



CATHOLIC
COLLEGE
WODONGA

LIFE IN JESUS



VCE HANDBOOK

2020



**CATHOLIC
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WODONGA**

LIFE IN JESUS

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VISION

We believe in living life in Jesus. In keeping with the Mercy tradition, we believe in the dignity of the individual and selfless, honest, life-giving relationships based in a child safe environment.

We strive to be a spirit filled, educational community that realises the fullest potential of Jesus' message for creation.

MISSION STATEMENT

CATHOLIC IDENTITY

- Commits to living lives of service embracing the values of Jesus with relevance to today's society, both locally and globally
- Promotes a community in which compassion, justice, fairness and equality exists for all
- Continuously provides opportunities for immersion in Catholic tradition

LEADERSHIP

- Encourages leadership across the school that is visionary, reflective, courageous, collaborative, inclusive and respectful
- Promotes leadership amongst students, staff and community members that nurtures and values individual strengths for the benefit of the whole community

LEARNING AND TEACHING

- Aims to provide a contemporary and challenging educational environment that fosters relationships to enhance learning for all individuals
- Develops innovative, creative, engaging, meaningful and flexible curriculum
- Recognises the importance of appropriate organisational structures in providing the best possible learning
- Commits to the use of collaboration, feedback and reflective practice to enhance performance.
- Promotes effective and practical ways of continually improving teaching practice

PASTORAL CARE AND WELLBEING

- Promotes pastoral wellbeing programs and behaviours that enable its community members to be connected and stay connected in a child safe environment
- Aspires to provide a balance of spiritual, academic, cultural, physical, emotional and social learning within a safe environment
- Aims to develop a community consciousness of shared responsibility for the care and wellbeing of others
- Endeavours to enable community members to understand the process of accessing support and to feel comfortable to do so

STEWARDSHIP OF RESOURCES

- Acknowledges the past and present Indigenous people of this land and endeavours to draw wisdom from their connection
- Aspires to develop a deep appreciation of the necessity of a healthy relationship between humanity and the environment
- Promotes the ideals of a sustainable environment for the future, commits to change how we source and use energy and other resources
- Has an ongoing plan to maintain and renew resources
- Aims to explicitly promote a shared contribution and responsibility for the use and maintenance of community resources

GRADUATE OUTCOMES

Catholic College students live life in Jesus by

- developing and sustaining loving, empathetic and supportive relationships
- serving others with honour, courage and integrity
- being creative problem solvers, critical and reflective thinkers and self-directed, life-long learners
- knowing and valuing themselves, having a sense of confidence and belonging
- being flexible and resilient with a sense of dignity and self-respect
- being environmentally and socially responsible within their local, national and global communities
- striving to achieve their best academically



KEY PERSONNEL

Shaun Mason Deputy Principal - Learning, Teaching & Innovation

Oversight of all learning and teaching at CCW

Stephanie Davis VCE Learning & Teaching Leader

Is responsible for the learning and teaching, administration and leadership of VCE

Lisa Wise Senior School Provisions & VASS Coordinator

Is responsible for the administration of the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and for Vocational Education and Training (VET) certification and Special Provisions for assessments

Paul Forde VET Leader

Is responsible for the coordination and development of the VET in Schools Program.

Sandie McKoy Careers Education and Development Leader

Is available to students and parents for counselling with regards to subject selection, pathway planning (e.g. vocational, tertiary, apprenticeships, gap year opportunities) and career development.

Louise Symons Wellbeing Leader

Is responsible for making referrals to the school Psychologist and outside agencies.

LEARNING COACHES

Michael Russell English Coach

Andrew McKenzie-McHarg Science Coach

Miranda Salinger Languages Coach

Deeane Cordy Technology Coach

Steve Demamiel Religious Education Coach

Steve Ramage Mathematics Coach

Mandy Perkins Humanities Coach

Jess Gray Arts Coach

Paul Andrews Physical Education & Health Coach

LEARNING MENTORS AND LEARNING COMMUNITY LEADERS

The Learning Mentor is the focal point for the student's learning needs, pastoral care, attendance, uniform, absence etc. throughout their six years at Catholic College. Learning Community Leaders support the Learning Mentors and are responsible for more specialised or serious concerns regarding learning needs, pastoral care, behaviour management and academic progress.

Aaron West Chisholm Community Leader

Markus Busch Hollows Community Leader

Shane Piper MacKillop Community Leader

Kieran Mullins da Vinci Community Leader

Shinead Kilroy Gandhi Community Leader

Chris Darmody Malone Community Leader

VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications. The VCE program consists of VCE Units 1/2 in Year 11 and VCE Units 3/4 in Year 12. It can also include components of nationally recognized VET qualifications.

ELIGIBILITY FOR AWARD OF THE VCE

The minimum requirement for the award of the VCE is the satisfactory completion of 16 units, which must include:

- three units from the English group*, with at least one Unit at 3 - 4 level**
- at least three sequences of Unit 3/4 studies other than English, which may include VCE VET Unit 3 and 4 sequences

Levels of achievement for Unit 3/4 sequences are assessed using School-based Assessment and external assessments (including examinations).

