:

- Have passed English Units $\frac{3}{4}$
- Have passed at least three VCE Units $\frac{3}{4}$ Subjects other than English $\frac{3}{4}$. (This includes any VET Certificates completed at the Units $\frac{3}{4}$ level.)
- Have received a study score for each of the above four subjects. This means that they must complete all the SACs, SATs and any VCAA examinations set for each of the above VCE Unit $\frac{3}{4}$ subjects or VET Certificates.

(VCAL Senior Certificate Holders will only get an ENTER score if they satisfied the above requirements and passed the required number of VCE subjects (16) to also receive their VCE Certificate.)

There will some Year 12 students who will be eligible to receive both the VCE Certificate and the VCAL Senior Certificate at the end of Year 12.

Do not hesitate to contact me should you wish further information on either the VCE or VCAL.

ATTENDANCE

1. Students are expected to attend and be punctual for all classes.
2. In order to successfully complete the VCE, students must attend school regularly. It is official school policy that students must attend a minimum of 70% of scheduled class time for each unit. Students who do not attend at least 70% of the classes will receive an 'N' for the unit. All absences must be explained, through provision of a note from parents or a medical certificate. Absences covered by a medical certificate will be counted as approved. Consideration for students who fall below the 70% attendance in any semester, will only be given where supporting medical documentation is provided.
3. Students must attend regularly in order to:
 - Complete School Assessed Coursework (SAC), which is undertaken mainly in class time.
 - Authenticate their work.
 - To gain maximum assistance and advice in completing assessment tasks, including SACs and exams.

Students must account for all absence/illness. Explanations should be in a written form, e.g. a letter or a medical/dental certificate. Phone calls from a parent to the Coordinator are also acceptable.

If a student misses a SAC due to illness, medical documentation must be provided.

AUSTUDY

Each year the school is required to make a number of enrolment and attendance checks on students who are in receipt of AUSTUDY support. Current regulations state that all unapproved absences (including suspensions) must not exceed five full days per term. Students who absent themselves for more than this place their AUSTUDY payments in jeopardy. It is the responsibility of all students to ensure that all absences are covered by a note from their parent / guardian, and that appropriate notation is made in the Roll by the Level Coordinators.

EARLY LEAVING

Both reasonable grounds and parental permission are necessary before any student is allowed to leave school early on any given day. Students must always gain the permission of their VCE Coordinator(s) or an Assistant Principal and sign the Early Leave / Temporary Absence Book outside the General office prior to leaving the school grounds.

SCHOOL UNIFORM

Uniform is compulsory for **ALL** students

Students who are out of uniform must present a note from their parents to their year level coordinator outlining the reason

Parental cooperation in this matter is appreciated.

Out of Uniform procedures

The expectation is that **all** secondary students will wear the correct school uniform. We understand that there will be occasions when some students will be out of uniform. If this is the case, a student out of uniform is expected to provide a note of **explanation** from the parent/guardian. If this is not forthcoming, the student will be given lunchtime detention. A note from a parent regarding a child being out of uniform is not meant to be 'long term', and we believe it is reasonable, in most circumstances, for the situation to be rectified within 7 days. If the student is still out of uniform after 7 days, the student may be excluded from all school classes and activities. This decision will only take place after consultation with one of the college Principals.

If you have any problems with this school uniform policy, please do not hesitate to contact the appropriate Coordinator(s), Mr. Gleeson or Mr. Dowie.

Jewellery Policy

A maximum of 3 items of plain jewellery is allowed.

Girls Summer Uniform

Years 5 to 10

- Green and white check shirtmaker style dress with short sleeves, piped edging, green buttons; and school logo
- White ankle length socks
- Black lace up school shoes
- Bottle green V neck woollen jumper or bottle green windcheater
- Bottle green wide brimmed or sunsmart approved bucket hats are compulsory during terms 1 & 4

Years 11 to 12

- Green and white check shirtmaker style dress with short sleeves, piped edging, green buttons and school logo
- White ankle length socks
- Black lace up shoes
- Navy V neck woollen jumper
- Bottle green wide brimmed or sunsmart approved bucket hats are compulsory during terms 1 & 4.

Girls Winter Uniform

Years 5 to 10

- School approved check tartan skirt or bottle green approved long slacks
- White polo shirt or white school shirt or white skivvy
- White ankle length socks or navy lights
- Shoes as per summer uniform
- Jumper as per summer uniform
- Bottle green school vest

Years 11 to 12

- School approved check tartan skirt or navy blue school approved long slacks
- White polo shirt or white school shirt or white *skivvy*
- White ankle length socks or navy tights
- Shoes as per summer uniform
- Jumper as per summer uniform
- Bottle green school vest

Boys Summer Uniform

Years 5 to 10

- Grey school shorts or grey cord shorts
- White polo shirt or white school shirt
- Grey socks
- Black lace up school shoes
- Bottle green V neck woollen Jumper
- Bottle green wide brimmed or sunsmart approved bucket hats are compulsory during terms 1 & 4

Years 11 to 12

- Grey school shorts or grey cord shorts
- White polo shirt or white school shirt
- Grey socks
- Black lace up school shoes
- Navy blue V neck woollen jumper
- Bottle green wide brimmed or sunsmart approved bucket hats are compulsory during terms 1 & 4

Boys Winter Uniform

Years 5 to 10

Grey shorts or grey long pants
White polo shirt or white school shirt or white skivvy
Grey socks
Shoes as per summer uniform
Jumper as per summer uniform
Bottle green school vest

Years 11 to 12

- Grey shorts or grey long pants
- White polo shirt or white school shirt or white skivvy
- Grey socks
- Shoes as per summer uniform
- Jumper as per summer uniform
- Bottle green school vest

Uniform for students representing the school

- Students representing the school in an official capacity will be asked to wear a white school shirt, the school tie and school blazer.
- These are available from the school office for use for the occasion.
- Girls should wear the winter skirt and boys long pants.

