Year 12 Parent Information

2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 10th</td>
<td>VCE Studio Arts Excursion</td>
</tr>
<tr>
<td>Feb 10th</td>
<td>VCE Information Night</td>
</tr>
<tr>
<td>Feb 16th – 18th</td>
<td>Yr 11 Biology Camp</td>
</tr>
<tr>
<td>Feb 19th</td>
<td>Secondary House Swimming Sports</td>
</tr>
<tr>
<td>Feb 27th – Mar 1st</td>
<td>Vetamorphus Retreat – Phillip Island</td>
</tr>
<tr>
<td>Feb 26th</td>
<td>Yr 11 Psychology Excursion</td>
</tr>
<tr>
<td>March 3rd</td>
<td>Yr 3-12 House Athletics</td>
</tr>
<tr>
<td>March 11th</td>
<td>Yr 11 Legal Excursion</td>
</tr>
<tr>
<td>March 19th</td>
<td>VCE Rally Day</td>
</tr>
<tr>
<td>March 25th – March 27th</td>
<td>VCE camp: Phillip Island Adventure Resort</td>
</tr>
<tr>
<td>TBC</td>
<td>ITZAAAFEST</td>
</tr>
<tr>
<td>May 1st</td>
<td>Dads and Daughters Night - Secondary</td>
</tr>
<tr>
<td>May 5th</td>
<td>School Photo Day</td>
</tr>
<tr>
<td>May 7th</td>
<td>VCE Rally Day</td>
</tr>
<tr>
<td>May 8th</td>
<td>Yr 11 Age Expo - Careers</td>
</tr>
<tr>
<td>May 11th</td>
<td>Yr 11 Psychology Excursion</td>
</tr>
<tr>
<td>May 14th</td>
<td>VCE Vis Com Excursion</td>
</tr>
<tr>
<td>May 15th – 17th</td>
<td>Vetamorphus Retreat - City</td>
</tr>
<tr>
<td>June 4th</td>
<td>Yr 12 Careers Excursion – TiS event</td>
</tr>
<tr>
<td>June 9th – 12th</td>
<td>BHCS VCE Mid-year exams</td>
</tr>
<tr>
<td>June 10th</td>
<td>GAT for all students completing a unit ¾ subject</td>
</tr>
<tr>
<td>June 24th – 26th</td>
<td>PE Camp</td>
</tr>
<tr>
<td>July 3rd – 17th (TBC)</td>
<td>Vetamorphus Fiji Missions Trip</td>
</tr>
<tr>
<td>July 31st – Aug 2nd</td>
<td>Vetamorphus Retreat – Yarra Junction</td>
</tr>
<tr>
<td>August 4th</td>
<td>VCE Information Night</td>
</tr>
<tr>
<td>August 6th</td>
<td>VCE RALLY DAY</td>
</tr>
<tr>
<td>August 17th</td>
<td>Yr 12 Biology Excursion</td>
</tr>
<tr>
<td>August 25th</td>
<td>Yr 11 Legal Excursion</td>
</tr>
<tr>
<td>September 11th</td>
<td>Mums and Sons Night - Secondary</td>
</tr>
<tr>
<td>October 12th – 16th</td>
<td>Final week of year 12 classes.</td>
</tr>
<tr>
<td>October 19th</td>
<td>Final Day for Yr 12 classes</td>
</tr>
<tr>
<td>October 20th</td>
<td>Year 12 Breakfast/Last day celebrations</td>
</tr>
<tr>
<td>October 21st</td>
<td>Valedictory Dinner</td>
</tr>
<tr>
<td>October 26th</td>
<td>Official VCAA Exams commence and continue until Friday 20th November</td>
</tr>
</tbody>
</table>

All these school events (and more) are on the BHCS calendar. Please check the VCE *SAC dates Calendar located on the BHCS website.

*SAC dates are subject to change and may be updated throughout the year.

BHCS staff are available to support you and to help you make the best of Year 12.

Head of VCE & VET: Mrs Vicky Fraanje

Home Group Teachers: Mrs Michelle Farrand
Mrs Colleen Peele & Mr Colin Smith

Careers: Mrs Michelle Visser
When I ask parents that question, they always have lots of great answers: a high IQ, a terrific school, well-run lessons, skilled teachers, a creative curriculum, high expectations. All these things help. Increasingly, researchers are discovering that what a student brings to the classroom matters every bit as well.

Students with the attitude and disposition that encourage good learning will flourish, while those who come with a mindset that hampers learning won't be able to make much of even the best educational opportunities.