*The English group includes English Units 1-4, English Language 1-4, and Literature 1-4.

**Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR) satisfactory completion of both Units 3 & 4 English sequence is required.

SATISFACTORY COMPLETION OF UNITS

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes (assessment tasks designated for the unit). Satisfactory performance of these tasks is sufficient evidence to award an S for the unit.

SATISFACTORY RESULT

The student receives a Satisfactory (S) for a unit if the teacher determines that all the following requirements are achieved.

A student must:

- produce work that meets the required standard for each outcome
- submit work on time
- submit work that is clearly his/her own
- attend all scheduled classes

If on the first attempt of an assessment task a student is unable to demonstrate satisfactory outcomes for the unit, the student will be allowed a second attempt to achieve the required outcomes.

If a student is unable to achieve a satisfactory level on the second attempt, the student will receive a Not Satisfactory (N) for the assessment task and hence an N for the unit.

NOT SATISFACTORY RESULT

The student receives an N for the unit when one or more of the requirements are not achieved because:

- The work is not of the required standard
- 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, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules including class attendance rules.

ATTENDANCE

All VCE units involve a set number of hours for scheduled classroom instruction. A student needs to attend sufficient class time to complete work. Otherwise they may receive an N (Not Satisfactory) for the unit.

- A minimum of 80% attendance is compulsory in each Unit of Study in order to achieve a pass.
- Attendance interviews will occur if student attendance puts them at risk of failing units.
- Students who are absent due to acute or chronic circumstances such as illness or bereavement should apply for Special Provision, which in some cases overrides attendance requirements.
- Senior students need to manage their commitments to extracurricular activities and absences for other reasons in order to achieve 80% attendance.

ACADEMIC PROGRESSION

Students progress from one unit or one semester to the next as a result of their academic achievement in keeping with their work ethic.

Student progression is not automatic, and each student's situation should be considered individually. A student's academic achievement, in keeping with his/her learning ability should be given the highest priority. All students have the capacity to attempt set work and to complete it to the best of their ability.

WORK NOT DONE

A student will have work not completed recorded on SIMON for the notification of parents and Learning Mentors. A new date for submission of the task will then be negotiated. If a student does not complete the work within two weeks, then it could result in a failure to successfully meet an outcome, which results in failure (N) of the unit at VCE level.

OUTCOME OR COMPULSORY COURSEWORK NOT MET

A student will be issued with Outcome or Compulsory Coursework Not Met form if they achieve less than **40%** on an assessment task, SAC, Topic Test or Exam. The student will need to re-sit or re-submit the assessment task to a satisfactory standard. They will have one chance to resit only and it must be within two weeks of the original date. If a student does not complete the assessment task to a satisfactory standard, then it could result in a failure to successfully meet an outcome, which results in failure (N) of the unit.

FAILURE OF A UNIT OCCURS WHEN

1. A student has absences in excess of 20% of the available tuition time. Where absence is extended (more than two days), due to chronic or acute circumstances an application for Special Provision should be made. *The Special Provision Application* needs to be supported with medical documentation.
2. A student fails to demonstrate the Outcomes of a Unit to a satisfactory standard.
For example:
 - Less than **40%** on assessment tasks, e.g: Unit or Topic Tests, SACs, or assignments. Students will be issued with an *Outcome or Compulsory Coursework Not Met Form*. Students may be granted a second formal attempt at the SAC/assessment task, however, the original mark stands.
 - Failure to show a genuine attempt at assigned class work and homework tasks.
3. A student has been found guilty of gross plagiarism or cheating will be required to attend an interview panel in accordance with the *VCE Assessment Policy*.

IMPLICATIONS FOR FURTHER STUDY

- Failure to submit work of a satisfactory standard in a VCE Unit 1/2 means that a student may not be recommended to enrol in subsequent units in that study.
- Progression is dependent on students passing current units.
- It may be necessary to repeat VCE Units 1/2 before progressing to further studies.
- Failure in a VCE Unit 3 or 4 may also impact the student's ability to obtain an ATAR depending on the number of subjects taken and the unit that is failed.

The above policy is supported by a process that involves notification of and consultation with parents and the student before a fail is recorded. Subject teachers will notify parents and students using SIMON and emailing home when students have not completed work or an outcome task to a satisfactory standard. If the work is still outstanding, a phone call by the subject teacher and interview opportunity will be given to discuss the situation.

BREACH OF RULES, PLAGIARISM AND CHEATING

All students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work.

If a subject teacher believes that the work submitted by a student for assessment:

- is not typical of the 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,

then the work will not be accepted for assessment until the student provides evidence to show that the work is their own.

If the subject teacher believes that a breach of rules has occurred, the student will be informed by the teacher. The teacher will then report the suspected breach of rules to the VCE Learning and Teaching Leader.

Prior to a decision being made by the school that may result in a penalty being imposed, the student will be requested to attend an interview with the VCE Learning and Teaching Leader and their subject teacher. The student will be given 24 hours notice of this meeting and advised that a parent or friend may accompany them to the interview in a support role, but not as an advocate.

