Lalor Secondary College

VCE Policy Document Units 1-4
Student Handbook

2012

Assistant Principal – Senior School – Mrs Cain

Yr 12 Student Manager – Ms Koronowicz
Yr 12 Assistant Manager – Mr Aziz

Yr 11 Student Manager – Mr Watson
Yr 11 Assistant Manager – Mr Wolter
PREFACE

This handbook has been prepared to assist students at Lalor Secondary College in matters relating to Victorian Certificate of Education (VCE) studies in 2012 and as a resource to reinforce our desire for students to be clear about what is required in terms of their to be practices, expectations and assessment. It also contains some information based on Lalor Secondary College rules.

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the VCE. The information in this booklet is based largely on the 2012 VCE Administrative Handbook, an official publication of VCAA.

Lalor Secondary College is fully accredited to deliver the VCE. The College Principal is responsible for ensuring that all the requirements of VCAA are carried out and that students are given a thorough understanding of the program and adequate support to effectively manage their studies. To this end, all VCE students are given a copy of the Policy Handbook to ensure that they have ready access to the correct information and processes regarding their senior school studies.

Students enrolled at Lalor Secondary College must abide by the administrative guidelines and regulations of the VCE and also the Student Code of Behaviour.

Ms Koronowicz  Mr Watson
Yr 12 Student Manager  Yr 11 Student Manager
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Section One
1.1 VCE Units 1 - 4 Responsibilities and expectations

As a key platform for continuing to develop consistency of curriculum delivery, assessment processes and expectations for LSC VCE students, all VCE students will receive a clear and informative ‘Induction Package’ (IP) during the orientation program for each of their classes.

The underlying reason for the preparation and provision of these Induction Packages is to provide students with a detailed plan for their learning for each subject.

It is the expectation that VCE students will be well organised, plan a study timetable and demonstrate a commitment to achieving the best outcomes that they can. It is intended that IP’s provide students with a clear plan of what will be studied for each unit and when. They also provide information on the type of assessment that students will undertake and timelines for such assessment.

Induction Packages should include:

- A brief synopsis of the subject. (refer to the Study Design).
- A weekly timeline outlining the material to be covered in class. (Appendix A)
- The outcomes that must be achieved for each unit. (Appendix B)
- The assessment tasks and their contribution towards the total score. (Appendix B).
- References, textbooks and resources relevant to the subject and the Study Design.
- Holiday homework that is to be completed and submitted in the first class. (Appendix H)

1.2 Student Responsibilities and College Expectations

It is an expectation of LSC that all VCE students will take their studies seriously and achieve their best in everything they do. Students are responsible for their own learning and behaviour and must work in partnership with their subject teachers. All VCE students are expected to follow the school rules set out in the Student Code of Behaviour. It is also a requirement that no student will interfere or stop students from learning or the teacher from teaching. Students who do not follow the Student Code of Behaviour or who continually interfere with the learning of others may find that they are not able to stay at LSC. If a student is experiencing difficulties with either the teacher or other students they should talk to the teacher first (out of class time where possible) and if there is a serious issue they should contact their Student Manager.

Students have responsibilities and these must be abided by. In addition students can expect their teachers to do the following:

- Be punctual to class and organised
- Teach the Study Design and keep up to date with course requirements
- Ensure all students have access to advice, support and feedback
- Return work in a timely manner (usually within two weeks - unless there needs to be a moderation process)
- Be available to help them within class and, if previously arranged, out of class time
- Make sure that all students (in multiple classes) have the same conditions and arrangements for assessment activities
- If a teacher is absent, wherever possible, work is left for students to complete
The mechanisms of the VCE contain a curious blend of terminology, acronyms and procedural requirements. It is the responsibility of both teachers and students to get up to date with this information using the resources provided. If teachers or students have any questions in relation to these issues they should ask the relevant Student Manager.
Section Two - Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years.

The VCE includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Units at 1&2 level are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units at the 3&4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and different histories. Units 1&2 can be completed as single units and Units 3&4 in each study are designed to be taken as a sequence.

Outcomes are the basis for satisfactory completion of a VCE unit. Each VCE unit includes a set of two to four outcomes. Satisfactory completion of units is determined by the school, the Study Design specifications and in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in the current accredited VCE study designs.

Students’ levels of achievement for Units 1&2 are determined by the school and not reported to the VCAA. For official VCAA purposes student receive a ‘Satisfactory’ or a ‘Not Satisfactory’ for each unit.

Students’ levels of achievement for Units 3&4 sequences are assessed using school-based assessment and external examinations. Each VCE study has three Graded Assessment components, either one school-based assessment and two examinations, two school-based assessments and one examination or a school-based assessment, a School Assessed Task (SAT) and an exam. Each of the three Graded Assessment components contributes to a study score. Scored VCE VET studies have only two Graded Assessment components, comprising one school-based assessment and one examination. Graded Assessments are reported on an eleven-point scale as grades A+ to E or UG (Ungraded).

2.1 Requirements for satisfactory completion of the VCE

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. School-assessed Coursework and School-assessed Tasks are generally used to determine both satisfactory completion of the unit and a study score. However, it is not a requirement that these be scored. Where no score is provided for the unit, the student will not receive a study score.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE.

Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. It is possible for students returning as adults, and students who have received credit equivalent to a full Year 11, to complete their VCE in a single year. Some LSC students may choose, for a variety of circumstances, to complete a VCE over three years rather than the traditional two in their senior years at the college.

Units 1&2 may be completed separately (although usually completed as a Unit 1&2 sequence) whereas Units 3&4 must be completed as a sequence. Most students will be advised to complete a total of 22 units. Generally students will do 12 units in Year 11 and 10 units in Year 12. Some students also complete two units in Year 10 therefore a total of 24 units may be completed in their VCE program.
2.2 Minimum requirements for the award of the VCE

The minimum requirement is satisfactory completion of 16 units which must include:
- three units from the English group, with at least one unit at Units 3&4 level
- at least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3&4 of an English sequence is required. While students who pass three units of VCE English (including at least one from the Unit 3&4 level) and meet the other requirements of the VCE are able to complete their VCE Certificate, they will not receive an ATAR.

Students undertaking atypical programs may have their previous studies or experience counted for the award of the VCE. These students are adult students with no Year 12 results, adult students with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET or VCAL qualifications.

2.3 The English requirement for the award of the VCE

As stated above, the minimum English requirement is three units from the English group, with at least one at Units 3&4 level. English units may be selected from Foundation English Units 1&2, English Units 1 to 4, English (ESL) Units 3&4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1&2 level selected from the English group may count towards the English requirement. The English group at this level comprises English Units 1&2, English Language Units 1&2, Foundation English Units 1&2 and Literature Units 1&2. English Units 3&4 and English (ESL) Units 3&4 are equivalent sequences and a student may not count both towards the award of the VCE.

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

Adult students, students with credit from study interstate, and students with credit from study overseas can use their previous studies and experience for the English requirement.

2.4 Satisfactory completion of a unit.

For satisfactory completion of a unit, a student must demonstrate a satisfactory understanding of each of the outcomes for the unit that are specified in the relevant VCAA Study Design. The decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit and other set work associated with each outcome.

Achievement of an outcome means:
- The work meets the required standard as described in the outcomes.
- The work was submitted on time.
- The work is clearly the student's own.
- There has been no substantive breach of rules.

If all outcomes are achieved the student receives S (satisfactory) for the unit.
A student **may not** be granted satisfactory completion if:

- The work does not meet the required standard set.
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason.
- The work cannot be authenticated as the student’s own work.
- There has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives an **N** (not satisfactory) for the unit.

**Computer work**

A student who uses a computer to produce work for assessment must ensure that:

- There is an alternative system available in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made; the work is saved and backed up.
- Computer malfunctions are not reasons for appeal against a decision to award a ‘N’.

Where a student has completed work but there has been a substantive breach of class attendance the student may be awarded **N**. Lalor Secondary College students are required to meet the 90% attendance requirements as set out by the college. Students who have unapproved absences and fall below the 90% attendance requirements will not pass the unit.

### 2.5 Appeal Against Unsatisfactory Unit Result

A student who is awarded an **N** for a unit has a right of appeal to the school if the N was awarded because:

- They failed to meet a deadline where an extension of time was granted.
- They committed a substantive breach of attendance rules.

#### 2.5.1 Appeal Procedure

- The student must lodge a written appeal with the Student Manager within 14 days of receiving the unit result.
- The relevant Student Manager will notify the Principal who will convene an appeals committee.
- The appeals committee will consist of the Principal, Student Manager or Assistant Principal and a teacher other than the teacher who awarded the unit result.
- The appeal committee will consider all records relating to the case and may interview the student. The student will be given not less than 24 hours notice of the interview and may have a friend, parent or guardian present in a support role.
- The student will be notified in writing of the outcome of the appeal within 14 days.

**NB -** There is no appeal to the VCAA over decisions of unsatisfactory completion of units.

#### 2.5.2 At Risk Students

If a classroom teacher believes that a student is at risk of not successfully completing their VCE Units the relevant Student Manager needs to be informed immediately. The teacher will also contact parent/s to inform them that their child is at risk of receiving an N for an Outcome and the Unit. The teacher **must** make contact with the parent. Any incomplete or work that is not completed will also be entered on the Student Management Tool so that a record of the student’s progress (or lack of progress) is kept. The Student Manager/ Assistant Student manager will also be informed.
Section Three - School Assessment (Units 1-4)

For most subjects school based assessment consists of school assessed coursework (SACs). For some subjects, such as Arts and Technology based subjects, school based assessment includes School Assessed Tasks (SATs). Coursework assesses overall level of achievement on the assessment tasks as set down by the VCAA.

Assessment tasks will generally be completed in class and may include:

- tests
- essays
- written reports.
- Folios
- Oral presentation
- case studies
- data/media analysis
- laboratory reports

At the Units 3&4 level coursework results count towards a student's Study Score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR).

Teachers will collect work in progress for extended school assessment tasks at the end of each lesson.

