



MARYMEDE
CATHOLIC COLLEGE
— In the way of Mary —

2026 VCE / VET PROCEDURAL HANDBOOK

Name: _____

This booklet outlines the VCE and VET procedures that will be essential for you to satisfactorily complete your senior studies at Marymede Catholic College. It is important that you keep this handbook readily available and refer to it throughout the year. It is the College's expectation that students have read and understood the contents of this Handbook and are aware of their responsibilities regarding their enrolment in a Senior School Certificate.

PURPOSE AND EXPECTATIONS OF COMMENCEMENT

The VCE commencement program enables students to make a start on their 2025 VCE / VET studies.

- Every subject will have 6 to 7 periods of classes.
- Each subject will introduce students to the subject Study Design, the Areas of Study and Outcomes to be covered, and an overview of the assessment types. VCE Study Designs can be found at <https://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>
- Classes will consist of specific, planned activities and will be focused on the first Area of Study to be covered. These are not 'independent study' lessons.
- Attendance during the Commencement Program is **COMPULSORY**

HOLIDAY HOMEWORK

- **All classes will have holiday homework.** This might include chapter summaries, set questions or activities, pre-reading, etc.
- Once the 2026 timetable rolls over, all holiday homework will be added to SIMON Learning Areas. This homework will be due no later than the Term 1 Week 2 The exact date for each subject will be communicated by your subject teacher.
- Failure to complete set holiday homework by the due date will result in a phone call home to discuss expectations moving forward.
- Students who are absent during the commencement program are still expected to complete the holiday homework.
- Students who change subjects are required to catch up on work missed.

ATTENDANCE

It is a requirement that all students attend a minimum of 85% of scheduled classes. Students whose attendance in any study falls below this may have a Not Satisfactory unit result reported to the VCAA for that unit, unless Special Provision has been previously granted.

All students enrolled in VCE/VET are expected to attend all scheduled classes. This is the only way to ensure that you can learn all that is necessary. Absenting yourself from school is a serious decision and should not be taken lightly. As a rule, if you are ill enough to consider not coming to school, you are therefore ill enough to seek professional medical

assistance. It is also discouraged for any VCE student to take an extended family holiday during term given the impact this will have on your attendance and learning. Teachers maintain accurate attendance records for all classes and vigilantly monitor student absenteeism. Should there be an attendance concern parents will be contacted, and a subsequent meeting scheduled.

In the event of absence, it is the student's responsibility to contact their teachers and catch up on missed content following any absence.

HOMEWORK

Homework is regarded as being a valuable part of the education process. It allows students to practise, extend, reinforce and consolidate work done in class.

Homework may involve:

- Preparation: watching videos or pre-reading to prepare for upcoming topics
- Revision: regular review of content throughout an outcome and in preparation for assessments.
- Set tasks: questions or activities you are required to complete.
- Assessment: completion of folio tasks and assessments as required

Homework Guidelines:

Year 11	2-3 hours per subject per week
Year 12	3-4 hours per subject per week

VCE RULES AND REGULATIONS

This section will explain some of the expectations and requirements of VCE and VET at Marymede.

Students and parents/carers are advised that as a registered provider, Marymede Catholic College is required to adhere to, and administer the rules related to the conduct of Senior School Certificates, as stipulated by the Victorian Curriculum and Assessment Authority (VCAA). All VCAA Rules are available via the following weblink www.vcaa.vic.edu.au

A. Satisfactory completion of VCE units

For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about the satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks.

There is no link between the mark/score obtained for a task and the satisfactory completion of the task.

The key knowledge and skills in the study design and the advice for teachers will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

In those studies where the set of assessment tasks for School Assessed Coursework (SAC) covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award Satisfactory completion (S) for the unit.

Satisfactory VCE unit result

The student receives **S** for a unit when the school determines that all outcomes are achieved satisfactorily. To achieve an outcome a student must:

- produce work that meets the required standard;
- submit work on time;
- satisfactorily demonstrate their understanding of all key knowledge areas
- submit work that is clearly his/her own; and
- observe the VCAA and school rules, including attendance rule requirements.

If a teacher judges that all outcomes are achieved, the student is deemed to have satisfactorily completed the unit.

Not Satisfactory VCE unit result

The student receives **N (Not satisfactory completion)** for the unit when one or more of the outcomes are not satisfactorily completed 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; or
- there has been a substantial breach of rules including attendance rules or being in possession of unauthorised electronic device(s).
- the student cannot satisfactorily demonstrate their understanding of all key knowledge areas, including through the redemption process

An N result can only be sanctioned by the Principal.