The student will be notified in writing of the decision/penalties imposed and their rights of appeal. The decision/penalty imposed by the school could be in the form of:

- a reprimand to the student or
- if there is sufficient time before the due dates designated by the school or VCAA, the student could be asked to resubmit the work or
- refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an N or an S upon the remainder of the work or
- refuse to accept any part of the work and an N will be awarded for the outcome.

GRIEVANCE PROCESS

If a parent or student is dissatisfied with either the process or outcome they must put their concerns in writing to the VCE Learning and Teaching Leader no later than one week after receiving notification about the students not meeting the requirements of the course. The grievance will be considered by a panel consisting of the VCE Learning and Teaching Leader, Deputy Principal of Learning, Teaching & Innovation and the Learning Mentor who will make a recommendation to the Principal. The outcome of the grievance process and the reasons for this outcome will be communicated in writing to the family. That decision will be final.

SCHOOL-BASED ASSESSMENT

At Catholic College Wodonga VCE Units 1 and 2 school-based assessments are known as Assessment Tasks (ATs). In VCE Units 3 and 4, there are two types of school-based assessments:

- School-assessed Coursework (SACs) – These assess how well a student has performed on the assessment tasks specified in the Study Design. These tasks are done mainly in class time. All studies, except Studio Arts and Visual Communication & Design (SATs), have SACs.
- School-Based Assessment marks are computed to achieve a rank ordering of students in that study at the school. Where there are multiple groups in a study (e.g. English, Further Maths) cross marking and ranking will occur across all classes doing that study.
- Coursework Assessment is moderated against the exam results and the individual GAT scores where applicable.
- The moderation process may change the coursework score but not the rank in the class.
- After the Moderated Coursework Score is achieved it is added to the Exam Score to calculate the Study Score.

RULES OF SCHOOL-BASED ASSESSMENTS

These are the VCAA rules:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have 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, another person's work or other resources without acknowledgement
 - corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.
- Students must sign an authentication record for work done outside class when they submit the completed task. This declaration states that all work submitted for assessment is the student's own. Your teacher will provide this authentication form.

FEEDBACK TO STUDENTS

After work is submitted and marked, teachers will provide feedback to students.

Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance against each outcome.

Any of the above may be used as a basis for reporting to parents. In providing feedback, teachers may give students their marks on individual School-assessed Coursework tasks.

Although students may be permitted to submit further work for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

ABSENCE OR ILLNESS ON THE DAY OF COURSEWORK ASSESSMENT

In the case of an unplanned absence or illness, phone the subject teacher and/or VCE Learning and Teaching Leader to notify of absence. On return to school complete an Absent from Assessment Form and attach relevant documentation. Medical certificates are required as proof of illness. Where a medical certificate is provided the student will be given the opportunity to sit the task.

In other cases the following procedures apply:

- Students will be given 48 hours notice in writing of an Interview to assess their application.
- The Interview Panel to assess their application will comprise the VCE Learning and Teaching Leader, the Learning Mentor and/or the subject teacher. Students may bring a parent, friend, etc. as a supporter but not an advocate.
- Successful applicants will complete a similar task at a time designated by the Panel. Applicants who are unsuccessful may receive a mark penalty or zero for that assessment. They may be given an opportunity to complete the task in order to achieve a satisfactory result for the Unit as determined by the Panel.

APPLICATION TO VARY A COURSEWORK ASSESSMENT DATE

In extraordinary circumstances students need to apply a minimum of two days before the date of the Assessment Task for an alternative date for the task. This includes school-based activities.

All rescheduled assessments will occur Wednesdays 3.20pm - 4.30pm every week or at the subject teacher's discretion.



EXTERNAL ASSESSMENT

All VCE 3/4 units have at least one external exam at the end of the year.

All external exams are set, supervised and marked by the Victorian Curriculum and Assessment Authority (VCAA).

VCE external assessments are any centrally set tasks assessed by the Victorian Curriculum and Assessment Authority (VCAA), including written, oral, electronic/digital, aural and performance tasks conducted according to the requirements of accredited study designs and VCE VET programs.

EXAMINATIONS

VCAA-appointed panels set VCE examinations. VCE examination specifications and sample material (by study) and an archive of past examinations and examination reports are available on the VCAA website.

The VCAA determines the timing of VCE examinations. The school will issue each student with an individual Student Examination/Assessment Timetable after the release date for each examination period. The VCE examination timetable is also printed in the VCE Exams Navigator, which will also be issued to students by the school.

The examination period is typically in October/November.

VCAA EXAMINATION RULES

Students are required to observe the VCAA rules for the conduct of VCE external assessments that are conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution hosting the external assessment. VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments. The rules are available on the VCAA website and are included in relevant publications for students, such as the GAT brochure and VCE Exams Navigator.

Student identification requirements for VCE external assessments

Students must identify themselves by writing their VCAA student number on the response materials used for VCE written examinations. Student numbers are provided to students by the VCAA through their school.

Students undertaking the oral component of the VCE Languages examination will be required to identify themselves by stating, in English, their student number.

All students undertaking a performance or Languages oral examination and students completing a written examination will be required to provide personal identification at the registration point for their assessment.

The personal identification must consist of a clear photograph of the student and their full name such as your student ID card.