3.1 Reporting on Coursework and School Assessed Tasks.

After work is completed teachers will provide feedback to students. This will include:

- Advice on particular problem areas
- Advice on improvement strategies
- Reporting – whether the student has gained an S for the outcome.
- Graded assessment for the task provided in a confidential manner.
- General comments to the class.
- All students should receive a ‘raw score’ i.e. a mark for the task.

Where the student's work demonstrates achievement of the outcome an S (satisfactory) will be awarded.

Where an outcome has not been achieved the student will receive N (not satisfactory).

When work submitted for an outcome does not receive an S in the first instance the student may be given one opportunity for redemption. Decisions regarding redemption tasks or activities will be done by the Student Manager in consultation with the classroom teacher. The teacher may do one or more of the following things; giving a similar task, asking the student questions about the task or topic and/or checking student notes and workbook. This will normally take place when the teacher realises that the student is unlikely to gain a satisfactory result of the outcome. The marks allocated for the original submission will not be altered. Application must be made within 2 days of the notification of the mark.

In Year 11 and 12 English teachers may ask students to complete a redemption task and may also use the following guidelines (in conjunction with the relevant Student Manager);

- If the mark is between 40 and 50% a ‘S’ can be determined through classwork completed by the student and this includes all classwork and homework.
- If the mark is between 20-40% the redemption task must demonstrate the outcome to receive a ‘S’
- If the mark is below 20% – the student may be allowed to complete a redemption task depending on the circumstances.

The marks allocated for the original submission will not be altered. Application must be made within 2 days of the notification of the mark.
It must also be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by VCAA and therefore may change. Classroom teachers should not disclose marks until after the moderation process has taken place.

Marks for School Assessed Tasks (SATs) in Units 3&4 will not be disclosed until assessment has been confirmed by VCAA and the results forwarded to the school.

### 3.2 Attendance at School and at School Assessed Coursework Activities

VCAA has directed schools to set the minimum class time and attendance rules. Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign 'N' for one or more outcomes and thus the unit.

Students are required to attend at least 90% of all classes. Subject teachers will mark an attendance roll and notify the Student Manager of a student's absence for 2 consecutive lessons. Overall attendance will be monitored by the Student Manager and parents and students informed when students are at risk. (See Section One).

The 90% requirement does not include approved absences. However, a minimum attendance requirement is necessary to meet authentication rules. Students who are absent from school without a medical certificate or for prolonged periods of time are in danger of failing unit/s.

It is essential that students meet the Lalor Secondary College attendance policy requirements as outlined by VCAA. The VCE involves frequent deadlines for work. Outcome Tasks and some School Assessed Coursework (SACs) specify that particular tasks are to be done at the college so that the students work can be authenticated and students skills can be assessed by their study teacher. **Students absent from SACs must provide a medical certificate.**

Student absence may be deemed approved by the Student Manager/ Assistant Student Manager when documentation substantiates that the absence is due to:

- illness
- personal environment
- physical disability
- significant hardship

Absences **must** be supported by relevant documentation such as

- a medical certificate
- other documentation including:
  - Psychologist report/letter.
  - A qualified medical practitioner's letter/report.

The **onus is on the student** to obtain and submit medical certificates and other documentation to support absences from school. This must be done within three days of returning to school.

### 3.3 Breach of 90% class attendance rules:

The relevant Student Manager will make a recommendation to the Principal regarding a student's breach of the 90% class attendance rule.

The principal will then decide whether or not to award the student an N for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an N for the unit. (See Section Two for further detail).
3.4 Procedures relating to absence from School Assessed Tasks

1. The student, or a parent, must notify the school via the Student Manager / Assistant Student Manager on the day of the absence.
2. Student must collect relevant form from the level coordinator the first day of attendance following the absence. (refer to Appendix C).
3. The student must contact the Student Manager and return the form with any relevant documentation.
4. If the Student Manager/ Assistant Student Manager determines the absence is approved then the student and the classroom teacher will be notified of this.
5. If the absence is approved then one of the following options will occur; the classroom teacher will then arrange for the task/s to be completed at an alternative time (this time is not negotiable), the student will complete an alternative task of comparable scope and demand or extra time may be given if the task was an ongoing one.
6. It is important the both the student and the classroom teacher inform the Student Manager of an absence from an assessment task.
7. It the absence is not deemed to be approved then the student is not entitled to complete the assessment task. This may result in an 'N' for the unit. The task will not be awarded any marks and this is likely to have an impact on Study Scores for a Unit 3&4 subject. (Refer to Appendix D)

3.5 Consequence for unapproved absence from school assessed coursework.

Student will be awarded "0" (zero) towards their study score for that school assessed coursework task and a student may receive an N for the Outcome and therefore the unit.

Implications of Student Absences on Assessment.