B. Satisfactory completion of VET units

Students receive an **S** for a unit of competence when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete

units of competence/modules. Most VCE VET programs consist of four VCE VET units containing one sequence at Unit 3/4 level.

C. VCE Panel

The primary role of the VCE Panel – chaired by the VCE Leader, is to support students in the satisfactory completion of their VCE studies. Students are permitted to invite a member of staff or parent/carer to act in a support role during their meeting with the VCE Panel.

The VCE/VET Panel will meet whenever a breach of VCAA Rules occurs, including where:

- a student fails to submit a SAC, SAT, or Outcome on, or by the due date.
- a student fails to satisfactorily complete a resubmission of a SAC, SAT, or Outcome, or a rescheduled task.
- issues in relation to authentication of a SAC, SAT, or Outcome arise.
- a student fails to meet minimum attendance requirements.

The make-up of the VCE Panel will include the Panel Chair and a Classroom Practice Leader or other relevant College leader. At all times, it is the responsibility of the VCE Leader to convene the panel and communicate procedures to all parties involved. In cases, where there has been a substantive breach of VCAA Rules by a student, the VCE Leader will consult with the Principal on the most appropriate course of action.

The VCE Leader will inform parents/carers in writing of any course of action taken.

D. Technology use

Students may not use failure of technology, as an excuse for non-submission of any SAC, SAT, or Outcome by the due date. When students use a computer to produce an assessment task, it is the student's responsibility to ensure that:

- there is an alternative system available for use in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
- each time changes are made, the work is backed up onto the school network, or onto a USB or cloud storage if working on a home computer. The back-up USB should be stored in a safe location.

E. Assessment

Students are required to complete assessment that is used to measure their satisfactory completion of the VCE/VET outcomes and competencies.

Resubmission of a task

A student will be given an opportunity to resubmit and satisfactorily complete any/all sections of a SAC/Outcome that, in the judgement of the teacher, does not meet the required standard for the satisfactory completion of all assessment criteria (irrespective of

the mark or grade awarded), as outlined in the relevant Assessment Guide. Students should meet with their teacher to be made aware of the required standard before they undertake the task and the requirements of the resubmission task.

In all instances of resubmission, the original mark/grade is awarded.

Absence from Assessment Task

Marymede Catholic College requires all students to complete Outcomes/SACs/SATs for senior certificate studies as scheduled. In instances where ill health prevents a student from attending school to complete such assessment tasks, the College requires **the provision of a medical certificate** attesting to the unfitness of the student to attend school to submit and/or complete the assessment task. This applies equally to assessment tasks that have been re-scheduled by negotiation with the VCE Leader.

In line with the Victorian Curriculum and Assessment Authority (VCAA), the College requires medical certification to be provided ONLY by a registered medical practitioner. This certificate must be dated on the same day or the day immediately prior to assessment.

The College will **NOT** accept, for example, Statutory Declarations or certification from a Pharmacy.

Students “not feeling well enough” to complete a task cannot reschedule the completion of a task without discussion with, and consent from the VCE Leader. (See also Extensions)

Furthermore, it is expected that a medical certificate will clearly indicate each of the following integral elements on signed letterhead:

- Patient identification
- Date of examination
- Date of completion of certification
- Statement of an unfitness to attend/complete normal duties
- Recommendation of the period not to attend/complete normal duties.

Marymede Catholic College will not accept as a bona fide medical certificate, any statements provided without each of the elements listed above.

Absent from SAC - Medical Certificate

If a student is absent for a SAC, they must provide a medical certificate to Secondary Reception and complete the SAC at their earliest opportunity. This should occur on either Monday, early finish Tuesday, Wednesday, or Thursday after school. Make up SACs cannot be completed during class time.

Absent from SAC - No Medical Certificate

If a student is absent for a SAC and fails to provide a medical certificate, the student must still sit the SAC for the purposes of an S/N but will receive a 0 for the task.

Absent from SAC - No Medical Certificate (Extenuating circumstances)

If a student is absent for a SAC and cannot provide a medical certificate due to extenuating circumstances, a meeting should be scheduled with the VCE leader and the classroom teacher beforehand. If a meeting cannot be arranged before the absence, one will be held afterward to determine the justification for the absence. If the absence is deemed justifiable, the student will be provided with the opportunity to sit a new SAC at a later date, which will be assessed and awarded a mark.