GENERAL ACHIEVEMENT TEST (GAT)

All students enrolled in one or more Victorian Certificate of Education (VCE) Unit 3–4 sequences or VCE VET scored Unit 3–4 sequences, are required to sit the General Achievement Test (GAT). The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and external assessments have been accurately assessed.

The components of the GAT are:

- written communication
- Mathematics, Science and Technology
- Humanities, The Arts and Social Sciences.

SCHOOL-BASED ASSESSMENT AND THE GAT

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment, and adjusts the school scores if necessary.

In some studies, GAT scores will also be used for statistical moderation. This will only be done if it provides a better match with School-based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.

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 moderated School-based Assessment scores, the externally-assessed task and the examination scores for each study.

The maximum study score is 50. For studies with many enrolments (1000 or more), the following table shows the approximate proportion of students who will achieve a study score on or above the stated values. For studies with fewer enrolments, the proportions may vary slightly.

Study score	45	40	35	30	25	20
Approximate percentage of the students on or above this position	2%	9%	26%	53%	78%	93%

STUDY SCORES AND SCALING

The cross-study comparison of students involves a statistical treatment of each student's Study Scores, after which these can be added in a simple way to derive each student's ATAR.

Central to the statistical treatment of study scores is a process known as scaling, which is a way of acknowledging the degree of competition in each study.

The degree of competition in a study is judged by looking at the total performance of the group of students taking that study; that is, the performance of that group of students in all the studies in their programs compared with their performance in that study. If this reveals that a particular study has students with a markedly high performance in all the studies in their programs, then the competition in that study was clearly very great. Therefore, all the Study Scores for that study might well be scaled upwards. On the other hand, in a study which has students with a lower overall performance in all their studies, competition was lower. Therefore, all the Study Scores in that study might well be scaled downwards.

The degree of scaling upwards or downwards depends on the relative competition in each study as revealed by the cross-study comparison.

The Scaling Report and further details about tertiary selection are available on the VTAC website,

www.vtac.edu.au

STATEMENT OF RESULTS

The VCAA issues a Statement of Results at the end of the calendar year to all students enrolled in VCE units.

VCE Statement of Results contains

- A cumulative record of achievement for all VCE and VCE VET units undertaken and the year in which the result was obtained
- Graded assessments and a Study Score for each sequence of Units 3 and 4 undertaken in either the current year or earlier
- Whether the student has qualified for the VCE.

INSPECTION OF SCRIPTS AND STATEMENT OF MARKS

Students' examination scripts remain the property of the VCAA and will not be returned to them, but may be made available for inspection at school under certain conditions. Students can also apply for a Statement of Marks for each examination. Students will need to fill out an application form, which can be obtained from the VCAA website:

www.vcaa.vic.edu.au

KEY ASSESSMENT DATES

UNIT 1/2 EXAMS

All Year 11 have compulsory internal exams at the end of each semester.

All internal exams are set, supervised and marked by Catholic College staff. The exam result contributes to their semester results and will appear on the end of semester report.

Exam Dates 2020

- 11 – 18 June Unit 1/2 exams
- 11 – 18 November Unit 1/2 exams

In order to preserve the integrity of examinations it is not possible to sit them outside the scheduled dates.

UNIT 3/4 EXAM DATES

- 10 June General Achievement Test (GAT)
- 28 October – 18 November End of year exams

Exam timetables will be published by the VCAA towards the end of first semester.

TRIAL EXAMS

All students studying 3/4 studies will sit trial exams on Monday 21 – Thursday 24 September (during the school holidays) and 14 to 18 October (during term) in order to prepare them for their end of year exams. These exams do not count towards a student's ATAR but are **compulsory** exam practice. They are marked by the class teacher and returned with feedback.



HOMEWORK AND STUDY EXPECTATIONS

Students are expected to complete homework each night and some at the weekends. While there can be wide variation in student motivation, capacity and work habits, the following guidelines per night would be considered the minimum with some additional time on the weekends. Research shows that part-time employment that exceeds 10 hours per week has a negative effect on student performance and achievement. A regular and balanced approach to study and the various other commitments young people have is considered healthy and productive:

- Unit 3/4 – 2.5 to 3 hours per night
- Unit 1/2 – 2 to 2.5 hours per night

Unit 3/4 students will have study periods. They are expected to be on site in the Mercy Centre and to sign in with Carmel O'Brien in the Mercy Centre. They may not leave during these times.

All students are expected to be at Personal Learning sessions in their designated classrooms, as this will contribute to their overall attendance record. There will be a range of assessments, learning activities, seminars, academic and pathway seminars, and study support sessions.

SPECIAL PROVISION

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

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or from being assessed against the outcomes of the study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances.