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<th>Event</th>
<th>Circumstances</th>
<th>Action</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Student does not present for the SAC or SAT.</td>
<td>Medical certificate supplied and/or Special Provision granted and/or school based activity verified.</td>
<td>Student will sit the task. The work will be graded. The original task or an alternate task will be set.</td>
<td>Approval given by Student Manager. Time and date to be set by classroom teacher within 14 days of approval. The student must sit the alternate time set.</td>
</tr>
<tr>
<td>Student does not present for the SAC or SAT.</td>
<td>No medical certificate supplied and/or no Special Provision granted.</td>
<td>Student will receive a mark of zero for the task. The student can be given a new time to complete a new task so that the work can be judged S or N for satisfactory completion of the outcome.</td>
<td>The student will be given one opportunity to complete the task at a date and time suitable for both teacher and student. This must be completed within 14 days of approval being given by the Student Manager.</td>
</tr>
<tr>
<td>Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.</td>
<td>Medical certificate supplied and/or Special Provision granted and/or school based activity verified.</td>
<td>Student sits the section of the task at some other time, usually during class time if the task is still in progress. The task will be graded.</td>
<td>Approval given by Student Manager. Time and date to be set by classroom teacher within 14 days of approval. The student must sit the alternate time set.</td>
</tr>
<tr>
<td>Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.</td>
<td>No medical certificate supplied and/or no Special Provision granted.</td>
<td>The student loses the marks for this section only. The incomplete task is assessed. This may lead to an alternate task being set for the</td>
<td>Classroom teacher to mark according to the action listed.</td>
</tr>
<tr>
<td>Work is submitted for a SAC but it does not reach the word limit or is not satisfactory.</td>
<td>All assessment task procedures were followed.</td>
<td>The SAC is graded according to what has been completed. The student completes further work at the teacher's discretion to obtain an S.</td>
<td>Class room teacher to inform Student Manager and formulate the correct action for each instance.</td>
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<tr>
<td>A School Assessed Task (SAT) is not submitted on the due date.</td>
<td>Student contacts the Student Manager and special provision is granted if the student has supporting documentation and it is approved.</td>
<td>The SAT will be accepted and marked without penalty (unless VCAA deadlines preclude this).</td>
<td>Student must contact the student manager. The student Manager will contact the classroom teacher on the special provision provided.</td>
</tr>
<tr>
<td>A School Assessed Task (SAT) is not submitted on the due date.</td>
<td>Contact is not made and/or Special Provision is not granted.</td>
<td>The student will need to make an application to the Student Manager for the work to be submitted for assessment. It is likely the work will receive a “0”, although it may be accepted for Satisfactory completion.</td>
<td>Classroom teacher to inform the student manager of student's incompletion. Student manager to inform student of the consequences and provide the relevant information of the outcome to the classroom teacher.</td>
</tr>
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### 3.6 Teacher Absence

In the case of a short-term absence published SAC dates and timelines will be adhered to. Teachers, where possible, will leave work and instructions for the teacher taking the class to follow. Where a teacher is absent for an extended period of time, the Principal, in consultation with the Student Manager and KLA Leader, will make a decision on the procedures to be followed and if necessary changes to assessment tasks and dates will occur.

### 3.7 Moderation

#### 3.7.1 Determining initial school-based assessments where there is more than one class in the school.

Where there is more than one class in a study, teachers will engage in consultation to arrive at a school assessment. The following approaches will be used to ensure consistency in assessments when there is more than one class.

**Approach 1**
- Teachers meet to discuss assessment criteria, topics and the approaches used for the task.
- Teachers grade the work from their own classes.
- Teachers swap samples and carry out blind marking.
- If necessary, teachers mark further work or reassess their own class work.
- Difficult cases are further discussed before results are entered.

**Approach 2**
- Teachers combine and distribute the student work among themselves for assessment.
- The results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results.
- Unusual cases are considered by all teachers concerned.
Approach 3

- Samples from all classes are distributed.
- All teachers assess the same pieces of work.
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the criteria.
- When all teachers are confident they have a consistent understanding of the application of the criteria, each teacher assesses his/her own class.

All teachers at LSC are required to moderate assessments when there are multiple classes.
Section Four – Guidelines for School Assessed Tasks (SATs)

VCAA sets down seven rules which students must observe when preparing work for School-Assessed Tasks. They are:

1. Students must ensure that all unacknowledged work submitted is genuinely their own.

2. Students must acknowledge all resources used, including:
   - text and source material.
   - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.

3. Students must not receive undue assistance from any other person in the preparation and submission of work.

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

Unacceptable forms of assistance include:
   - Use of, or copying of, another person’s work or other resources without acknowledgment.
   - Actual corrections or improvements made or dictated by another person.

4. Students must not submit the same piece of work for assessment more than once.

5. Students who knowingly assist other students in a breach of rules may be penalised.

6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student’s own.

7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

When completing School-Assessed Tasks students must also:

1. Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student’s own.

2. Submit evidence of the development of each School-Assessed Task, for example, a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.

3. Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student’s own.

Students should observe:

All rules relating to word limits. The word limit should include all material provided by the student which is presented for assessment. Material which is not for assessment itself but is submitted to accompany the task will not be counted. School set deadlines must be adhered to for all School assessed tasks.
Section Five - Authentication

5.1 Teacher Responsibilities

Teachers must satisfy themselves about the authenticity of any student work that
- Is not typical of other work produced by the student.
- Is inconsistent with the teacher's knowledge of the student's ability.
- Contains unacknowledged material.
- Has not been sighted and monitored by the teacher during its development.