Sports Uniform

All Girls

- Black skirt and bloomers or black shorts
- Black sports pants permitted in winter
- Red polo shirt or school sports polo shirt
- White socks
- Non marking soled sports shoes
- Bottle green wide brimmed or bucket hats are compulsory during terms 1 & 4

All Boys

- Black shorts
- Black sports pants permitted in winter
- Red polo shirt or school sports polo shirt
- Grey socks
- Non marking soled sports shoes
- Bottle green wide brimmed or bucket hat compulsory during terms 1 & 4

VCE ROOM RULES

A considerable amount of money was spent on the VCE Room to improve the floor and heating of this room. Students must follow these rules:

- **You must ensure that the VCE room is kept immaculate.** A cleaning roster will be put up to assist in keeping the room clean. Ensuring that the VCE Room is clean is not just a Friday job. The weekly cleaning team of four students must ensure the room is in a rubbish-free state **every day**. The room must be vacuumed at least once a week. If it is not your week for cleaning, you must still make every effort to keep the room clean. Students who deliberately leave rubbish anywhere but in the rubbish bin will face immediately exclusion from the room.
- No graffiti is allowed in the room and in particular in or on the lockers.
- No ball games of any kind in the VCE room.
- You are welcome to put up items on the notice board as long as they are not offensive in any way to anybody.
- As soon as the bell for class goes, the tape player/radio gets switched off.
- No private study in VCE Room. You must go to the library or the timetabled private study room. Do not head back to the VCE Room until the recess, lunchtime or end of school bell goes.

STUDENTS WHO BREAK THESE RULES WILL BE MOVED BACK TO THE YEAR 7-10 LOCKERS.

PRIVATE STUDY

All VCE students undertaking private study should **plan** to use these periods sensibly and productively.

HOME STUDY

In Year 12, students should be studying a minimum of 15 hours per week out of class time, divided evenly over all subjects. In Year 11, students should be studying a minimum of 12 hours per week out of class time, divided evenly over all subjects. Where necessary, additional time should be given to weaker subject areas. Students experiencing difficulty in managing their workload should seek advice from the VCE Coordinator(s) and/or the Student Welfare Coordinator immediately.

VCE and VCAL ASSESSMENT and REPORTING POLICY

All VCE and VCAL studies offered at Mortlake College are assessed under this structure.

There are two ways in which the VCE and VCAL units will be assessed:

- By satisfactory completion of a unit in line with the **outcomes** for each subject.
 - By levels of performance in each unit.

1. Satisfactory completion of a unit

S = Student has satisfactorily completed the unit.

N = Student has not satisfactorily completed the unit.

"S" or "N" will be awarded for each unit depending on whether students satisfactorily complete all the outcomes for that unit.

Therefore the **outcomes** are very important. Students must **satisfactorily complete all the outcomes** in a unit. Failure to complete even one outcome means a student will not be deemed to have satisfactorily completed the unit.

Each VCE unit includes two to three **learning outcomes**. Each VCAL unit typically have five or six learning outcomes. Satisfactory completion of a unit occurs when a student demonstrates achievement of all outcomes. This decision will be based on the teacher's assessment of the student's overall performance on the designated assessment tasks for the unit.

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules (including the school's attendance policy)

If, for any valid reason, a student is unable to complete an outcome by the date set, he or she may apply (in writing) to the VCE Coordinator for an extension of time, provided that the application is submitted one week before the due date.

Dates for completion of work are set by the school, in compliance with VCAA regulations, and are binding.

Where a student has completed work but there has been a substantive breach of class attendance (less than 70% attendance), the student may be awarded an "N".

Resubmission

Students must be given the opportunity to resubmit work that has not been satisfactorily completed, as long as there has been a reasonable attempt to complete the work by the due date. Otherwise the work is treated as not having been submitted (NA). Resubmission occurs to allow S to be demonstrated. The original mark/grade given to the work will remain unchanged.

2. Assessment of level of performance

Gaining an "S" will not tell students or parents how well students have completed the unit.

Therefore, in all VCE units there will be a system of graded assessment. This will consist of:

- School Based Assessment Tasks at Units 1 & 2.
- Statewide School Assessed Coursework (SACs) and Tasks (SATs) at Units 3 & 4.

VCE Units 1 and 2

These units are graded on the basis of work undertaken by students in connection with the learning outcomes, called **School Based Assessment Tasks**. This will be part of the regular teaching and learning program and will be completed mainly in class time.

Grades for School Based Assessment Tasks are determined by the VCE teachers at Mortlake College. There is no official Victorian Curriculum and Assessment Authority (V.C.A.A) assessment of levels of performance for both VCE and VCAL units 1 and 2. This means that the V.C.A.A do not receive any of the grades for any of these School Based Assessment Tasks. They are only reported in the Units 1 and 2 semester reports.

All VCE Unit 1 and 2 studies will assess level of performance using grades ranging from A+ to E.

The following scale is used:

UG	E	E+	D	D+	C	C+	B	B+	A	A+
0	1	2	3	4	5	6	7	8	9	10

UG means the task failed to meet the graded criteria or was not submitted.

The school will provide an overall grade for each outcome: A+ to E, UG.

NA (not assessed) will only be awarded in special circumstances.

School Based Assessment Task for VCAL Units is optional.

Unit 1 and 2 End of Semester Exams

This is currently optional for all Unit 1 VCE subjects but compulsory for all Unit 2 VCE subjects. There will be an official exam week for all Unit 2 VCE subjects. The result of this exam will be reported on in the end of semester 2 report.

There is no end of semester exams for VCAL Units.

VCE Units 3 and 4

Forms of assessment:

1. School Assessed Coursework (SAC):

Assesses each student's overall level of achievement on the assessment tasks listed in the study design. The study design specifies a range of assessment tasks (eg. assignment, essay, test, report in multi-media format) to assess the achievement of each of the unit's outcomes.

SACs are:

- Part of the regular teaching and learning program.
- Completed mainly in class time, within a limited time frame.

2. School Assessed Tasks (SATs) are:

Completed only in Units 3 and 4 Art, Design and Technology and Food & Technology.

Designed to assess specific sets of skills for products or models.

Tasks will be teacher assessed according to criteria set by the Victorian Curriculum and Assessment Authority.

3. Examinations:

End of year and/or mid-year examinations conducted by the Victorian Curriculum and Assessment Authority (V.C.A.A) apply to all Unit 3 and 4 studies.