When students are encouraged to develop good attitudes towards themselves and their learning they achieve better academic results. Schools around the world are starting to offer programmes to help their students develop key character strengths. Character traits such as resilience, persistence, optimism and courage actively contribute to improved academic grades. There are six key qualities that parents can foster in their children that will help them do their very best in school. These are:

1. The Joy of Life

The ability to love and appreciate life might sound wishy-washy in the hard world of exam results, but love and security feed a host of qualities that great learners need. These include the ability to be open and receptive, to be willing and to feel connected.

Cultivating an attitude of appreciation means being able to enjoy the journey of learning, wonder at nature, relish a good story, feel good about achievements, and enjoy the companionship of the classroom. In turn, these feed confidence, excitement and curiosity back into the learning loop.

2. Resilience

For years, resilience has been known to be essential for great learning. Martin Seligman, the US psychology professor who has studied this extensively, has shown that it helps students think more flexibly and realistically, be more creative and ward off depression and anxiety.

Resilient children give things a try. They understand that learning has plenty of setbacks and that they can overcome them. Resilient children talk to themselves differently from non-resilient ones, and don’t turn mistakes into catastrophes (“I’ve failed my maths test, it’s a disaster. I’ll never get maths!”). Instead, they look at a wider, more positive picture (“Ugh, that was a horrible test, and I messed it up, but I didn’t do enough work. Next time I’ll do more revision and get extra help from the teacher”).

3. Self-discipline

There are many famous pieces of research that show that ability to control their impulses appears to lead to better health, wealth and mental happiness in later life. In school, self-discipline is central.
Great learners need to listen, absorb and think. They need to keep going through difficult patches, stick at hard tasks, manage their time well and keep mental focus. Balance matters. All Students need to develop a functioning "internal locus of control".

4. Honesty

Honesty matters for great learning because the opposites – deception and self-deception – hinder progress. Great learners don’t say "I’m brilliant at science" but, "I’m OK on photosynthesis, but not sure I’ve nailed atomic structure yet." And this needs to start early.

The pre-schooler who speaks up and asks what a word means in a story, rather than pretending to know, is already on the way to being a skilful learner. Honesty allows students to build good links with teachers and mentors. It grows confidence, attracts goodwill, and gives children a compass with which to steer their learning.

5. Courage

Learning anything – piano, physics, tennis – is about approaching the unknown and stepping up to new challenges. Great learners are just as frightened of this as others, but can overcome their fear and find focus.

They are able to try, fail, and try again. They can also navigate school life skilfully. Students need moral courage to turn away from distractions and to be willing to be seen as “a geek” if they want to study, while developing courage also helps them to stand their ground through the temptations of the teenage years.

6. Kindness

Great learners are kind to themselves. They understand that learning is sometimes hard, and not always possible to get right, but keep a "good" voice going in their heads to encourage themselves on.

A kind disposition also draws other people to them and bolsters their learning through the help and support of others, as well as allowing them to work productively in teams and groups. A kind disposition also feeds listening and empathy, which in turn fosters deeper, more complex learning.

All these character qualities are great for learning – and also for life. Research shows that they help people build more confidence, face challenges better, have more satisfying careers, build stronger relationships, and keep depression and anxiety at bay. Yet, sadly, figures also show that increasing numbers of children are growing up with less ability to control their moods, direct their actions, or show empathy and self-mastery.

Just as muscles grow stronger with regular exercise, so character traits are strengthened by thoughtful encouragement and reinforcement.

*Hilary Wilce is an education writer, consultant and parent coach. The full article can be found at [http://www.independent.co.uk/news/education/schools/six-of-the-best-the-traits-your-child-needs-to-succeed-8899903.html](http://www.independent.co.uk/news/education/schools/six-of-the-best-the-traits-your-child-needs-to-succeed-8899903.html)*
Welcome to the VCE years of Secondary schooling. It is an exciting time for both parents and students. Belgrave Heights Christian School provides many opportunities for students to be challenged and developed in many areas of their lives. Lessons, homework, camps, excursions, sports days, arts festivals, VCE sport rally days and many other extra-curricular activities all contribute to a students’ personal and academic development. Students are strongly encouraged to actively participate and contribute to the life of their school community for the benefit of themselves and others.