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student's own.

Teachers must retain the original of the final version of the student's work until notified by the relevant student manager.

5.2 Students' Responsibilities

The student must provide evidence that the work submitted is their own and was completed in accordance with the VCAA’s requirements.

In order to obtain the necessary evidence, students will be required to:
- Provide evidence of the development of work.
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- Provide samples of other work.
- Complete, under supervision, a supplementary assessment task (or test) related to the original task.
- Attend an interview to demonstrate an understanding of the work.

5.3 Breach of authentication procedures

If it has been determined that there is a possible authentication issue then the following will occur;
- The subject teacher will inform the Student Manager if they suspect the work submitted is not the student's own.
- The subject teacher can discuss the content of the work with the student and question the student's understanding and knowledge of the work.
- If the subject teacher still believes that the work is not the student's own work then an interview will be conducted.
- The Student Manager will notify the student of the interview no less than 24 hours before it is scheduled.

This notification is to be in writing and will include:
- The purpose, date, time and place of the interview.
- The composition of the panel.
- Advise that the student revisit his/her work before the interview.
- An instruction to take a copy of the work to the interview.
- Advice that a parent or friend may accompany the student to the interview in a support role, but not as an advocate.
- Advice that the Student Manager can help to clarify the procedure for the student.

- The interview panel will consist of the subject teacher and up to two representatives of the Principal, each of whom has sufficient knowledge of the study to fully participate in the discussion and decision.
- At the interview the teacher will:
  - Clearly explain why the interview has been requested, the purpose and the possible outcomes.
Only ask questions which enable a student to display his/her understanding of the work.

5.4.1 Coursework and School-Assessed Tasks - Appropriate Penalties.

The Principal has the power to:

i. Reprimand a student
   or
ii. Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA.
   or
iii. 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.
   or
iv. 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.

Where work was initially accepted for assessment and a breach of rules has been discovered after the initial assessment has been made then the Principal shall determine which of the above penalties should be imposed. This may result in a change of the original result from an S to an N.

If an N is awarded for an outcome then as a consequence an N will be awarded for the unit.

5.4.2 Notification of penalty to the student

If a decision is made to impose a penalty then the Principal will notify the student in writing within 14 days of the decision being made.

This notification will include:

- The nature of the breach of rules by the student.
- The reasons for a decision being made that a breach of rules has occurred and the evidence supporting this.
- The penalty to be imposed.
- Advice about the student’s right to appeal to the VCAA.
- Advice that this appeal must be lodged within 14 days of receipt of notification from the Principal.

OUTLINE OF THE PROCESS OF AUTHENTICATION

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

↓

Students and staff informed of the Authentication Policy in term one 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.

↓
If there is a suspected or possible breach of authentication the teacher will inform the Student Manager. 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 & students will be interviewed.

5.4.3 Appeals to VCAA against penalties imposed for breaches of rules.

Students have a right of appeal to the VCAA against a decision of the Principal if a penalty has been imposed because of a breach of the VCAA rules regarding authentication.

Students may appeal on one or both of the following grounds:

- that a breach had not occurred and/or
- that the penalty was too severe.

Students do not have the right to appeal to the VCAA if the school has refused to accept the late submission of work.

A student’s intention to appeal must be received in writing at the VCAA within 14 days of the Principal's written notification to the student. The correspondence must be addressed to the Secretary.

When the VCAA registers an appeal they will:

- Contact the school in writing and request certification from the Principal and evidence of the breach of rules.
- Contact the student in writing for detailed information on the grounds for appeal.
- Carry out an administrative review.
- Convene a meeting of the VCAA Discipline Committee if the administrative review fails.
- The Discipline Committee of the VCAA after receiving and considering evidence, both written and in person from the parties, has the power to confirm, quash or vary the determination of the school.
Section Six

6.1 Special Provision - Units 1-4

A student is eligible for Special Provision for:

- Coursework
- School-Assessed Tasks
- Examination
- The GAT

if during the completion of these tasks, he/she is

- Affected significantly by illness, by any factors relating to personal environment, or by other serious cause.
  or
- Prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task for graded assessment,
  or
- Disadvantaged by any physical disability or impairment.

Students do not have grounds for Special Provision if they:

- are absent from school or study for prolonged periods without evidence of significant hardship,
- are comparatively unfamiliar with the English language as their only disadvantage,
- are affected by teacher absence and other teacher-related difficulties,
- are affected by faulty technology in the preparation of work or when undertaking tuition,
- misread an examination timetable or an examination paper.

Application Procedure

- Student to collect a Special Provision form from the relevant Student Manager.
- Student to fill in form and obtain the necessary documentation from the appropriate support person(s).
- The Student Manager in consultation with the Principal, will determine whether there are grounds for special provision for school assessment and exams in Units 1&2. In the events of special provision for Units 3&4 exams, the Student Manager will send the application to VCAA who will then determine if special provision is granted.

6.2 Examinations

It is Lalor Secondary College policy that all students will attend and attempt the examinations to the best of their ability and stay for the duration of each exam.