GENERAL ACHIEVEMENT TEST (GAT)

All students undertaking one or more Unit 3 and 4 studies must sit the General Achievement Test (GAT). The GAT is administered through the Victorian Curriculum and Assessment Authority and is used to verify student results by comparing individual GAT, SAC and SAT results. Students will sit a single session in June.

The GAT will consist of three sections:

Written Communication

Mathematics / Science / Technology

Humanities / Arts / Social Sciences

VCE and VCAL REPORTING: Mortlake College provides the following reports:

Semester Reports

VCE and VCAL Units 1 and 2

Semester reports will be issued at the end of term 2 and the end of term 4. Learning outcomes are graded 'S' or 'N'. School Based Assessment Tasks for each learning outcome are graded A+ to E, UG or NA. The Unit 2 exam performance will also be reported on.

For VCAL report, there are no official School Based Assessment Tasks so reporting of School Based Assessment Task is optional.

VCE Unit 3

A semester report is issued at the end of term 2. Learning Outcomes are graded 'S' or 'N'. No scores or grades are included for School Assessed Coursework as these scores are subject to moderation for the final SAC grade by the Victorian Curriculum and Assessment Authority.

VCE Unit 4

Only Year 11 students enrolled in a Unit 4 unit will receive a report at the end of term 4. There is very little point in having Unit 4 reports for Year 12 students.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (V.C.A.A)

The Victorian Curriculum and Assessment Authority (V.C.A.A) will provide students with the following statements:

In August the V.C.A.A will report final grades for:

- June Unit 3 examinations

In middle December the V.C.A.A will report final grades for:

- Unit 3 and 4 school assessed coursework
- School assessed tasks
- VCE VET subjects
- The GAT
- **Statements of Results - Units 1 and 2**

The statement will report S or N for the satisfactory or non-satisfactory completion of each unit. Recognised VET units are also reported.

• **Statements of Results - Units 3 and 4**

The statement reports:

- S or N for the satisfactory or non-satisfactory completion of each unit.
- Graded assessments and a Study Score for each sequence undertaken in 2007. The statement is cumulative and reports current and prior results.
- Recognised VET units.
- Results for each of the three GAT components.
- A declaration that the student has satisfactorily completed the VCE.
- **Summary Statement of Grades**

The summary statement reports grades obtained on all graded assessments for all Unit 3 and 4 VCE studies attempted in the current year.

- **GAT descriptive Statement**

Students who obtained GAT results are issued with a descriptive statement of these results.

- **VCE Certificate**

The VCE Certificate is issued to Year 12 students who satisfactorily complete their VCE studies - it does not list individual studies, subjects or results. This certificate will be issued to students at Presentation night in December.

- **VCAL Certificate**

The VCAL Certificate is issued to those students in Year 11 or 12 who satisfactorily complete the requirements of the VCAL. The VCAL Certificate is a one-year certificate and has three levels, Foundation, Intermediate and Senior.

VICTORIAN TERTIARY ADMISSIONS COMMITTEE (V.T.A.C)

In middle December, V.T.A.C calculate an Equivalent National Tertiary Entrance Rank (ENTER) for all Year 12 students who satisfactorily complete the VCE Certificate. The highest possible ENTER score is 99.95 – indicating that the student achieved a tertiary score which placed him/her in the top 0.05% of students in the State. Many Universities used this ENTER score to assist them in deciding which students they will accept into their various courses. Only students who apply to V.T.A.C to get into a tertiary course will receive a printed statement of their ENTER score. It is possible for a VCAL Senior student to receive an ENTER score if they have completed the right combination of VCE units in their Year 12 studies.

Additional Forms of Assessment and Reporting in Years 10 to 12

In addition to the above official methods of monitoring and reporting student progress and achievement, the following techniques are also adopted.

1. Teacher Meetings and Student Progress Checks

Twice a term, all teachers are asked to quickly report on the progress of each student in their respective class. Teachers are asked to use the following code:

F = Student is seriously in danger of failing unit and must make considerable improvement.
(Teachers are asked to supply written details.)

N = Student is borderline in passing this unit and needs to make improvements.
(Teachers are asked to supply a written comment.)

S = Student should pass unit but can make improvements.
(A teacher comment on how the student can improve is optional.)

G = Student is well on track to passing this unit and is working well.
(A teacher comment is optional.)

Twice a term, there are meetings for teachers of Years 10 to 12. Teachers are given the opportunity to talk about the progress of any students during this Year level meeting.

As a result of these teacher meetings and progress checks, the Year Level coordinator makes a decision whether or not to contact the parents. When a student is in danger of failing a unit, the Year level coordinator must contact the parent. Other parents are contacted on a random basis to ensure that there is regular communication between the Year level coordinator and the parent.

In Years 11 and 12, the Year level coordinator personally interviews each student after each progress check has been completed.

2. Parent Teacher Interviews

These occur twice a year (late in term one and term three).

Two weeks prior to these interviews, teachers are given the opportunity to request the parents of particular students to attend. Letters are sent to these parents requesting them to attend these interviews and talk to the teacher that has requested their attendance.

3. Informal Discussions with Year Level Coordinator

Subject teachers are always encouraged to notify the Year Level Coordinator when a student is in danger of failing a subject or seriously under performing. The Year Level Coordinator will usually speak to the student concerned and then makes a decision whether or not to notify the parent. If a student is seriously in danger of failing a subject, the parent is always contacted.

Parents are also encouraged to contact the respective Year Level Coordinators if they have any concerns about their child's progress at school or would just like to receive an update on how their child is progressing.

4. Reference

Departing VCE and VCAL students can request a reference from the VCE Coordinator. This is always given provided the student takes the time to complete the standard details sheet. These references avoid at all costs information that portrays negative aspects of the student's academic progress or personality traits. However, under no circumstances will the reference attempt to convey favorable aspects of a students' character or achievement that are not clearly evident.