Re-scheduling Assessment Tasks

In cases where a student cannot complete an assessment task on the scheduled or due date as a result of having the school's permission to participate in a College approved activity, the student will be required to complete the task by the end of the next school day after the day of the College approved activity. In instances involving the submission of a task that was completed over an extended period of time (e.g. a SAT), it is the student's responsibility to ensure that the task is submitted either by the required deadline, or the previous school day.

The VCE Leader must be notified of all foreseen absenteeism.

F. Deadlines and Commencement/Completion dates

Notification

Students will find the SAC dates on the calendar on SIMON. They will also be notified by the classroom teacher, two weeks before the SAC date.

Extensions

A student, who, as a result of significant hardship, is unable to meet a deadline or misses part/all of the scheduled time for a task completed over an extended period of time, may apply for an extension. The student must make an appointment to discuss their application for an extension with the VCE Leader at least two school days prior to the deadline or completion date.

Teachers are not authorised to grant extensions under any circumstances.

Deviation

At times, unforeseen College or other significant events may impact on deadlines or commencement/completion dates. In these circumstances students will be notified of any amendments to assessment due dates.

G. Authentication: Plagiarism/Cheating

All students are expected to complete an assessable item of schoolwork under the conditions clearly and unambiguously conveyed by their teacher or delegate in accordance with VCAA rules. Any breach of these conditions by a student will initially be reported to the VCE Leader.

The VCE Leader will then determine if a breach of VCAA Rules has occurred. If so, the student will be required to appear before the VCE/VCAL Panel to explain their actions. The VCE/VCAL Panel will then make a recommendation to the Principal.

If a student submits work for final assessment that has not been sighted by their teacher during the period within which the task was scheduled for completion, the teacher is unable to authenticate the student's work, and therefore unable to award an 'S' result.

In such cases, the student will be required to resit and demonstrate their understanding of the task in order to achieve an 'S' result. However, the student will not receive a numerical score for the task. The primary objective of the resit is to ensure the student has adequately demonstrated their understanding of the content required for the satisfactory completion of the unit.

As such, it is the responsibility of the student to ensure that they keep draft copies or rough notes as they work through an assessment task and to enable their teacher to see these when requested.

If work is largely done on computer, this could include copies of files showing progressive development.

These are the VCAA authentication rules:

- a. *A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.*
- b. *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.*
- c. *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.*
- d. *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.*

- e. *A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.*
- f. *A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.*
- g. *A student must not knowingly assist another student in a breach of rules.*

H. Special Provision

Students are eligible for Special Examination Arrangements for VCAA examinations, for classroom learning and School-based Assessment if their ability to demonstrate achievement is adversely affected by:

- an acute or chronic illness
- a long-term impairment or disability
- personal circumstances.

Decisions on whether to approve special provisions for classroom learning and/or School-based Assessment must be evidence based and made using a range of appropriate sources including professional testing and reports, educational assessments and teacher observations. These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision.

It should be carefully noted that any/all Special Provision measures afforded to Marymede Catholic College students engaged in Senior Certificate studies (at any level), will only be those provisions which have been approved by the VCAA.

As a consequence, students are expected to advise the VCE Leader of any circumstances which may give rise to the need to make an application to the VCAA for the authorisation of Special Provision.

Any student who believes they might be eligible for special provision must advise the VCE Leader as soon as possible.

These applications are **limited to Year 12 students**, or students enrolled in Units 3/4 studies.

ACHIEVEMENT

Study Scores

A study score shows how well a student has performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of 38 or more indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more)

- 2% of students get a score on or above 45
- 9% of students get a score on or above 40
- 26% of students get a score on or above 35
- 53% of students get a score on or above 30
- 78% of students get a score on or above 25
- 93% of students get a score on or above 20

ATAR

The ATAR is a ranking of Unit 3/4 results that measures a student's overall academic achievement compared with all other final year students in Australia. The ATAR is not a score out of 100 - it is a rank. The ATAR is an estimate of the percentage of the population that you outperformed. So, if you receive an ATAR of 60, it means you performed better than 60% of students that year.

The ATAR allows tertiary institutions to compare the overall achievements of all students who have completed Year 12 studies. You must have completed at least four VCE studies in a recognised combination to have your ATAR calculated.

STATISTICAL MODERATION

Statistical moderation is a process for adjusting the level and spread of each school's assessments of its students in a particular study, to match the level and spread of the same students' scores on a common external score. Because the external score is based on examinations done by all students across the state, it is a common standard against which schools' assessments can be compared.