If the student is unable to attend an examination it is imperative that they notify the relevant student manager as soon as possible. Where a student is eligible, an application for a Derived Examination Score (DES) for Units 3&4 subjects can be made to the relevant Student Manager.

The examinations are conducted under VCAA Rules. There are two formal exam periods for Unit 3&4 subjects in June and November. Students undertaking a Unit 3&4 subject will also undertake practice exams during October. There are two formal Unit 1&2 exam periods during June and November.

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

- Contribute to statistical moderation of School Assessed Coursework.
- Review school assessments of School Assessed Tasks.
- Calculate a Derived Examination Score if required.
- Check the accuracy of examination marking.
The June and November examination timetable is available from www.vcaa.vic.edu.au. VCAA examination rules are also published on the website, and will be given out to students prior to the June examination period.

Students should be aware that no allowances are made for students missing examinations due to misread timetables, late buses, broken down cars etc. The onus is on the student to get to all exams in a timely manner with the correct equipment, for example, calculators, pencils and pens.

6.3 ATARs and Study Scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's final School-assessed Coursework scores, School-assessed Tasks, the Externally-assessed Task (Music Style and Composition only) and examinations for each study. To receive a study score students must achieve two or more Graded Assessments in the study and receive S for both Units 3 and 4 in the same year unless they have Interrupted Studies status and have met these requirements over two years.

6.3.1 Study Score Calculation (Units 3&4)

The final score for each Graded Assessment is standardised. This is done by subtracting the state mean for a Graded Assessment from the student's final score for that Graded Assessment and dividing the result by the state standard deviation for the Graded Assessment. Students' weighted standardised scores are summed. For the VCE studies up to three weighted standardised scores are added together. Students receive a Study Score out of 50. Students who receive a score over 40 are in the top 7% of the state. The Study Scores are taken and then scaled up or down depending upon the 'difficulty' of the subject. These scaled scores are used in the determination of the ATAR.
## APPENDIX A - EXAMPLE OF A TIMELINE

Lalor Secondary College

**2012 Timeline Unit 3 / 4  Subject: Physical Education**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Content</th>
<th>Term 3</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Content</td>
<td>Week</td>
<td>Content</td>
</tr>
<tr>
<td>1</td>
<td>Assessment of Physical Activity and Sedentary Behaviour</td>
<td>1</td>
<td>Chronic training adaptations</td>
</tr>
<tr>
<td>2</td>
<td>Assessment of Physical Activity and Sedentary Behaviour</td>
<td>2</td>
<td>Post Testing Evaluation of a Training Program</td>
</tr>
<tr>
<td>3</td>
<td>Changing Physical Activity Behaviour - the social-ecological model</td>
<td>3</td>
<td>Performance enhancement from a dietary perspective</td>
</tr>
<tr>
<td>4</td>
<td>Changing Physical Activity Behaviour - the social-ecological model</td>
<td>4</td>
<td>Performance enhancement from a dietary perspective</td>
</tr>
<tr>
<td>5</td>
<td>Strategies and initiatives for promoting physical activity</td>
<td>5</td>
<td>Physiological strategies to enhance recovery</td>
</tr>
<tr>
<td>6</td>
<td>Strategies and initiatives for promoting physical activity</td>
<td>6</td>
<td>Performance enhancement from a psychological perspective</td>
</tr>
<tr>
<td>7</td>
<td>Acute responses to exercise</td>
<td>7</td>
<td>Performance enhancement from a psychological perspective</td>
</tr>
<tr>
<td>8</td>
<td>Food fuels and the 3 energy systems</td>
<td>8</td>
<td>Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance</td>
</tr>
<tr>
<td>9</td>
<td>Food fuels and the 3 energy systems</td>
<td>9</td>
<td>Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance</td>
</tr>
<tr>
<td>10</td>
<td>Fatigue and recovery mechanisms</td>
<td>10</td>
<td>Anti doping codes and practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fatigue and recovery mechanisms</td>
</tr>
<tr>
<td>2</td>
<td>Fatigue and recovery mechanisms</td>
</tr>
<tr>
<td>3</td>
<td>Fitness components used in sports and activities</td>
</tr>
<tr>
<td>4</td>
<td>Fitness components used in sports and activities</td>
</tr>
<tr>
<td>5</td>
<td>Data collection and activity analysis</td>
</tr>
<tr>
<td>6</td>
<td>Assessment of Fitness</td>
</tr>
<tr>
<td>7</td>
<td>Fitness Training Methods &amp; Principles.</td>
</tr>
<tr>
<td>8</td>
<td>Fitness Training Methods &amp; Principles / Individual Training Program design</td>
</tr>
<tr>
<td>9</td>
<td>Individual Training Program reflection / fine tuning</td>
</tr>
<tr>
<td>10</td>
<td>Chronic training adaptations</td>
</tr>
</tbody>
</table>
## Appendix B

### Lalor Secondary College

**VCE Physical Education Units 3 & 4**

**Unit 3 – Physical activity participation and physiological performance.**

For this unit students are required to demonstrate achievement of two outcomes.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Outcome</th>
<th>Assessment Task</th>
<th>Marks Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring and promotion of physical activity</td>
<td>Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.</td>
<td>1. Practical Laboratory Report or Data Analysis.</td>
<td>40 marks</td>
</tr>
<tr>
<td>Physiological responses to physical activity</td>
<td>Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.</td>
<td>1. Test</td>
<td>20 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Practical Laboratory</td>
<td>40 marks</td>
</tr>
</tbody>
</table>

School Assessed coursework for Unit 3 contributes 25% of the final assessment – 100 marks.