There are three forms of Special Provision and, in each case, there are specific eligibility requirements that apply:

Special Provision Category	Eligibility Requirements	Possible alternative arrangements
<p><u>School-based assessment</u></p> <p>The student must apply by completing the Application for School-Based Special Provision (For ATs, SACs, & SATs) form and submitting to the Senior School Provisions & VASS Coordinator. Students are eligible for Special Provision for classroom learning and School-Based Assessment if their ability to demonstrate achievement is adversely affected by:</p>	<ul style="list-style-type: none"> • An acute or chronic illness • personal circumstances • a long-term impairment 	<ul style="list-style-type: none"> • rescheduling classroom activities and/or an assessment task • allowing the student extra time to complete work or an assessment task • setting a substitute task of the same type • replacing a task with a different type • using a planned task to assess more outcomes, or aspects of outcomes, than originally intended • using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks • deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable)
<p><u>Special Examination Arrangement</u></p> <p>(Approved by VCAA) - Schools can apply for special examination arrangements for students with a disability or illness.</p>	<ul style="list-style-type: none"> • Severe health impairment • Significant physical disability • Hearing impairment • Vision impairment • Learning disability • Severe language disorder 	<ul style="list-style-type: none"> • Total duration of examinations • Separate examination room • Separate supervision • Readers • Scribes • Clarifiers • Use of computers

WELLBEING SUPPORT SERVICE

Catholic College Wodonga has a Wellbeing Support Service and Learning Community Leaders available to the students and their parents. This service is to provide support to those students who request it, or as a result of a concern raised by a staff or family member of the student. Support can be provided in a number of areas. These include:

Organisational issues	Time management
Study skills	Revision skills
Stress management	Counselling regarding relationship issues
Counselling regarding personal issues	Counselling regarding grief issues
Information in relation to other services/contacts in the area	Family support
Someone to 'unload' to when things get on top of you	Any other area of concern

The Wellbeing Service can be contacted by:

- Asking your Learning Mentor to contact them to arrange a time for you to see them
- Contacting them through the College e-mail system

There is no problem too big or too small. If something is worrying you then it is important enough to talk about. The counselling service is free and confidential.

GLOSSARY

Assessment Plan	A set of tasks relating to the units of competence/modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes.
Australian Tertiary Admissions Rank (ATAR)	The overall ranking on a scale of zero to 100 that a student receives based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).
Authentication	The process of ensuring that the work submitted by students for assessment is their own.
Competency	Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies.
Derived Examination Score (DES)	Provision available for students who are ill or affected by personal circumstances at the time of an examination.
General Achievement Test (GAT)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing a VCE Unit 3 and 4 sequences and used by the VCAA to check that schools are marking School-Assessed Tasks to the same standard, as part of the statistical moderation of School-Assessed Coursework.

School-assessed Coursework	A school-based assessment that is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-Assessed Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes.
School-assessed Task	A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.
Sequence	Units 3 and 4 are designed to be taken as a sequence at Year 12 level.
Special Examination Arrangements	Arrangements that are approved by VCAA to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination.
School based - Special Provision	Arrangements that are made at CCW to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievements.
Statement of Marks	For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.
Statement of Results	The document(s) issued by the VCAA showing the results a student achieved in the VCE, and whether he/she has graduated. See also VCE Certificate.
Statistical moderation	The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's School-Assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study.
Student ID Number	The unique number assigned by VCAA to each student enrolled in the VCE and VCE VET.
Studies	The subjects available in the VCE.
Study design (VCE)	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.
Study Score	A score from zero to 50 which shows how a student performed in a VCE study, relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.
Units (VCE)	The components of a VCE study. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.
Victorian Certification of Education (VCE)	An accredited senior secondary school qualification.
Vocational Education and Training (VET)	Nationally recognised vocational certificates integrated within the VCE.
VCE VET	VET programs approved for full recognition in the VCE.
VTAC	Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR)

UNIT 3/4 SAC DATES - 2020

ACCOUNTING		
Unit 3 Course work:	SAC 1A: Analysing Financial Data Part 1	Friday 6 th March
	SAC 1B: Analysing Financial Data Part 2	Monday 4 th May
	SAC 2: Interpreting Accounting Reports	Friday 12 th June
Unit 4 Course work:	SAC 1: Extension of Recording & Reporting	Monday 10 th August
	SAC 2: Budgeting & Decision-Making	Monday 14 th September
AUSTRALIAN POLITICS		
Unit 3 Course work:	SAC 1: Short Answer Questions	Monday 17 th February
	SAC 2: Short Answer Questions	Tuesday 17 th March
	SAC 3: Essay	Tuesday 24 th March
	SAC 4: Short Answer Questions	Monday 1 st June
	SAC 5: Essay	Tuesday 9 th June
Unit 4 Course work:	SAC 6: Short Answer Questions	Thursday 30 th July
	SAC 7: Essay	Monday 3 rd August
	SAC 8: Short Answer Questions	Tuesday 8 th September
	SAC 9: Essay	Thursday 10 th September
BIOLOGY		
Unit 3 Course work:	SAC 1A: Practical	Tuesday 18 th February V2SBI101 & V2SBI102
		Wednesday 19 th February V2SBI103
	SAC 1A: Theory	Thursday 20 th February V2SBI103
		Friday 21 st February V2SBI101 & V2SBI102
	SAC 1B: Practical	Wednesday 11 th March
	SAC 1B: Theory	Thursday 12 th March V2SBI103
		Friday 13 th March V2SBI101 & V2SBI102
Extended Practical Investigation	Monday 15 – Friday 19 June	
Unit 4 Course work:	SAC 2: Part A	Tuesday 5 th May
	SAC 2: Part B	Monday 25 th May V2SBI101 & V2SBI102
		Tuesday 26 th May V2SBI103
Unit 4 Course work:	SAC 1	Monday 17 th August V2SBI01 & V2SBI02 Tuesday 18 th August V2SBI103
	SAC 2	Thursday 10 th September V2SBI103 Friday 11 th September V2SBI101 & V2SBI102