AUTHENTICATION

To ensure all students are assessed fairly, Mortlake College has developed an Authentication Policy in line with the Victorian Curriculum and Assessment Authority guidelines. Underpinning this is the requirement that students must ensure all work submitted for assessment is their own. Students are required to abide by the Victorian Curriculum and Assessment Authority Authentication Procedures:

Authentication Policy

- Students must ensure all work submitted for assessment is their own.
- Teachers must have sighted the work in progress and be satisfied that the work submitted is the students'.
- The school is required to publish for students and teachers, the Victorian Curriculum and Assessment Authority Rules relating to the assessment of students' work, therefore it is essential students and staff are familiar with the Policy & Procedures outline below and in the Appendices.

1. Procedure for authenticating student work.

1.1 Students must ensure that the teacher sights the work in progress. This will be more relevant for SATs and work requirements as most coursework (SAC) will be completed in class time.

1.2 Teachers must keep a record of the development of a student's work requirements and SATs.

1.3 If a teacher suspects a breach of authentication they must follow the procedure for a suspected or possible breach of authentication.

2. Procedure for Suspected or Possible Breach of Authentication.

2.1 Teachers should not accept work for assessment if they believe the work is not the student's and adhere to the following procedures. If work is accepted and the teacher believes that the work may not be that of the student, the following procedures still apply.

2.2 Inform the VCE Coordinator.

2.3 If insufficient evidence is available to show that the work is the student's own, then the student must show evidence the work is their own, such as:

- Provide evidence of development of the work.
- Discuss the content with the teacher and answer questions.
- Provide samples of other work.

If the teacher and Coordinator conclude there is a breach of authentication the following process will apply.

3. Procedure for Breach of Authentication.

3.1 Inform Principal.

3.2 Teacher to provide evidence to substantiate breach of authentication - see section 14 “School Assessment: Breach of Rules” from the VCE Administrative Handbook.

3.3 Students may be requested to attend an interview, or complete a task or test to demonstrate their understanding.

3.4 Students and Parents will be informed in writing of the purpose and nature of the interview or task or test with 24 hours notice.

3.5 Student interview.

If an interview is required:

The student will be informed, in writing, with at least 24 hours notice, to attend an interview and:

- the purpose of the interview
- the date, time and place
- the composition of the panel
- advice that a parent or friend may accompany the student to be in a support role, not as an advocate
- the name of the person with whom the student may clarify procedures.

Composition of the panel.

The panel will consist of the Principal/VCE Coordinator and the class teacher.

Length of the interview.

The length of the interview will depend on the individual case. It is expected to be no longer than 15 minutes.

Conducting the interview.

Explain clearly why the interview is requested, the purpose and the possible outcomes. A written record will be kept of the interview.

3.6 Test or Task.

The student will be informed that a supplementary test or task is required. The student will be informed in writing with at least 24 hours notice, including

- the purpose of the test
- the date, time and place
- the name of the person with whom the student may clarify procedures.

3.7 Outcome.

If any part or all of the work cannot be authenticated, then the matter will be dealt with as a Breach of Authentication.

- the student will be notified as soon as possible, including action to be taken and the student’s right of appeal;
- the school will report the Breach to the Victorian Curriculum and Assessment Authority.

4. Action taken due to Breach of Authentication.

Unit Outcomes and Work requirements.

The Principal has the power to:

- reprimand a student; or
- give the student the opportunity to resubmit work if this can occur within the dates designated by the Victorian Curriculum and Assessment Authority;
- refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome or work requirement an N or an S upon the remainder of the work; or
- refuse to accept any of the work if the infringement is judged by the Principal to merit such a decision, in which case an N will be awarded for the outcome or work requirement. Where work was initially accepted for assessment and a breach of authentication has been discovered after the initial assessment has been made then the Principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result from an S to an N in accordance with the above procedure.

If an N is awarded for a work requirement or outcome, then as a consequence an N will be awarded for the unit concerned.

Schools may seek advice from the Board Secretary about imposing an appropriate penalty. Students have the right of appeal to the Victorian Curriculum and Assessment Authority against penalties imposed for breaches of authentication (see *Section 14 of VCE Administrative Handbook*).

Coursework and School Assessed Tasks

The Principal has the power to:

- reprimand a student: or
- give the student the opportunity to resubmit work if this can occur within the dates designated by the Victorian Curriculum and Assessment Authority: or
- refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder. The sections not accepted for assessment should be crossed out. If necessary, schools should seek advice from the Manager, School Assessment, Victorian Curriculum and Assessment Authority about allocating an appropriate grade; or
- refuse to accept any part of the work if the infringement is judged by the principal to merit such a decision. The student should be awarded NA (for School Assessed Tasks, and Coursework tasks).

Students have the right of appeal to the Victorian Curriculum and Assessment Authority against penalties imposed for breaches of rules (see *Section 14*).

Normally issues relating to authentication for Coursework, School Assessed Tasks and will be settled as soon as possible after the relevant piece of work is submitted.

Outline of the Process of Authentication

Students must ensure all work submitted for assessment is their own work.

Student, staff, parents informed of Authentication Policy in term 1 of each year.

Teachers keep a record of the development of all student work.

Students to keep evidence of the development of all their work and acknowledge all material used.

Teachers and students sign the Authentication Record Sheet three (3) times during the development of a SAT.

Students sign a Declaration of Authenticity when they submit SATs, and Coursework, which is completed out of class time.

If there is a suspected or possible breach of authentication inform the VCE Coordinator. The Procedure for Suspected or Possible Breach of Authentication will be followed.

If there is a breach of authentication then the Procedure for a Breach of Authentication will be followed. The Principal and Victorian Curriculum and Assessment Authority will be informed.