**Unit 4 – Enhancing Performance.**

For this unit students are required to demonstrate achievement of two outcomes.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Outcome</th>
<th>Assessment Task</th>
<th>Marks Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, implementing and evaluating a training program</td>
<td>Plan, implement and evaluate training programs to enhance specific fitness components.</td>
<td>1. Written Report</td>
<td>40 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Test</td>
<td>20 marks</td>
</tr>
<tr>
<td>Performance enhancement and recovery practices.</td>
<td>Analyse and evaluate strategies designed to enhance performance or promote recovery.</td>
<td>1. Test or Data Analysis.</td>
<td>40 marks</td>
</tr>
</tbody>
</table>

School assessed coursework for Unit 4 contributes 25% to the final assessment – 100 Marks

**Final Assessment**

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- End of year
Appendix C

Lalor Secondary College

ABSENCE FOR SCHOOL ASSESSED COURSEWORK

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM</td>
<td></td>
</tr>
<tr>
<td>DATE(s) OF ABSENCE</td>
<td></td>
</tr>
<tr>
<td>SUBJECT</td>
<td>TEACHER</td>
</tr>
<tr>
<td>COURSEWORK MISSED</td>
<td></td>
</tr>
</tbody>
</table>

**Reason for Absence:** Please tick the relevant box.

- [ ] Illness
- [ ] Personal environment.
- [ ] Physical disability
- [ ] Significant hardship

**Documentation:** Please tick the relevant box and attach documentation.

- [ ] Doctor's certificate
- [ ] Professional document *Students must provide a supporting statement*

Student's Signature: ..................................................

Parent Signature: ..................................................

**Outcome**

Approved [ ] *If approved a course of action sheet must be filled out by Level Coordinator.*

Disapproved [ ]

Student Manager's Signature: .................................................. Date: ..................................................
Appendix D

Lalor Secondary College

COURSE OF ACTION – APPROVED ABSENCE

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>Form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE(S) OF ABSENCE</td>
<td></td>
</tr>
<tr>
<td>SUBJECT:</td>
<td>TEACHER:</td>
</tr>
<tr>
<td>COURSEWORK MISSED</td>
<td></td>
</tr>
</tbody>
</table>

*Please tick the relevant boxes.*

The assessment task's due date will be:

- [ ] Extended.
  *(If some of an extended Assessment Task is missed).*
  
  New due date: .................................................................

- [ ] Rescheduled.
  *(If all of an extended Assessment Task is missed or the day of the assessment task is missed).*
  
  Classroom teacher to have task completed by the following date:
  ................................................

*A new task of comparable scope and demand may need to be set in either of the above circumstances.*

- [ ] Original task to be completed.
  *(If student will have no advantage over other students by doing the same task later)*

- [ ] New task of comparable scope and demand to be completed.
  *(If some advantage may be gained by the student doing the same task later).*

*On completion of this sheet a copy must be given to the student & classroom teacher.*

Student Manager’s Signature: ................................................................. Date:

........................................
Appendix E - Promotion to Year 12  
Lalor Secondary College

(a) Normal Procedure:

Promotion to Year 12 requires the satisfactory completion of nine Units of either Units 1 and 2, or Units 3 and 4 course material, including at least one Unit of English.

Subject selection in Year 12 will be determined by:
Meeting the entry requirements of individual subject units within a program.

Generally, this means that students need to score at least 50 in the relevant subjects to progress through to the following year. (Other requirements are listed below).

Any student who receives an N for both Units 1 and 2 in a subject will not progress into the Unit 3 and 4 component of that subject.

(b) Special Consideration:
A student may be promoted to Year 12 by special consideration on satisfactory completion of either 7 or 8 Units.

2 Special Consideration
A student may be promoted to Year 12 by the Principal on grounds of Special Consideration if it can be shown that the student experienced hardship of a permanent or temporary nature which affects his/her school work. It is the responsibility of the student to notify the Principal of the details or circumstance relating to the student's application. Official forms are available from the Yr 12 Student Manager.

No Special Consideration will be given to a student who has been absent from the school or study for prolonged periods e.g. overseas trips, prolonged holidays, and has therefore been unable to satisfactorily complete required work.

3 Entry into Specific Subjects
Because of the specialist nature of some individual studies, a number of additional promotion score apply. These are summarised below. The grade scores relate to levels of performance at Year 11 level, averaged over Semester 1 and Semester 2.