BUSINESS MANAGEMENT

Unit 3 Course work:	SAC 1: Business Foundations	Wednesday 19 th February
	SAC 2A: Managing Employees Part 1	Wednesday 17 th March
	SAC 2B: Managing Employees Part 2	Tuesday 28 th April
	SAC 3: Operations Management	Tuesday 26 th May
Unit 4 Course work:	SAC 1A: Reviewing Performance Part 1	Wednesday 22 nd July
	SAC 1B: Reviewing Performance Part 2	Tuesday 4 th August
	SAC 2A: Implementing Change Part 1	Tuesday 18 th August
	SAC 2B: Implementing Change Part 2	Wednesday 9 th September

CHEMISTRY

Unit 3 Course work:	SAC 1: Chemical Energy	Wednesday 11 th March
	SAC 2: Optimising Yield	Wednesday 6 th May
	SAC 3A: Extended Practical Investigation Part 1	Thursday 18 th June
	SAC 3B: Extended Practical Investigation Part 2	Tuesday 23 rd June
Unit 4 Course work:	SAC 1: Organic Chemistry	Thursday 6 th August
	SAC 2: Chemistry of Food	Thursday 10 th September

DRAMA

Unit 3 Course work:	SAC 1: Outcome 3 Play Analysis	Tuesday 24 th March
	SAC 2: Outcome Ensemble Performance	Tuesday 26 th May and Wednesday 27 th May
	SAC 3: Outcome Ensemble Analysis	Wednesday 3 rd June
Unit 4 Course work:	SAC 1: Performance Exam Analysis	Thursday 8 th October

ENGLISH

Unit 3 Course work:	SAC 1: The Golden Age – Text Response Essay	Friday 28 th February
	SAC 2: Runaway – Text Response Essay	Friday 15 th May
Unit 4 Course work:	SAC 1: Ransom – Text Response Essay	Friday 7 th August
	SAC 2: Ransom & The Queen – Comparative Response	Friday 11 th September

ENGLISH LANGUAGE

Unit 3 Course work:	SAC 1: Short Answer Test – Informal Language Features	Friday 21 st February
	SAC 2: Analytical Commentary – Informal Language Transcript	Friday 10 th March
	SAC 3: Short Answer Test – Formal Language Features	Friday 1 st May
	SAC 4: Analytical Commentary – Formal Language Transcript	Friday 22 nd May
	SAC 5: Essay in response to formal & informal Language Varieties	Friday 12 th June

Unit 4 Course work:	SAC 6: Analytical Commentary on Australian Language features and varieties	Friday 24 th July
	SAC 7: Essay in response to Language Variety in Australian English	Monday 17 th August
	SAC 8: Essay in response to Individual and Group Identity	Friday 4 th September
FRENCH		
Unit 3 Course work:	SAC 1: Outcome 2 Reading/Listening/Viewing	Monday 24 th February
	SAC 2: Outcome 3 Writing	Monday 23 rd March
	SAC 3: Outcome 1 Speaking	Monday 25 th May
Unit 4 Course work:	SAC 1: Outcome 2 Reading/Listening/Viewing	Monday 22 nd June
	SAC 2: Outcome 3 Writing	Monday 3 rd August
	SAC 3: Outcome 1 Speaking	Tuesday 1 st September
FURTHER MATHEMATICS		
Unit 3 Course work:	SAC 1: Data Analysis – Part A	Friday 21 st February
	SAC 2: Data Analysis – Part B	Friday 17 th April
	SAC 3: Finance	Friday 5 th June
Unit 4 Course work:	SAC 1: Matrices	Friday 24 th July
	SAC 2: Networks	Friday 4 th September
HEALTH AND HUMAN DEVELOPMENT		
Unit 3 Course work:	SAC 1: Outcome 1a	Monday 10 th February V2PHD101 Tuesday 11 th February V2PHD102
	SAC 2: Outcome 1b	Wednesday 11 th March
	SAC 3: Outcome 2	Thursday 14 th May V2PHD102 Friday 15 th May V2PHD101
Unit 4 Course work:	SAC 4: Outcome 1a	Thursday 11 th June V2PHD102 Friday 12 th June V2PHD101
	SAC 5: Outcome 1b	Monday 20 th July V2PHD101 Tuesday 21 st July V2PHD 102
	SAC 6: Outcome 2a	Wednesday 12 th August
	SAC 7: Outcome 2b	Thursday 3 rd Sept V2PHD102 Friday 4 th Sept V2PHD101
JAPANESE		
Unit 3 Course work:	SAC 3: Writing	Tuesday 10 th March
	SAC 2: Reading, Listening & Viewing	Wednesday 28 th April
	SAC 1: Oral	Friday 22 nd May
Unit 4 Course work:	SAC 3: Writing	Friday 7 th August
	SAC 2: Reading, Listening & Viewing	Wednesday 2 nd September
	SAC 1: Oral	Friday 11 th September