VCE UNIT 3/4 STUDIES IN 2006

The list below provides assessment information for 2007 VCE studies. All VCE studies have three graded assessments in each Units 3 and 4 sequence

Study Title	Assessment Weighting % of Study Score
Accounting	Written examination 1 June 33
	Units 3 and 4 Coursework School-assessed 34
	Written examination 2 November 33
Agricultural and Horticultural Studies	Unit 3 Coursework School-assessed 33
	Unit 4 Coursework School-assessed 33
	Written examination November 34
Art	Units 3 and 4 Coursework School-assessed 20
	School-assessed Task 50
	Written examination November 30
Biology	Written examination 1 June 33
	Units 3 and 4 Coursework School-assessed 34
	Written examination 2 November 33
Business Management	Unit 3 Coursework School-assessed 25
	Unit 4 Coursework School-assessed 25
	Written examination November 50
Chemistry	Written examination 1 June 33
	Units 3 and 4 Coursework School-assessed 34
	Written examination 2 November 33
Design and Technology	Units 3 and 4 Coursework School-assessed 20
	School-assessed Task 50
	Written examination November 30
Certificate II in Equine Industry	School Assessed Coursework 66
	Written Examination November 34
English; English ESL	Unit 3 Coursework School-assessed 25
	Unit 4 Coursework School-assessed 25
	Written examination November 50
Food and Technology	Units 3 and 4 Coursework School-assessed 40
	School-assessed Task 30
	Written examination November 30
Geography	Unit 3 Coursework School-assessed 25
	Unit 4 Coursework School-assessed 25
	Written examination November 50

Study Title	Assessment Weighting % of Study Score	
Health and Human Development	Unit 3 Coursework School-assessed	25
	Unit 4 Coursework School-assessed	25
	Written examination November	50
History – Revolutions	Unit 3 Coursework School-assessed	25
	Unit 4 Coursework School-assessed	25
	Written examination November	50
Information Technology: Information Processing and Management	Unit 3 Coursework School-assessed	25
	Unit 4 Coursework School-assessed	25
	Written examination November	50
Certificate III in Information Technology	School Assessed Coursework	66
	Written Examination November	34
Legal Studies	Unit 3 Coursework School-assessed	25
	Unit 4 Coursework School-assessed	25
	Written examination November	50
Literature	Unit 3 Coursework School-assessed	25
	Unit 4 Coursework School-assessed	25
	Written examination November	50
Mathematics: Further Mathematics	Units 3 and 4 Coursework School-assessed	34
	Written examination 1 November	33
	Written examination 2 November	33
Mathematics: Mathematical Methods	Units 3 and 4 Coursework School-assessed	34
	Written examination 1 November	22
	Written examination 2 November	44
Mathematics: Specialist Mathematics	Units 3 and 4 Coursework School-assessed	34
	Written examination 1 November	22
	Written examination 2 November	44
Physical Education	Unit 3 Coursework School-assessed	25
	Unit 4 Coursework School-assessed	25
	Written examination November	50
Physics	Written examination 1 June	33
	Units 3 and 4 Coursework School-assessed	34
	Written examination 2 November	33
Psychology	Written examination 1 June	33
	Units 3 and 4 Coursework School-assessed	34
	Written examination 2 November	33

MORTLAKE COLLEGE

EXTENSION OF TIME TO COMPLETE ASSIGNMENT POLICY

If, for any reason, a student cannot hand in all assignments/outcomes by the due dates, and before the end of the semester, then they may be granted an extension of time provided strict procedures are followed:

- (i) The student must apply in writing, on the appropriate form, to the VCE Coordinator stating reasons for requesting an extension.
- (ii) The application must be submitted before the last day of the semester.
- (iii) There will be a time limit of one week for any extension.
- (iv) The maximum number of pieces of work that can be included for extension will be six. These pieces can be spread over any number of subjects. The pieces of work to be included will be decided after consultation with the VCE Coordinator, the teacher(s) involved and the student.

Note: Each application will be considered individually. Any appeals regarding extension of time shall be taken to the principal. Note: Application forms are also available from the VCE Coordinator.

To be read before submitting application for extension of time:

If for any reason a student cannot hand in all work requirements by the due dates then they may be granted an extension of time provided strict procedures are followed:

- The student must apply in writing to the V.C.E. Coordinator stating the reasons for requiring an extension (see below).
- The application must be submitted before the due date, unless exceptional circumstances warrant a reconsideration.
- There will be a time limit of one week for any extension

**Mortlake Secondary College
Application for an Extension of Time**

I _____, have read the conditions and do hereby apply for an extension of time to complete the following:

Subject(s)	Piece(s) of Work
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

My reasons for requiring this extension are as set out below:

Additional Comments:

Signed: _____ **Submission Date:** ____/____/200__

SPECIAL PROVISION

Special provision provides all students with the maximum opportunity to participate in and complete their secondary studies. Individual students may need special provisions in curriculum to achieve the learning outcomes and in assessment to demonstrate their learning and achievement.

The provisions are available to VCE and VCAL students.

What Special Provisions are available for students?

There are four forms of Special Provision for the VCE:

- Curriculum delivery and student programs
- School-based Assessment
- Special Examination Arrangements
- Derived Examination Scores

Students who are affected by illness (physical or psychological), by a disability or impairment (including learning disabilities) or by factors relating to their personal circumstances are eligible to apply for one or more of the following special provisions:

Special provisions and arrangements for the student's learning program

Schools are responsible for determining whether students are eligible for special provisions in their learning program and what these provisions should be.

Special provisions and arrangements for School-assessed Coursework (SACs) and School-assessed Tasks (SATs)

Schools may approve alternative arrangements to enable students to complete their SACs and SATs.

Students must apply to the school for these provisions using the application form contained in the *VCE Administrative Handbook*. Supporting medical or other specialist evidence will be required.

Special arrangements for VCE examinations

Schools may apply to the VCAA for special arrangements for students who, because of illness or disability, are unable to complete their VCE examinations in the same way or under the same conditions as other students.

Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.

The VCAA will not approve special examination arrangements for students who have long-term impairments if they have not been given similar arrangements by their school during the year.

The use of a Derived Examination Score

This provision is for students who are prevented from attending an examination, or whose performance on an examination is adversely affected as a result of illness, accident or personal traumatic event occurring immediately before or during the examination period.

Students must apply for a Derived Examination Score to their school Principal who will consider their application and make a recommendation to the VCAA.

Students must complete the VCAA application form for a Derived Examination Score and provide independent professional evidence to support the application.

The VCAA will consider each student's application and may approve or refuse the application. Students will be advised of the outcome of their application when they receive their final results in December.

Students with special provision must be assessed against the same standards as other students

Students granted special provision must meet the requirements for Satisfactory Completion of the VCE, and must be assessed against the same standards as all other students.