<table>
<thead>
<tr>
<th>STUDY</th>
<th>UNIT 1 AND 2 REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Maths – Unit 3 and 4</td>
<td>Completion of Maths Methods – 80% Average. Must complete Maths Methods in conjunction with this subject.</td>
</tr>
<tr>
<td>Maths Methods</td>
<td>Maths Methods – 70% Average.</td>
</tr>
<tr>
<td>Further Maths</td>
<td>Maths Methods – 50% Average General Maths – 60% Average.</td>
</tr>
<tr>
<td>Accounting</td>
<td>50 in Mathematics (Recommended)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Maths Methods / Extension Maths -60% Chemistry - 70%</td>
</tr>
<tr>
<td>Subject</td>
<td>Conversion</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Physics</td>
<td>Maths Methods / Extension Maths – 60%</td>
</tr>
<tr>
<td></td>
<td>Physics – 70%</td>
</tr>
<tr>
<td></td>
<td>Chemistry – 60%</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology – 60%</td>
</tr>
<tr>
<td>Literature</td>
<td>English / Eng Lit – 60%</td>
</tr>
<tr>
<td></td>
<td>English – 70% (if LIT is sole English)</td>
</tr>
</tbody>
</table>
Appendix F - Promotion to Year 11

LALOR SECONDARY COLLEGE

(a) Normal Procedure:
Promotion to Year 11 requires the satisfactory completion of Twelve semester Units, including at least one semester of English, at the Year 10 level.

Subject selection in Year 11 will be determined by a student meeting the entry requirements of individual subject units within a program. Generally this means that students need to score at least 50 in the relevant subject to progress through to the following year. (Other requirements are listed below)

(b) Special Consideration:
A student may be promoted to Year 11 by compensation on satisfactory completion of either 9, 10, 11 units according to the criteria listed below.

2 Special Consideration
A student may be promoted to Year 11 by the Principal on grounds of Special Consideration if it can be shown that the student experienced hardship of a permanent or temporary nature which affects his/her school work. It is the responsibility of the student to notify the Principal of the details or circumstance relating to the student's application. Official forms are available from the Yr 11 Student Manager.

No Special Consideration will be given to a student who has been absent from the school or study for prolonged periods e.g. overseas trips, prolonged holidays, and has therefore been unable to satisfactorily complete required work.

3 Entry into Specific Subjects
Because of the specialist nature of some individual studies, a number of additional promotion score apply. These are summarised below. The grade scores relate to levels of performance at Year 10 level, averaged over Semester 1 and Semester 2.

<table>
<thead>
<tr>
<th>STUDY</th>
<th>Yr 10 REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>50 in Mathematics (Recommended)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics – 60%</td>
</tr>
<tr>
<td></td>
<td>Science – 60%</td>
</tr>
<tr>
<td>Literature</td>
<td>English – 60%</td>
</tr>
<tr>
<td>Foundation Maths</td>
<td>Maths – 50% (Assistance) - 35% (Proficient)</td>
</tr>
<tr>
<td>General Maths</td>
<td>Maths – 50% to 69% (in Proficient. If in Assistance cannot access)</td>
</tr>
<tr>
<td>Mathematics Methods</td>
<td>Mathematics – 70% to 84%</td>
</tr>
<tr>
<td>General Mathematics Extensions</td>
<td>Mathematics – Over 85%</td>
</tr>
<tr>
<td>Physics</td>
<td>Mathematics – 60%</td>
</tr>
<tr>
<td></td>
<td>Science – 60%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Maths - 60%</td>
</tr>
<tr>
<td></td>
<td>Science – 60%</td>
</tr>
<tr>
<td>Biology</td>
<td>Maths – 50%</td>
</tr>
<tr>
<td></td>
<td>Science – 60%</td>
</tr>
<tr>
<td>Unit 3 and 4 Subjects</td>
<td>60% Average for all Subjects.</td>
</tr>
</tbody>
</table>
Appendix G

Unit 3 / 4 Non-Instructional Homework Policy

Focus:

The Unit 3 / 4 Holiday Homework Policy focuses on the following:

- To establish commitment from all students completing a Unit 3 / 4 subject at Lalor Secondary College.
- Promote greater communication between teacher / school expectations and parents.
- Ensure students are adequately prepared to complete their VCE studies to the best of their ability.

Procedure:

1. A letter will be sent out to all parents during the Yr 12 Orientation period at the conclusion of the regular school year outlining what is required from their child in relation to the homework set over the holiday period.
2. Students will receive a printed copy of the holiday homework during the scheduled class time of their allocated subjects.
3. All tasks will be measurable. Not exceeding 500 words per subject.
4. The due date for all work will be the first day of scheduled classes for each subject the student is enrolled in.
5. Faculties will provide the same work for all scheduled classes of the same subject.
6. Any student who doesn't complete the holiday homework will then be reported to the Yr 12 student manager on the first day of the scheduled class.
7. All students who do not complete the work will have a letter sent home to their parents/guardian outlining what homework has not been completed.
8. If students do not complete homework for 2 or more subjects they will be asked to remain home to complete the work. Students will be able to return when they can show they have completed the work. A parent meeting may be arranged to discuss the student’s commitment to their studies.
9. If after three days the student has not completed the work, there will be a parent meeting organised before the student can return to school. The student will also receive a Saturday detention. During the detention all outstanding work will be completed. The student will also be required to complete any work they have missed during regular classes held at the commencement of the school week.