BHCS has many new and wonderful facilities that allow students to get even more out of their schooling experience. A wonderful VCE Centre was opened in 2014. This is a fabulous space, where most students will have their classes and plenty of room for study. Students also have the use of the Discovery Centre, where they can use any available rooms to study along with a variety of quiet study spaces. There are laptops and iPads that students may use in the Discovery Centre and many other relaxed areas for student use.

There are a variety of resources that we have available for both students and parents, these include Edrolo which is an online resource where an expert teacher teaches the course. Moodle is also used by all staff to keep students up to date and share resources. Parents can also access the VCE SAC Calendar where all SACs for Years 11 & 12 will be placed.

VCE students continue to develop skills with regard to study habits, time management, self-motivation, goal setting, maintaining health and coping with stress. Sometimes students (and parents) feel a little overwhelmed with VCE and are concerned with how well they will do and if they will get into the course or career that they want. One of the big keys for succeeding in VCE is consistent and regular study. It is simple and incredibly effective.

A simple 10 point VCE checklist to keep you on track:
1) Are you using your class time effectively?
2) Are you doing at least 20 hours of study each week outside of class time? (in your frees, at home, on weekends)
3) Do you have a study timetable and stick to it? Is it on the fridge so your parents can keep track of what you should be doing? (Parents, keep track of how they are using their time!)
4) Are you seeking further assistance from your teachers when you need it?
5) Are you thoroughly preparing for all SACs? (Not just the night before)
6) Do you have a separate place to study? (Not in front of the TV)
7) How much part time work or sport do you do each week?
8) How much time is spent on the computer/Facebook/social networking/gaming? Does your mobile phone or music distract you from concentrated studies?
9) Are your friends a positive or negative influence on your study?
10) Have you discussed your future plans/courses/career with your parents?

“But what if I make a mistake?” Will asked. Gilan threw back his head and laughed. “A mistake? One mistake? You should be so lucky. You’ll make dozens! I made four or five on my first day alone! Of course you’ll make mistakes. Just don’t make any of them twice. If you do mess things up, don’t try to hide it. Don’t try to rationalize it. Recognize it and admit it and learn from it. We never stop learning, none of us.” — John Flanagan, Erak’s Ransom
School Assessed Coursework

All VCE courses (Units 1-4) involve school assessed coursework (SACs) as part of the assessment of student learning. (Folio subjects are assessed by SATs – School Assessed Tasks and essentially play the same role as SACs) For Unit 3 and 4 subjects, SAC scores contribute towards the students ATAR (Australian Tertiary Admission Rank) - this will vary from subject to subject, often it is around 30%. Student SAC marks will be moderated against their individual exam result. (The mark the teacher has given a student for a SAC may be adjusted up or down depending on how the student performs on the end of year exam. This adjustment is done by VCAA not BHCS). Even though a student may achieve a ‘B’ average for their SACs, if they get a ‘D’ on the exam their SAC grades will be adjusted down as VCAA assumes that the SACs given were easier in comparison to the exam. The opposite is also true. If a student is given ‘D’ on their SACs and achieve an ‘A’ on the exam, the SAC grades are adjusted up.

Unauthorised absence from a VCE assessment will normally result in a student receiving a zero score for the work. However, the assessment will need to be rescheduled and undertaken by the student to avoid obtaining an N (fail) for the Unit of study being assessed.

Assessments can be rescheduled by arrangement before an anticipated absence or after an unexpected one. However, because assessment results contribute to a study score, in the interest of fairness to all students, such rescheduling is only permitted in an extremely limited set of circumstances. When a SAC is missed, students will need to complete a Missed SAC form which can be obtained from their subject teacher, teachers will then organise, in consultation with the Head of VCE & VET to this to be rescheduled. Students will be notified via email when they are to re-sit the SAC, ideally this will be in their next available study period, if not afterschool on a Monday.

An application to reschedule an assessment will only be considered on the following grounds:

1. Genuine medical absence, which must be supported by a medical certificate signed by a medical practitioner.

2. Bereavement or other serious family crisis, explained in a detailed letter from a parent or guardian.

3. A school approved excursion, supported by a copy of the excursion letter and a signed parental permission form.

4. Representation for the school as part of a school team competing at an interschool event, supported by a signed note from the organising teacher.
ATTENDANCE & ABSENCES

Students need to attend sufficient class time to undertake the coursework and complete class work and associated assessment tasks. Work done in class time is necessary to allow work to be authenticated.

Students are expected to attend a minimum of 80% of all timetabled classes, devotions, excursions and assemblies; and to be punctual at all times. A class roll will be marked by Unit teachers each lesson. Students who are absent for a legitimate reason, MUST bring a note signed by their parents, explaining their absence. This note is to be seen and signed by either the class teacher or the Head of VCE & VET.