The policy does not allow alternative courses of study with standards of achievement that are different from those specified in VCE study designs.

Study Scores and the ENTER

The grades and study scores of students who have received special provision are reported on their statement of Results in the same way as the grades and study scores of other students.

The VCAA will report each student's final study score to the Victorian Tertiary Admissions Centre (VTAC) for the calculation of the ENTER. VTAC will calculate a single ENTER for each student.

More information

For more information on Special Provision, Interested students should contact their VCE Coordinator for further details.

TERTIARY ENTRANCE

VTAC (Victorian Tertiary Admissions Centre) is the organisation which administers a joint selection system for undergraduate courses on behalf of the Victorian universities and TAFE colleges. VTAC does not select tertiary students – this is done by the tertiary courses themselves. VTAC does produce and distribute application materials including the annual Tertiary Entrance Requirements booklet which prescribes tertiary selection requirements two years in advance of the current year. This booklet summarises all institutional entrance requirements, course prerequisites and other matters such as scoring procedures and the two-stage selection model which is used for tertiary selection. The Careers Coordinator has reference copies of this booklet for both 2008 and 2009 entry.

Prerequisite Studies

These are studies which must be satisfactorily completed before students can be considered for a particular tertiary course. Usually these studies must be completed at Units 3/4 level, but sometimes they are required at Units 1/2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of performance to be achieved before that study can be counted as a prerequisite.

Some key terms used in the tertiary selection process are explained below.

Minimum Entrance Requirements

To be eligible for entry into a tertiary institution in 2008 or 2009, students will need to have:

- Satisfactorily completed the VCE
- Satisfactory completion of the English requirement
- Satisfactorily completed three other Unit 3/4 sequences

This minimum requirement for completing a VCE will not be sufficient for tertiary selection. This will be based on the work done in Year 12 in the school-assessed coursework and the examinations and any other selection procedures the tertiary institutions decide to use.

The English Requirement

As from 2003 the English studies required for satisfactory completion of the VCE have been changed, as outlined on page 3 of this Handbook.

The Unit 3/4 English group subjects which are offered at Mortlake College in 2007 are:

- English
- Literature

VTAC has advised that tertiary entrance requirements and ENTER calculations have been modified as follows, to take account of the changed VCE English requirement.

For the calculation of student's ENTER in 2006, satisfactory completion of both Units 3 and 4 of an approved sequence in the English group is required.

Any of the approved Units 3 and 4 sequence within the English Group will be counted in the ENTER but no more than two will be permitted in the primary four. The current policy of not allowing more than one of English and English (ESL) will continue.

Minimum Study Score

In some cases, before a study can be counted as a prerequisite, a minimum study score must be achieved. This will be stated in the Tertiary Entrance Requirements entry for each relevant course.

Increment

For a fifth and sixth study at Units 3/4 level, 10% of the score for each study will be added to the score for the best four. Any study may be counted for this purpose.

Scaling

Study scores will be scaled (adjusted) by VTAC for tertiary selection purposes only. This will be done so that all studies are accorded the agreed weight in the calculation of a tertiary entrance score and will be included in the calculation of the Tertiary Entrance Rank which will be reported to the students by VTAC about the same time as the VCE results are sent by the Victorian Curriculum and Assessment Authority.

Calculation of Equivalent National Tertiary Entrance Rank

An Equivalent National Tertiary Entrance Rank (ENTER) will be calculated in the following manner.

A “study score” (out of 50) will be calculated by the Victorian Curriculum and Assessment Authority and awarded for each Unit 3/4 study that a student attempts.

These scores will be scaled by VTAC and the scores for English the compulsory study and any three other studies will be added to create the “Primary Four”. Ten percent of the scaled scores for up to two other studies can then be added to the best four.

The total scores are then ranked from the highest to the lowest in the state with each student receiving an ENTER. The highest possible ENTER will be 99.95 – indicating that the student achieved a tertiary score which placed him/her in the top 0.05% of students in the State.

Two Stage Selection Model

The formulation of ENTERs, in conjunction with other factors such as course quotas, enables courses to sort applicants into three groups.

- i. Those to receive an offer
- ii. Those not to receive an offer
- iii. Those around the quota for whom additional information will need to be considered before offers are determined.

The two stages of the selection process are: firstly, the course establishes those applicants in groups (i) and (ii) and makes offers accordingly; and secondly, the course establishes those applicants in group (iii) to whom further selection processes will be applied.

Institutions have supplied statements about factors other than the selection score which they might use to help their decisions about the selection of applicants in the vicinity of

course quotas. Statements about these factors are supplied in the VTAC Tertiary Entrance Requirements supplements distributed to all students.

Tertiary Entrance 2009

All 2007 Year 11 students should already have discussed the tertiary implications of their current studies with the Careers Coordinator. This process was carried out in Term 3, 2006.

Tertiary Entrance 2008

Information about institutional entrance requirements and individual course prerequisites is set out in the VTAC booklet Tertiary Entrance Requirements 2008.

Finally

Throughout the whole process of selecting studies in the final two years of secondary schooling students should make as much use as possible of the very extensive resources of the Careers Centre.

CAREERS ADVICE

Tertiary study is only one option open to students when they leave school. Other opportunities include part-time or full-time employment, deferment, and overseas exchange programs. The Careers Coordinator can give students a great deal of advice and information.

The Careers Room is a well-equipped resource centre and contains an extensive range of tertiary handbooks and other resource materials and up-to-date computer programs. Information is available on tertiary courses and entry requirements for universities, as well as TAFE and CAE courses. Apprenticeship and trainee schemes information is also available. The Careers Room is a support centre for contact with institutions and for the dissemination of changes and updates in work education opportunities. News on vocational interests, on Open Days at tertiary institutions and on availability of courses and jobs will be displayed regularly on the Career's notice boards. All VCE students should regularly check these notice boards for such information. Parents and students with any queries can contact the Careers Coordinator at any time.

The VCE Coordinator and others in this School can all offer valuable advice if students seek it. The initiatives are up to each student.