- Statistical moderation is required so that school assessments can be used fairly as part of VCE assessment. It ensures that the assessment of all students, no matter what school they attend, is comparable and fair.
- Any adjustment to a student's score is determined by the external scores for the whole group, not by the student's own external score.
- Statistical moderation does not change the rank order of students, as determined by the school's coursework scores.

TIPS FOR SUCCESSFUL STUDY

1. Pick a place and time

- Set up your study space – Your study space should be quiet, comfortable and distraction-free. It should make you feel happy and inspired. Decorate it with your favourite pictures or objects.
- Find your best time – Some people work better in the morning. Others work better at night. Work out which time suits you and plan to study then. Don't study later than your usual bedtime – pushing yourself late at night can make you too tired to study effectively.

2. Study every day

- If you study every day you'll be continually reviewing this information. This helps you remember things. It also helps you avoid the stress of last-minute cramming.
- Average 2-3 hours per day (including weekends), with more during peak assessment times.
- Prioritising study might mean spending less time online, or it might mean cutting back on shifts at work or giving sport a miss for a while.

3. Plan your time

It helps to have a plan so you can make the most of your study time.

- *Set alarms* – Set alarms to remind you about your study plans. A regular reminder keeps you honest and your plans on track.
- *Use a wall planner* – Stick a calendar or wall planner up so you can see it whenever you're studying. Mark it up with important dates, like exams and assignment due dates. Use it to block out your regular study timetable too.
- *Make to-do lists* – Lists break tasks down into manageable chunks. At the start of the week, make a list of the things that you need to have done by the end of the week. Make a to-do list at the start of each study session too, so that you're clear about what you need to be doing with your time.
- *Set time limits* – Before you start your study session, have a look at your to-do list and give yourself a set time to spend on each task. If you don't get something done in the set time, consider whether it's the best use of your time to keep going with it, or to start working on something else.

4. Discover your learning style

Most of us have a preferred way of learning. Get to know the learning style you're most comfortable with and study in the ways you learn best. Note that these styles are just a way to think about different studying techniques – they're not hard and fast rules that say you should only study in one way. Try each of these out and see which ways you prefer.

- *Auditory learners* prefer to learn by listening. Try reading your notes aloud and discussing them with other people. You might like to record key points and play them back. Find a relevant podcast to listen to.
- *Visual learners* prefer to learn by seeing. Try using colours in your notes and draw diagrams to help represent key points. You could try to remember some ideas as images. Watch a you tube clip, video or Edrolo presentation.
- *Tactile/kinesthetic learners* prefer to learn by doing. Try using techniques like role-playing or building models to revise key points.

5. Review and revise

At least once a week you should go back over the things you've studied in class. Reviewing your work can help you to remember the concepts and help you recall and apply the information when you need to.

- Get a friend or family member to quiz you on key concepts. Offer to help your friends with their work too. Quizzes are great ways to get confident about what you know and find out what you still need to learn.
- Think up some practice exam questions or create your own flash cards to help you study. This way you learn it all twice: once when you make the study materials and once when you use them to revise.

6. Take breaks

It's important to take breaks while you're studying, especially if you're feeling tired or frustrated. Working too long on a task can actually decrease your performance. When you take a break, make sure you get away from your study space. A bit of physical activity – even just a walk around the block – can help you re-energise your mind and body.

7. Ask for help

If you're stuck on something, or something just doesn't seem to make sense, ask for help. Talk to your teachers about the things you don't understand. Talk to your friends and classmates too.

8. Stay motivated

When you're studying it helps to keep in mind your reasons for doing all this hard work, like a course or career you're working towards. It can help to have something in your study space to remind you of your goals.

9. Look after yourself

You'll study better if you take care of yourself. Make sure you eat well and get enough sleep and physical exercise. Don't reward yourself with too many sugary or fatty snacks or push yourself to study late into the night. It's also a good idea to make sure you drink lots of water when you're studying.

SOURCE: <http://www.youthcentral.vic.gov.au/study-and-training/help-with-study/how-to-study-better/top-10-study-tips>

FREQUENTLY ASKED QUESTIONS

What is the GAT?

The General Achievement Test (GAT) is a test of general knowledge and skills in:

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

All students enrolled in one or more VCE or scored VCE VET Unit 3 and 4 and students completing VCE Vocational Major must sit the GAT.

More information about the GAT will be presented closer to the event

Why is the GAT important?

There are three key principles in whether and how the GAT is used.