Any absence that is not accompanied by a note of explanation will be considered as an unexplained absence. Please note – the reasons for absences must be legitimate and clearly explained otherwise they will not be approved and consequently will be considered as unexplained absences. In case of an absence from a class where a VCE assessment work was done, a student must supply a medical certificate.

*Please note: student absences for a family get together or holiday, a shift of part time work, a driving lesson or test, or getting ready for a night out etc. are unauthorised absences for the purpose of rescheduling a Unit 3/4 assessment.*
One of the key strategies to obtaining the highest possible scores is **consistent and regular study**. Students who leave their homework, test and exam preparations to the last minute will never derive the full benefits from their study efforts. Higher levels of stress reduce the amount of information that can be input into memory as well as increasing the time required to learn materials “off by heart.” Students who are interested in reaching their full academic potential, yet want to minimise stress and study time, should be consistently dedicating four weeknights and equivalent to one whole day over the weekend for study related purposes.

Students have lessons at school when they do not have scheduled class (these are often referred to as “frees”). This time is to be used to study.

**Ideal study nights include:**
Monday – Thursday with Friday evening off.

Two to three hours of study each night sounds like a lot, but it is needed to ensure students really understand their subject. On the weekends, students should aim to complete another four to six hours. (See the Home Study Timetable example provided for ideas.)

**Note:**
Aim for at least 3 hours of study per weekday across the school holidays. Year 12 students should be dedicating the bulk of their school holidays to study.

Students who engage in such a consistent study regime from the beginning of the school year will not be required to engage in long, extreme and stressful study sessions in the weeks leading up to tests and examinations.

"Success is not measured by what you accomplish but by the opposition you have encountered, and the courage with which you have maintained the struggle against overwhelming odds." *Orison Swett Marden (This excerpt is from ‘The School For Excellence’ (TSFX) vedgeonline)*
### STUDY TIMETABLE - EXAMPLE 1

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>p1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5pm</td>
<td>Clean</td>
<td>Help cook</td>
<td>TV</td>
<td>Chill out</td>
<td>Relax</td>
</tr>
<tr>
<td>5-6pm</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>6-7pm</td>
<td>Maths</td>
<td>Biology</td>
<td>Media</td>
<td>English</td>
<td>Psych</td>
</tr>
<tr>
<td>7-8pm</td>
<td>Maths</td>
<td>Biology</td>
<td>Media</td>
<td>English</td>
<td>Psych</td>
</tr>
<tr>
<td>8-9pm</td>
<td>English</td>
<td>Psych</td>
<td>Maths</td>
<td>Biology</td>
<td>Media</td>
</tr>
<tr>
<td>9-10pm</td>
<td>Free / Study</td>
<td>Free / Study</td>
<td>Free / Study</td>
<td>Free / Study</td>
<td>Free / Study</td>
</tr>
</tbody>
</table>

#### Study Weeknights
- English: 3 hours
- Further Maths: 3 hours
- Biology: 3 hours
- Psychology: 3 hours
- Media: 3 hours
- Free / Study: 5 hours

#### Study Weekend
- English: 1 hour
- Further Maths: 1 hour
- Biology: 1 hour
- Psychology: 1 hour
- Media: 1 hour
- Free / Study: 0 hours

#### STUDY TOTAL
- English: 4 hours
- Further Maths: 4 hours
- Biology: 4 hours
- Psychology: 4 hours
- Media: 4 hours
- Free / Study: 5 hours

Total: 25 hours/week

### STUDY TIMETABLE - EXAMPLE 2

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>p1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5pm</td>
<td>Maths</td>
<td>Biology</td>
<td>English</td>
<td>Psych</td>
<td>Night off</td>
</tr>
<tr>
<td>5-6pm</td>
<td>Maths</td>
<td>Media</td>
<td>English</td>
<td>Media</td>
<td>Night off</td>
</tr>
<tr>
<td>6-7pm</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Work</td>
<td>Night off</td>
</tr>
<tr>
<td>7-8pm</td>
<td>English</td>
<td>Biology</td>
<td>Maths</td>
<td>Work</td>
<td>Night off</td>
</tr>
<tr>
<td>8-9pm</td>
<td>Psych</td>
<td>Media</td>
<td>Biology</td>
<td>Work</td>
<td>Night off</td>
</tr>
<tr>
<td>9-10pm</td>
<td>Psych</td>
<td>TV</td>
<td>Relax</td>
<td>Work</td>
<td>Night off</td>
</tr>
</tbody>
</table>