PUBLICATIONS

The following booklets provide invaluable additional information and advice for students:

TITLE	SOURCE
VCE Units Course Selection Book 2007	Mortlake College
Where to Now?	Victorian Curriculum and Assessment Authority
Tertiary Selection and the ENTER	VTAC
2007 VTAC Guide to University and TAFE Courses	VTAC
VICTER 2009	VTAC
VICTER 2008	VTAC

ADDITIONAL INFORMATION

VCE ENROLMENT

The VCE Coordinator is responsible for communicating your VCE enrolment and results to the Victorian Curriculum and Assessment Authority. To ensure that your enrolment data is correct each student will receive a copy of a personal 'Student Full Details' form at various times during the year. Students are responsible for checking the accuracy of this data and any for reporting any enrolment errors or alterations to personal information such as Change of Address to the VCE Coordinator.

STUDENT WELFARE

The Welfare Network provides both a supportive and preventative service for students in areas which may affect their academic performance or personal well-being. The Student Welfare Coordinator, VCE Coordinator, Year Level Teacher, Subject Teachers, the Career Coordinator, and members of the School Administration team, all form important links in the welfare network.

Students can obtain aid or advice, help to cope with family or personal issues or assistance with study and interpersonal skills. Students can visit the Student Welfare Coordinator (Deb O'Keefe). They may call into the SWC office to make appointments or may be referred by teachers, Form Teacher or Year Level Coordinators.

USE OF COMPUTERS

In general, students are not able to use computer malfunction as grounds for extra time to complete work. Students are advised to observe some basic file management and printing strategies in order to minimize document corruption. Edit, Spell-Check and Print-Preview all documents prior to printing a hard copy. Content quality is usually much more important than elaborate presentation, so the amount of graphic detail can be limited in many documents. Large documents are best produced by separation into smaller sub-files. This speeds up saving, loading and printing, and minimizes damage if files do become corrupted. Most importantly, ensure that frequent back-ups are made to a floppy disk or USB drive- do not Save your work exclusively to the computer hard-disk.

To use any of the school computing facilities, students must read and then sign the code of conduct for computer and Internet use that is contained in their student diaries.

STUDENT CARS

Some VCE students will be fortunate enough to obtain their driver's license at some stage during their VCE years. Some students will even gain use of a motor vehicle to drive to and from the college. We have no problems with students who have their driver's license driving to and from the college but we do stipulate:

- Passengers who are not in the **immediate** family of the driver are not permitted unless notes from both the driver's parent and the passenger's parent are supplied giving permission for the passenger to be in the car of the driver.
- Under **no** circumstances is the driver allowed to take any passenger in his/her car during school hours. This specifically includes taking passengers down the street at lunchtime.

VCE CAMPS

See page 9 for exact dates:

Year 12 Camp

Deakin University (Warrnambool)

Sunday 11th of February to Tuesday 13th of February 2007 (2 nights)

Purpose:

Introduction to life at University

This includes sessions on:

- Getting organised for study success.
- Preparing and sitting exams.
- Past students session where successful Mortlake College students talk about how they successfully tackled Year 12.
- VCE Information Night & Dinner involving Year 12 students, their parents and VCE Teachers.
- Presentations and Tours of Deakin University & South West TAFE by their respective marketing personnel.
- Some free time for a round of golf at the Deakin University golf course.

Year 11 Camp

Melbourne Work Experience Camp

Sunday 18th of November to Friday 30th of November 2007

2 week camp staying in Melbourne

Purpose:

- To give student in Year 11 two weeks of work experience. The Melbourne location enables students to participate in work locations that may not be available in the local Mortlake region.
- To give students the experience of living in Melbourne over an extended period of time. Students have to cope with looking after their finances, entertainment and generally looking after one self for an extended period of time. An invaluable exercise.

Both camps are seen as vital to the student's general education and therefore we do expect **all** full time VCE students to participate in both camps. Students and parents who would like to find out more about each camp are encouraged to contact the relevant VCE Coordinator.

GLOSSARY OF TERMS

VCAA

Victorian Curriculum and Assessment Authority – A Victorian State Government authority responsible to the Minister of Education for conducting the VCE, among other things.

Chief Assessor

An expert in a particular study, appointed by the Victorian Curriculum and Assessment Authority to supervise the marking of the external examinations in that study.

Coursework Assessment

The assessment of work, done mainly in class time, to establish how a student is performing in Units 3 and 4. It must conform to the Study Design.

Equivalent National Tertiary Entrance Rank (ENTER)

The overall ranking on a scale of 0 – 99.95, based on study scores (see below). The ENTER is used by universities and TAFE institutes to select students for their courses.

General Achievement Test (GAT)

A test that is done by all students doing a Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed tasks to the same standard. It doesn't count towards VCE graduation, but students' GAT results are reported with the Statement of Results.

Learning Outcomes

What students must know, or be able to do on completion of a unit.

Satisfactory Completion

The term used to indicate that students have passed a unit and received an 'S' for the unit. If you do not satisfactorily complete a unit, you get an 'N' for it.

School-assessed Coursework

A task done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications

School-assessed Task

A task done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications. This applies only to Art, Design & Technology and Food & Technology where the assessment task is over an extended period of time.

Semester

One half of the academic year. Most units last for one semester.

Sequence

The order in which you do your units, for example, a Unit 3 and 4 sequence.

State Reviewer

An expert in a particular study, appointed by the Victorian Curriculum and Assessment Authority to supervise school-based assessment in that study

Statement of Results

A set of documents which formally state the results achieved in the VCE, and whether the student has graduated.

Studies

The subjects available in the VCE.

Study Design

The description of the content of a study, and how students' work is to be assessed. A Study Design for each VCE study is published by the Victorian Curriculum and Assessment Authority. Schools and other VCE providers must adhere to the study designs.

Study Score (Relative Position)

A score from zero to 50 which shows how a student performed in a study, relative to all other students doing the same study. It is based on students' results in school assessments and examinations.

Units

The semester length parts of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

Vocational Education and Training (VET)

This refers to an expanding range of nationally recognised vocational studies now integrated within the VCE.