1. *The GAT components are only used if they make the moderation process more reliable in the sense that the external scores are a better predictor using the GAT scores than without them. The statistic R-square is used to measure the increase in reliability.*
2. *When used, the GAT components must not exert too much influence on study scores. A variety of tests are performed to determine the influence of the GAT, of which one test is that no more than 5% of study scores should vary by more than 2. To achieve this, the influence of the GAT is kept to the minimum optimal level.*
3. *Students have their literacy and numeracy skills measured against new standards that are drawn from Level 3 of the Australian Core Skills Framework*

How do you get an 'S' for a subject

*produce work that meets the required standard;
submit work on time;
satisfactorily demonstrate understanding of all key knowledge areas
submit work that is clearly his/her own; and
observe the VCAA and school rules, including attendance rule requirements.*

<p>If I don't get an S what happens?</p>	<p><i>Students who are not awarded an S will be required to complete a resubmission task. This may take place after school or at a time determined by your teacher. If the resubmission task is not completed, the original N result will remain and the matter will be referred to the VCE Panel.</i></p>
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FREQUENTLY ASKED QUESTIONS CONTINUED

<p>How does the 85% attendance work?</p>	<p><i>You cannot be absent for more than approximately 9 periods of any one subject. If you fall below 85% attendance you may be required to attend a VCE Panel meeting</i></p>
<p>If I miss a day for a school event does it affect my attendance percentage</p>	<p><i>No, School approved absences where you miss a class due to attending a school event will not impact on your attendance.</i></p>
<p>How much do exams count for?</p>	<p><i>The value of examinations varies from subject to subject. It can be as little as 30% of the overall study score through to 66% of the study score. Each of the Maths subjects has two examinations. You can find out the value of the examinations within the study design of each subject.</i></p>
<p>What happens during Study?</p>	<p><i>These are Independent Study Periods and are usually completed in the Resource Centre. This is time for students to catch up or consolidate learning. Student attendance is monitored during studies.</i></p>
<p>What is a Graded Assessment?</p>	<p><i>The Graded Assessments are different for each study and contribute towards the study score in different ways. If you complete at least two Graded Assessments, and have satisfactorily completed both Unit 3 and 4, you will be awarded a study score.</i></p>

What is Statistical Moderation?

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 assessments and adjusts the school scores if necessary. In some studies, statistical moderation uses students' GAT scores as well as their scores for external assessments. This is done where it gives a better match with schools' school-based assessments throughout the State. The external assessment scores will always have the major influence in the statistical moderation calculations

Notes:

GLOSSARY

ACARA	Australian Curriculum Assessment and Reporting Authority
AOS	Area of Study
ATAR	Australian Tertiary Admissions Rank
C / NYC	Competent / Not Yet Competent (applies to VET only)
EAT	Externally Assessed Task
GA	Graded Assessment
GAT	General Achievement Test - <i>GAT results are important in determining moderated scores</i>
N	Not Satisfactory - <i>used for outcomes and Units of work</i>
Outcome	What students must know, or be able to do, by the time they have finished a Unit.
S	Satisfactory - <i>used for outcomes and Units of work</i>
SAC	School Assessed Coursework <i>completed in school to assess how students are performing</i>
SAT	School Assessed Task <i>completed in school to assess how students are performing</i>
SBAT	School-based Apprenticeship
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and training
VTAC	Victorian Tertiary Admission Centre

2026 KEY CONTACTS

VCE Leader	Ms Sonia Finlayson sonia.finlayson@marymede.vic.edu.au	<ul style="list-style-type: none"> • All things rules and regulations • VCE processes, including VCAA exams • Special Provision Applications. • VCAA exams
Director of Differentiated Educational Practice)	Mr Sean Graham Sean.graham@marymede.vic.edu.au	<ul style="list-style-type: none"> • Academic advice and support
Vocational Learning Leader	Mr Adrien Saliba adrien.saliba@marymede.vic.edu.au	<ul style="list-style-type: none"> • VET enrolment • VET program advice • VCE - VM program
Director of Wellbeing 10-12	Susan Driessen Suan.driessen@marymede.vic.edu.au	<ul style="list-style-type: none"> • Student wellbeing • Attendance
Careers and Pathways Leader	Ms Maria Esnouf mailto:maria.esnouf@marymede.vic.edu.au	<ul style="list-style-type: none"> • Career counselling • VTAC and SEAS process
Subject Teacher Learning Area Leader	As relevant	<ul style="list-style-type: none"> • Subject concerns