LEGAL STUDIES

Unit 3 Course work:	SAC 1: Part 1	Wednesday 5 th February
	SAC 1: Part 2	Thursday 5 th March
	SAC 2: Part 1	Thursday 16 th April
	SAC 2: Part 2	Thursday 14 th May
Unit 4 Course work:	SAC 1: Part 1	Thursday 18 th June
	SAC 2: Part 2	Thursday 6 th August

LITERATURE

Unit 3 Course work:	SAC 1: Adaptations & Transformations	Friday 19 th March
	SAC 2: Creative Oral	Monday 11 th May
	SAC 3: Creative Written	Thursday 28 th May
Unit 4 Course work:	SAC 1: Close Reading Task 1	Thursday 25 th June
	SAC 2: Literary Perspectives	Thursday 13 th August
	SAC 3: Close Reading Task 2	Monday 14 th September

MATHEMATICAL METHODS

Unit 3 Course work:	SAC 1: Application Task – Differentiation	Tuesday 5 th – Thursday 7 th May
Unit 4 Course work:	SAC 2: Analysis Task – Integration	Tuesday 23 rd – Thursday 25 th June
	SAC 3: Problem Solving Task – Probability	Wednesday 26 th – Thursday 27 th August

MEDIA

Unit 3 Course work:	SAC 1A: Narrative & Ideology Part 1	Wednesday 26 th February
	SAC 1B: Narrative & Ideology Part 2	Friday 28 th February
	SAC 2A: Narrative & Ideology Part 1	Friday 20 th March
	SAC 2B: Narrative & Ideology Part 2	Monday 23 rd March
Unit 4 Course work:	SAC 1A: Agency & Control Part 1	Tuesday 8 th September
	SAC 1B: Agency & Control Part 2	Thursday 10 th September

MUSIC PERFORMANCE

Unit 3 Course work:		TBC
Unit 4 Course work:		TBC

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 3 Course work:	SAC 1: Written Report on Historical Relationships	Wednesday 4 th March
	SAC 2: Role of Environmental movements	Wednesday 18 th March
	SAC 3: Contemporary Relationships with Outdoor Environments	Wednesday 20 th May
Unit 4 Course work:	SAC 4A: Journal Task	Wednesday 5 th August
	SAC 4B: Sustainable Outdoor Environments	Wednesday 2 nd September

PHYSICAL EDUCATION

Unit 3 Course work:	SAC 1	Thursday 6 th February
	SAC 2	Thursday 12 th March
	SAC 3	Thursday 7 th May
	SAC 4	Thursday 28 th May
Unit 4 Course work:	SAC 1	Thursday 18 th June
	SAC 2: Weekly Activity (week 1-6)	Monday 13 th July – Friday 21 st August
	SAC 3	Thursday 13 th August
	SAC 4	Thursday 10 th September

PHYSICS

Unit 3 Course work:	SAC 1A: Outcome 3a	Friday 13 th March
	SAC 1B: Outcome 3b	Friday 24 th April
	SAC 2: Outcome 1	Friday 22 nd May
	SAC 3: Outcome 2	Monday 15 th June
Unit 4 Course work:	SAC 4A: Outcome 3 Extended Practical Investigation Data Gathering & Research	Monday 15 th - Friday 26 June
	SAC 4B: Outcome 3 Extended Practical Investigation Assessment week	Monday 20 th – Friday 24 th July
	SAC 5: Outcome 1	Tuesday 11 th August
	SAC 6: Outcome 2	Friday 4 th September

PRODUCT DESIGN AND TECHNOLOGY

Unit 3 Course work:	SAC 1	Tuesday 3 rd March
Unit 4 Course work:	SAC 1	Tuesday 18 th August

PSYCHOLOGY

Unit 3 Course work:	SAC 1: Nervous System & Stress	Monday 24 th February
	SAC 2: Learning & Memory	Monday 11 th May
	SAC 3: Scientific Investigation	Monday 25 th May
Unit 4 Course work:	SAC 1: Consciousness & Sleep	Monday 3 rd August
	SAC 2: Mental Wellbeing	Monday 7 th September

RELIGION AND SOCIETY

Unit 3 Course work:	SAC 1	Thursday 5 th March
	SAC 2	Thursday 30 th April
	SAC 3	Thursday 18 th June
Unit 4 Course work:	SAC 1	Thursday 13 th August
	SAC 2	Thursday 10 September

SOCIOLOGY

Unit 3 Course work:	SAC 1 Outcome 1	Thursday 20 th February
	SAC 2 Outcome 1	Thursday 12 th March
	SAC 1 Outcome 2	Thursday 7 th May
	SAC 2 Outcome 2	Thursday 21 st May

Unit 4 Course work:	SAC 1 Outcome 1	Thursday 18 th June
	SAC 2 Outcome 1	Monday 13 th July
	SAC 1 outcome 2	Thursday 3 rd September