#### Study Weeknights
- English: 3 hours
- Further Maths: 3 hours
- Biology: 3 hours
- Psychology: 3 hours
- Media: 3 hours

#### Study Weekend
- English: 2 hours
- Further Maths: 2 hours
- Biology: 2 hours
- Psychology: 2 hours
- Media: 2 hours

#### STUDY TOTAL
- English: 5 hours
- Further Maths: 5 hours
- Biology: 5 hours
- Psychology: 5 hours
- Media: 5 hours

Total: 25 hours/week
The emphasis should be on quality rather than quantity of study. Hours at your desk do not necessarily equal productive use of your study time. Before each study session, set yourself simple attainable goals. During that session, keep checking that you are really concentrating and that you have grasped the new material studied. Be critical of your study methods until you are getting value for the hours spent in study. When you are confronted with a problem, make a note of it and ask your teacher for help the following day. Keep refining your notes and arrange your summaries into clear and concise learning guides. The process of summarisation enables material covered to be consolidated. A good rule of thumb is to update summaries every three to four weeks. By progressively completing summaries, you will be more able to link the associated concepts to see the “big picture”.

During the course of your VCE studies, you will be given guidance about study techniques. There are some excellent books on “How to Study” in most libraries that are well worth consulting. At this level of your education you should never be able to say that you have no study to do. Possibly you may have no set homework to do. Homework is your teacher’s attempt to organise your study program. If no homework is set, you must then determine how best to organise your study time.

Most students discover much to their surprise that systematic and efficient study is enjoyable and challenging. It also happens to be the infallible recipe for success in your VCE studies. With God’s help we trust that students will study diligently and realise their full potential.
<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>4pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10pm</td>
<td></td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARVO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interpreting the Statement of Results

The Statement of Results is a cumulative record of all results for the student.

**Satisfactory Completion**
If a student has graduated the VCE, the following will appear on the Statement of Results:

**This student has been awarded the Victorian Certificate of Education.**

**Unit Results**
Results for units in accredited VCE studies are reported as:
- **S** = Satisfactory
- **N** = Not Satisfactory

**Grades**
Grades and study scores are calculated for students who are enrolled in VCE Unit 3 and 4 sequences and elect to complete Graded Assessments.

All VCE studies have three graded assessments. Scored VCE VET studies have two graded assessments.

Level of performance in graded assessments are reported as **A+ to E, UG** (Ungraded) and **NA** (Not Assessed). The grades are derived from scores for each assessment.
- **UG** (Ungraded) means that the score was too low to be assigned a grade.
- **NA** (Not Assessed) indicates that the School-assessed Coursework, School-assessed Task or Examination was not undertaken or submitted.

**Study Score**
Study scores for VCE units are based on scores for the Graded Assessments and indicate how well the student performed in relation to all others who undertook the study. As a general rule, fifty is the maximum study score. (For some specialist subjects when they are scaled, a score may go slightly above 50 – see ‘Scaling’ on page 20). For studies with large enrolments (1000 or greater), the following table shows the approximate proportion of students who achieve a study score on or above the stated values. For studies with fewer enrolments, the proportions may vary slightly.

The Victorian Curriculum and Assessment Authority (VCAA) gives study scores to students who satisfactorily complete Units 3 and 4 of a VCE subject that has an examination. These study scores give students a ranking in the group (or cohort) of students taking the subject across the state in that year. The ranking of students in the cohort is determined by detailed evaluation of the students’ performances in graded assessment for that subject. A study score of 50 indicates that the student has finished at the top of the cohort. A study score of 0 indicates that the student has finished at the bottom of the cohort. A study score of 30 indicates that the student has finished in the middle of the cohort. Study scores are awarded so that they cluster around 30. For any subject, about 70% of students get a study score between 23 and 37. Thus, a study score of 25 does not mean a “pass” for that subject. “Passing” VCE is achieved by the satisfactory completion of Units, and is independent of the study scores obtained.
AUSTRALIAN TERTIARY ACCEPTANCE RANK (ATAR)

<table>
<thead>
<tr>
<th>Study Score</th>
<th>Approximate Percentage Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Top 76%</td>
</tr>
<tr>
<td>30</td>
<td>Top 50%</td>
</tr>
<tr>
<td>35</td>
<td>Top 34%</td>
</tr>
<tr>
<td>40</td>
<td>Top 9%</td>
</tr>
<tr>
<td>45</td>
<td>Top 2%</td>
</tr>
</tbody>
</table>

For example: a study score of 40 means that you are in the top 9% of the state. You have achieved a better study score than 91% of students.

http://atarcalc.com/

GENERAL ACHIEVEMENT TEST (GAT)

WHAT IS THE GAT?