ACRONYMS

VCE	Victorian Certificate of Education
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
SAC	School Assessed Coursework
SAT	School Assessed Task (Applies only to Art, Design & Technology and Food and Technology.)
SBA	School Based Apprenticeship
VET	Vocational Education and Training
ENTER	National Tertiary Entrance Score
GAT	General Achievement Test
VTAC	Victorian Tertiary Admissions Centre

2007 Year 12 Written examinations and GAT

Starting times

Each examination commences with a 15-minute reading period, except some October LOTE examinations where the reading time is 10 minutes.

The reading period is included in the times shown in the timetable.

Students should check the starting time of each examination and arrive before the commencement time.

Examination responses

All written responses must be in English, unless otherwise instructed in the question book for that particular examination.

June examinations and GAT timetable

Each examination commences with a 15-minute reading period which is included in the times shown in the timetable.

Tuesday 12 June	9:00 am – 10:45 am Biology Exam 1	11:45 am – 1:30 pm Physics Exam 1	2:45 pm – 4:30 pm Accounting Exam 1
Wednesday 13 June	9:00 am – 10:45 am Psychology Exam 1	11:45 am – 1:30 pm Chemistry Exam 1	2:45 pm – 4:30 pm Environmental Science Exam 1
Thursday 14 June	10:00 am – 1:15 pm General Achievement Test (GAT)		

Question: Who has to sit the GAT Exam?

Answer: Any student who is studying a Year 12 (Unit 3/4) level.

End-of-year written examination timetable

Each examination commences with a 15-minute reading period. The reading period is included in the times shown in the timetable.

Friday 2 November	9:00 am – 12.15 pm English English (ESL)	3:00 pm – 4:45 pm VET: Furnishing VET: Information Technology VET: Sport and Recreation	
	Monday 5 November	9:00 am – 10:45 am Biology	11:45 am – 1:30 pm Further Mathematics Exam 1
Tuesday 6 November	(Melbourne Cup) No Examinations		
Wednesday 7 November	9:00 am – 10:45 am Agricultural and Horticultural Studies Theatre Studies	11:45 am – 1:30 pm Further Mathematics Exam 2	3:00 pm – 5:15 pm English Language History: Renaissance Italy Music Styles Sociology
Thursday 8 November	9:00 am – 10:45 am Psychology VET: Electrotechnology	11:45 am – 1:30 pm Accounting	3:00 pm – 5:15 pm Literature

Friday 9 November	9:00 am – 10:15 am	11:45 am – 2:00 pm	3:00 pm – 5:15 pm
	Mathematical Methods Exam 1 Mathematical Methods (CAS) Exam 1	Health and Human Development	Economics History: Australian History VET: Multimedia*

* computer based

Monday 12 November	9:00 am – 10:45 am	11:45 am – 2:00 pm	3:00 pm – 5:15 pm
	Design and Technology VET: Equine Industry VET: Financial Services	Mathematical Methods Exam 2 Mathematical Methods (CAS) Exam 2	Physical Education
Tuesday 13 November	9:00am – 10:45am	11:45am – 2:00pm	3:00pm – 5:15pm
	Music Performance: Solo VET: Hospitality	Visual Communication and Design	Classical Societies and Cultures IT: IT Applications
Wednesday 14 November	9:00 am – 10:45 am	11:45 am – 1:30 pm	3:00 pm – 5:15 pm
	Studio Arts	Dance Physics VET: Business Administration VET: Community Services	Legal Studies

Thursday 15 November	9:00 am – 10:45 am Chemistry VET: Music Industry	11:45 am – 2:00 pm IT: Software Development National Politics	3:00 pm – 5:15 pm History: Revolutions
Friday 16 November	9:00 am – 10:45 am Art Systems Engineering	11:45 am – 2:00 pm Business Management	3:00 pm – 5:15 pm Geography Specialist Mathematics Exam 2
Monday 19 November	9:00 am – 10:45 am Drama	11:45 am – 2:00 pm LOTE: • Japanese FL • Japanese SL Outdoor and Environmental Studies	3:00 pm – 5:15 pm LOTE: • Latin • Spanish • Vietnamese Media
Tuesday 20 November	9:00 am – 10:45 am Food and Technology Music Performance: Group	11:45 am – 2:00 pm LOTE: German Religion and Society Texts and Traditions	3:00 pm – 5:15 pm LOTE: • Greek • Indigenous Languages of Victoria • Italian

Wednesday 21 November	9:00 am – 10:45 am VET: Engineering	11:45 am – 2:00 pm International Studies	3:00 pm – 5:15 pm LOTE: French Industry and Enterprise
	Thursday 22 November	9:00 am – 10:45 am Environmenta l Science VET: Laboratory Skills	11:45 am – 2:00 pm LOTE: • Indonesian FL • Indonesian SL
			3:00 pm – 5:15 pm LOTE: • Chinese FL • Chinese SL • Chinese SL Advanced

IMPORTANT DATES FOR VCE TEACHERS

SCHOOL ASSESSED COURSEWORK SUBMISSION DATES

This information is for VCE Teachers

Attached are the submission dates for school assessed coursework for 2007.

Remember: School Assessed Coursework grades must reach the VCE Coordinator by the following dates:

- **Wednesday 23rd of May**
Indicative Exam grades for June Exams: Biology, Chemistry, Physics and Psychology.
- **Friday 8th of June**
End of Units 1 and 3 subjects
- **Friday 22nd of June**
S/N Results for **ALL** Units 1 and 3 Subjects
(This is two weeks after the end of Semester 1)
- **Monday 16th of July**
School Assessed Coursework (SAC) Scores for all Unit 3 subjects
(This is six weeks after the end of Unit 3)
- **Friday 5th of October**
School Assessed Task (SAT) Scores for Art and Design & Technology.
(This means that students in Art and Design and Technology really need to submit their SAT's by the end of Term 3 which is Friday 21st of September.)
- **Monday 15th of October**
Indicative Exam grades for all Unit 4 subjects
- **Monday 5th of November**
School Assessed Coursework (SAC) Scores for all Unit 4 subjects
(This is more than 2 weeks after the Year 12 students have left)
- **Friday 9th of November**
End of Unit 2 subjects
- **Wednesday 14th of November**
S/N Results for **ALL** Units 2 and 4 subjects
(This is 5 days after the end of semester 2)