SPECIALIST MATHEMATICS

Unit 3 Course work:	SAC 1: Analysis Task	Monday 18 th May Tuesday 19 th May Thursday 21 st May
Unit 4 Course work:	SAC 2: Modelling Task	Monday 27 th July Tuesday 28 th July Thursday 30 th July
	SAC 3: Modelling Task	Monday 31 st August Tuesday 1 st September

STUDIO ARTS

Unit 3 Course work:	SAC 1	Friday 24 th April
	SAT 1	Friday 15 th May by 4pm
Unit 4 Course work:	SAC 2	Friday 24 th July
	SAT 2	Friday 4 th September by 4pm

SYSTEMS ENGINEERING

Unit 3 Course work:	SAC 1A: Clean Energy Technologies	Monday 16 th March
	SAC 1B: Clean Energy Technologies	Tuesday 17 th March
Unit 4 Course work:	SAC 1A: New and Emerging Technologies	Monday 10 th August
	SAC 1B: New and Emerging Technologies	Tuesday 11 th August

VISUAL COMMUNICATION DESIGN

Unit 3 Course work:	SAC: Design Industry	Thursday 23 rd April
	SAT 1	Friday 5 th June
Unit 4 Course work:	SAT 2	Monday 7 th September

VET CREATIVE INDUSTRIES

Unit 3 Course work:	SAC 1: Character Design (Portfolio)	Friday 27 th March
	SAC 2: Animation (Product)	Friday 26 th June
Unit 4 Course work:	SAC 3: Web & Writing Content (Product)	Thursday 10 th September

VET ENGINEERING STUDIES

Unit 3 Course work:	SAC 1: Perform Intermediate Engineering Computations	Wednesday 3 rd June
Unit 4 Course work:	SAC 2: Perform basic welding	Wednesday 5 th August
	SAC 3: Undertake a basic Engineering Project	Friday 4 th September

VET HOSPITALITY

Unit 3 Course work:	SAC 1:	Tuesday 10 th March
	SAC 2	Tuesday 12 th May
Unit 4 Course work:	SAC 3	Tuesday 4 th August

VET SOUND ENGINEERING

Unit 3 Course work:	SAC 1 : Manage audio input sources	Wednesday 3rd June
Unit 4 Course work:	SAC 2 : Record and mix basic music demo	Wednesday 5th August
	SAC 3 : Operate Sound Reinforcement Systems	Tuesday 8th September

VET SPORTS COACHING

Unit 3 Course work:	SAC 1: Facilitate Groups	Friday 28 th February
	SAC 2: WHS*	Friday 27 th March
	SAC 3: Educate Users Groups	Friday 15 th May
	SAC 4: Plan & Conduct Programs	Friday 26 th June
Unit 4 Course work:	TBC	TBC

KEY TERM DATES

TERM 1	
30 JANUARY	TERM 1 COMMENCES All students resume (Years 7 to 12)
19 FEBRUARY	College Photos Year 8 to 12 (<i>Yr 12 Group Photo 20 Feb at 8.30am</i>)
12 FEBRUARY	Year 12 Jumper Presentation
13 FEBRUARY	CCW Swimming Carnival
19 FEBRUARY	Senior School Student/Parent Study Skills Information Session
9 MARCH	Victorian Labour Day - Public Holiday
25-27 MARCH	Year 12 Retreats (Mountainview and Howmans Gap)
27 MARCH	TERM 1 CONCLUDES at 2:20pm

TERM 2	
14 APRIL	TERM 2 COMMENCES
14 - 15 APRIL	Year 11 Retreats
12 - 13 MAY	Unit 3/4 Politics trip to Canberra
8 JUNE	Queen's Birthday Public Holiday
10 JUNE	GAT EXAM (unit 3/4 Students)
11 - 18 JUNE	Year 11 Exams
18 JUNE	Semester 1 Classes Conclude (Year 7-12)
19 JUNE	Staff Professional Practice Day - Pupil Free
22 JUNE	Semester 2 Classes Commence (Years 7-12)
26 JUNE	TERM 2 CONCLUDES at 2:20pm

TERM 3

13 JULY	TERM 3 COMMENCES
14 AUGUST	CCW DAY
18 SEPTEMBER	TERM 3 CONCLUDES
21-24 SEPTEMBER	Unit 3/4 Trials #1 at Wodonga Raiders
25 SEPTEMBER	AFL Grand Final Public Holiday

TERM 4

5 OCTOBER	TERM 4 COMMENCES
7 OCT - 8 NOV	VCE Performance & Oral Languages
23 OCTOBER	Health & Wellbeing Festival
12 - 16 OCTOBER	Unit 3/4 Trials # 2 at CCW
21 OCTOBER	Year 12 Final Day
28 OCT - 18 NOV	VCE Written Exam Period
11 - 18 NOVEMBER	Year 11 Exams
19 NOVEMBER	Staff Correction Day – Pupil Free and Year 12 Graduation
20, 23 - 28 NOVEMBER	Commencement Week ONE
27 NOVEMBER	Wodonga Races PUBLIC HOLIDAY (Pupil Free)
30 NOV - 4 DEC	Commencement Week TWO
16 DECEMBER	VCE Results released