The GAT is a three-hour test of general knowledge and skills in:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences.

WHY DO STUDENTS HAVE TO DO THE GAT?

While it is important that all students attempt the GAT, the GAT does not count directly towards a student’s VCE. However, GAT results play a very important part in a student’s final assessment for the VCE.

GAT results are used to check that a student’s examinations, School-assessed Tasks and School-assessed Coursework have been accurately and fairly assessed.

The GAT is used in these checks because GAT results are a good predictor of final assessment for VCE studies. If a student has done well on the GAT, then they are likely to do well on their school assessments and examinations.

HOW IS THE GAT USED?

Checking School-assessed Coursework results

The VCAA applies statistical moderation procedures to each school’s coursework assessments to even out the differences in marking standards that may occur from school to school. This is to ensure that, even though students have completed different School-assessed Coursework and their work has been marked by different teachers, the final results are comparable across the state and are 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 examination, and adjusts the school scores if necessary.

In a number of studies, GAT results and examination results are used together in statistical moderation because it gives a better match with schools’ coursework assessments throughout the state.


Checking School-assessed Task results

The GAT is used to check each school’s School-assessed Task assessments in Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems Engineering, and Visual Communication and Design. If a school’s assessments for a particular School-assessed Task are significantly higher or lower than would be expected from the students’ GAT scores, the VCAA will send reviewers to the school to assess the work.

Checking examination results

The examination marking process is rigorous, carefully and expertly conducted, and designed to be fair to all students. Examination papers are assessed twice, by two different assessors. Each assessment is done separately and each assessor does not know the marks given by the other assessor. If there is insufficient agreement between their assessment, the paper is assessed by a third assessor.

When the assessment is complete, there is a final check to identify any students with scores that are significantly lower than expected. If a student’s examination score is significantly different from the mark predicted by the GAT, the indicative grade given by the school and any other examination or School-assessed Task scores in the same study, the paper will be assessed again by the Chief Assessor’s panel. Scores may go up or stay the same, but will not go down as a result of this final check.

Derived Examination Scores (DES)

GAT scores contribute to the calculation of a DES if the application is approved. (See page 18 for more information)

HOW DO STUDENTS PREPARE FOR THE GAT?

No special study is required for the GAT.

The general knowledge and skills that are tested are those students have built up through their previous study in English, mathematics, science and social science. Each question provides all the information needed to work out the right answer.

Students can get a good idea of the questions by looking at previous GAT papers. Previous GAT papers and answers to multiple-choice questions are available on the VCAA website: www.vCAA.vic.edu.au/pages/vce/exams/gat/gat.aspx
Students enrol in VCE studies with a reasonable expectation of being able to achieve the outcomes of the study design, and to demonstrate their achievement fairly in both the school assessment program and the external examinations. A student is generally expected to submit all specified work requirements for each unit. Special provision can, however, be granted in exceptional circumstances. It is intended to allow students who cannot meet all of the regular course requirements the opportunity to satisfactorily complete the unit.

A student is eligible for Special Provision at any time while studying for the VCE if they’re adversely affected in a significant way by:

- Illness (physical or psychological);
- Any factors relating to personal environment;
- Other serious cause; or
- Impairment or disability, including learning disabilities.

Supporting documentation **MUST** be provided for each/any of the above circumstances.

Undocumented circumstances which impact on the submission of work are not in themselves ground for Special Provision. However, arrangements are applicable for students experiencing severe hardship.

If you feel that you require special provision arrangements to enable you to complete your studies, contact the Head of VCE & VET who will discuss your eligibility for Special Provision and the type of special provision available to you. Following are some case studies that may assist you with determining your eligibility.

**CASE STUDY 1**
Andrew completed the first two weeks of his Year 12 studies OK. He found weeks three and four very difficult in English and Maths; he just could not seem to concentrate. He found the novel for study challenging and had difficulty with answering questions about the novel. He was also unsure of some of the concepts in Maths. He was spending a lot more time playing ‘World of Warcraft’ late into the night and was often tired on Monday and Tuesday mornings when he was supposed to be doing English and Maths. He was pretty tired and spent a couple of days in bed with a bad cold and sore throat. By the last week of term, he was seriously behind in his weekly work and had missed completing a SAC. He called his English teacher to get an extension for the SAC which was due in week 7. The teacher gave him a one week extension. Andrew thought he would be able to catch up in the term break. It didn’t work out that way. At the end of the holidays, he still hadn’t done week four and he had not done the SAC either. Things got worse when he received a warning letter reminding him that his English work and SAC were overdue. He called the Head of VCE & VET to ask for more time. He told the co-ordinator that he had been ill in Term one. The co-ordinator asked him to provide a medical certificate for his illness, but Andrew did not have one.

**CASE STUDY 1 – OUTCOME**
Unfortunately for Andrew, no extension could be granted without a medical certificate. Special provision in the form of an extension of time is only granted for illness (physical and mental; acute and chronic) when supported by documentation by a treating doctor or health care professional.
CASE STUDY 2
Cassie decided to do her VCE over two years because of her tennis career. Cassie found that she was five weeks behind in English and four weeks behind in Legal Studies. She was at a tennis tournament in Florida for two weeks in February and had a one week stop-over in San Francisco to see her cousin on the way back. She promised to catch up in the term break. Cassie got the overdue weekly work in for Legal Studies, but did not get as much done as she had planned. She was surprised to get a warning letter for English. She sent an email to her English teacher asking for an extension. She explained that her training schedule leaves her only a limited time for school work. She told her English teacher that she would also be going to a tournament in Europe in ten days. She promised to send in her week 10 SAC in English and her week 9 SAC in Legal Studies at the end of May, when she would be back from her tournament in Europe. She was surprised to get an email from the co-ordinator explaining that this was not possible and no extension would be granted.

CASE STUDY 2 – OUTCOME
Her mother called the Head of VCE & VET, who explained that Cassie could not be granted an extension for optional activity such as a tennis tournament as it does not meet the criteria for Special Provision. Special provision in the form of an extension time is only granted for circumstances outside the students own choosing; therefore social or sporting events are not grounds for special provision. In such cases, students must make the necessary arrangements to manage their participation in such events and their studies.

CASE STUDY 3
Anita has been ill for several weeks, and supplied a doctor’s certificate for her condition. She requested an extension of time on her upcoming assessment task as she didn’t feel that she had time to prepare for it.

CASE STUDY 3 - OUTCOME
Anita was granted an extra two weeks extension as she had a medical certificate to verify that she had been unwell for the time leading up to the SAC. As the SAC deadline had not passed, she was able to negotiate an extension with her Head of VCE & VET.

TYPES OF SPECIAL PROVISION

There are two types of Special Provision available to students for external examinations:

• Special Examination Arrangements
• Derived Examination Score.
SPECIAL EXAMINATION ARRANGEMENTS

The VCAA recognises that some students with a disability/illness may require Special Examination Arrangements to enable them to access the examination questions and communicate their responses in a timed examination.

Students who believe they might be eligible for Special Examination Arrangements must discuss this initially with their VCE coordinator. The school must apply to the VCAA by completing the application form including the appropriate supporting medical, psychological and educational documentation. If students have a long-term impairment, their school needs to provide details of the arrangements which have been provided for them at school. The VCAA will not approve Special Examination Arrangements to students who have long-term impairments where there has been no demonstrated requirement for the arrangements at school.

Special Examination Arrangements may include:

- rest breaks
- extra reading time in addition to the official reading time (if extra reading time is approved by the VCAA it will be incorporated into the student’s examination writing time)
- extra writing time in addition to the official writing time.

Students who have been granted ESL status on the basis of unfamiliarity with the English language (but not because of a hearing impairment) are not eligible for Special Examination Arrangements for this reason alone.

DERIVED EXAMINATION SCORE (DES)

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

Students must have independent professional evidence to support any DES application.

The official DES Individual Application containing details of eligibility and evidence requirements will be available from your VCE coordinator shortly before each examination period.

Students cannot submit a DES application on the basis of:

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

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

A DES is not available for the GAT.
**Attendance at examinations**

Students are advised to attend every examination session and should not miss an examination merely because they do not feel able to do their best.

If a student does not attend an examination and their application for a DES is not approved they will not receive a score for that examination. The VCAA does not expect students to attend an examination against medical advice, but they must still meet the DES eligibility requirements and have a definitive written statement from an independent health professional recommending non-attendance at the examination. The student must have consulted this professional in a timely period as close as possible to the day before the examination or on the same day as the examination about their diagnosis and inability to attend.

If a student is prevented from attending an examination session it is imperative that they notify their principal or VCE coordinator immediately.

If a student is ill but able to attend the examination they should inform the VCE coordinator of their condition as soon as possible before or during the examination. The student must have consulted the health professional two days before the examination or one day after the examination.

**Closing date for DES applications**

The VCAA must receive a DES application no later than 7 days after the student’s last examination in the relevant examination period (June or October/November). The individual Student Assessment Timetable contains the DES closing dates.

Please note that there are individual closing dates for oral, performance and written examinations.

**Completing the DES application**

Students who believe they are eligible for a DES should first seek advice from their school. Forms are available from VCE coordinators.

Specific details on how to complete each section of the DES application are provided on the form.

It is very important to read and follow these instructions carefully. Submitting an incomplete application may jeopardise the chances of the application being approved.

**The primary responsibility for submitting a correctly completed application form rests with the student.**

Students should submit their application to their home school principal. The principal will consider the application and make a recommendation to the VCAA at their discretion.

The VCAA reserves the right to contact the school when statements involving the school need to be verified.
**Compassionate Late Withdrawal or Interrupted Studies**

If an illness or personal circumstance has been so severe that a student has not been coping with the VCE demands, they should discuss with their VCE coordinator the possibility of Compassionate Late Withdrawal or Interrupted Studies status. The school will need supporting professional evidence if a student decides to pursue either of these options.

Note: Students should be aware of the Victorian Tertiary Admissions Centre’s (VTAC) Special Entry Access Schemes (SEAS) arrangements. Check the VTAC website for details and closing dates: [www.vtac.edu.au](http://www.vtac.edu.au)


**RESULTS**

VCE, VET, VCAL and GAT results are released on during the first couple of weeks of December. The dates for this are made available through the VCE Exams Navigator. They will be available by phone, Internet and SMS services.

There will be a Post Results and ATAR Service to answer queries that arise after results are released. Dates of availability can be found in the VCE Exams Navigator or via the VCAA website.

More details will be published from October both on the VCAA website and in a flyer sent to schools for distribution to students.

VTAC will send ATAR Statements to students who have lodged an application for tertiary entrance.

To find out more about VCE examination results, a statement of marks can be obtained. Further information is available on the VCAA website at: [www.vcaa.vic.edu.au/pages/vce/adminpolicies/reportstudentachievemnt/statmark.aspx](http://www.vcaa.vic.edu.au/pages/vce/adminpolicies/reportstudentachievemnt/statmark.aspx)

**SCALING**

VTAC adjusts the Study Scores for each study to take account of how strong the students were in the study and how difficult it was to achieve the middle ranking. The strength of competition in each study is measured by how well the students performed in all their other studies. In each study, the study scores are adjusted so that the overall level of scores in that study matches the scores obtained by the same group of students in all of their other studies.

For example, in Chemistry in 2011 the average VCE Study Score was 30, but the students who took Chemistry averaged 34 for all their studies (including Chemistry). This shows that the students who did Chemistry in 2011 were of above average strength in their other studies. Therefore, the scaling process adjusted the Study Scores upwards so that the average ATAR Subject Score for Chemistry was set at 34. In some studies the scaling process produces ATAR Subject Scores that are greater than 50. They can go as high as 55. However, the minimum ATAR Subject Score cannot go below zero. VCE studies are always scaled in the year in which they were undertaken. This may not necessarily be in the year in which you receive your ATAR.
KEY WEBSITES

www.vcaa.vic.edu.au - for all VCE, VCAL and VET information

www.vtac.edu.au - for information on tertiary entry and the ATAR

www.skills.vic.gov.au/get-training - for information on vocational education and training and apprenticeships

www.myfuture.edu.au - for post-Year 12 advice

myuniversity.gov.au - for Australian universities course information

www.studyassist.gov.au - for information on government assistance for financing tertiary studies

www.humanservices.gov.au - for student and youth allowance information

www.youthcentral.vic.gov.au - for a range of information and advice on studying, working and services for young people

www.education.vic.gov.au/about/research/Pages/ontrack.aspx - students may be contacted about OnTrack, after they leave school

www.atarcalc.com - a website to assist you in calculating your ATAR

A large amount of this information has been taken directly from the VCE Exams Navigator and VCE and VCAL Administrative Handbook ©VCAA.