Senior Years
Handbook 2016
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Welcome to the Senior Years. The journey from Year 10 to 12 is an exciting one and we feel very special to be part of it. We believe that the journey should be one that is enriching, stimulating and one that explores the development of valuable skills and dispositions.

We live in an ever changing world and therefore the future of our society is based upon our ability to change and grow. It is vital that during your schooling years that you develop the ability to thrive in such a society. As you progress through the final stage of the learning framework ‘Inspiring Me’ you will be challenged to be creative problem solvers, you will be encouraged to understand the importance of lifelong learning and be provided with opportunities to cultivate effective communication skills. In addition, you will be able to collaborate with others during classes or in the open spaces and you will discover the value of the effective utilisation of technology. You will be presented with many possibilities at The Peninsula School and we hope that you will make the most of these, whilst striving to do your very best in all that you undertake.

During your time in the Senior Years there will be a strong focus on ‘personal growth’, as without growth there can be no learning. At Peninsula, we embrace the notion of having a growth mindset in all aspects of life. With a growth mindset the natural thought is ‘I can’ rather than ‘I can’t’ and it is the former that is exciting. A growth mindset allows passions to be pursued and dreams to be realised. It also assists in creating a dynamic schooling environment; an environment where appropriate learning occurs and most importantly an environment where you believe that you can achieve and flourish.

Within the Senior Years we place an emphasis on Positive Psychology and you will be challenged to embed the principles of Positive Psychology into your daily life. Recent research shows that activities such as: expressing gratitude, initiating random acts of kindness, exercising or practising mindfulness can improve one’s wellbeing. Meaning and purpose is also explored through service learning and I hope that you will become involved and learn about the value of being a responsible and active citizen.

Ensure that you take the time to get to know your peers and the staff of the school. You have a dedicated team to support you throughout your journey. This includes: your Mentor, Director of Learning, teachers, the School Counsellors, the Director of VCE Studies and the Careers Counsellors. Strong relationships are very important and I encourage you to develop open and respectful relationships within the community, relationships that are built on the basic values of trust, forgiveness, integrity, hope and compassion.

Finally, I ask that you spend some time reading through this handbook at the start of the year. It provides a reference point for students as they move through the final years of their schooling. I look forward to sharing your journey, getting to know you, celebrating your successes and watching you flourish.

Mr Ross Patterson
Head of Senior Years
Directors of Learning

Head of Senior Years
Ross Patterson

Year 10 Director of Learning
Gary De Valle

Year 11 Director of Learning
Linda Morgan

Year 12 Director of Learning
Mark Barnes

Deputy Head of Senior Years
Sharyn Curtis

Director of Academic Peak Performance Program
Craig Townsend

Director of VCE Studies (Transnational)
Blair Cooper

Wellbeing & Academic Mentors x 12
Wellbeing & Academic Mentors x 12
Wellbeing & Academic Mentors x 12
Which subjects should I choose?

You are encouraged to select studies that you enjoy as this will afford the best opportunity for individual success and fulfilment. Of course you should also be mindful of prerequisite subjects for preferred tertiary studies. Some Unit 3/4 students are beguiled by the lure of subjects that are ‘scaled up’. This is simply a mechanism for striking equity between subjects when calculating ATAR scores (the scoring process by which universities select students). The theory is that more difficult subjects are scaled up so that when the ATAR is calculated students doing so called ‘easier’ subjects are not advantaged. Scaling up is not really a bonus because the subjects in which this occurs are more difficult – so, it all evens out in the end. Perhaps the best way to look at it is to say that you are not disadvantaged by choosing a subject that might, at first glance, look difficult; nor are you advantaged by selecting a subject that might be regarded as ‘easy’. In the end it is best to simply select subjects you enjoy and subjects you are good at.

What is the list of subjects from which I can choose?

**Year 10 Core Studies**
- English / English as an Additional Language (EAL)
- Ethics – VCE Religion and Society Unit 2
- Health and Physical Education
- Geography
- History
- Mathematics – Core Mathematics (Methods), Core Mathematics (Further), Core Mathematics (Advanced) or Foundation Mathematics (VCE Foundation Mathematics Units 1 & 2)
- Science – Specialist Science or Core Science.

**Elective Program**

Students choose between two and four electives for study in Year 10; students who meet the requirements of English as an Additional Language (EAL) will complete a compulsory Extra English course as two of their electives and thus will choose between one or two electives. The number of electives a student undertakes varies as Languages and VCE subjects are full year subjects; all other electives are offered for one semester. All electives are offered subject to sufficient student interest.

**Languages**
- Chinese
- French.

**Year 10 Electives**

- CAD CAM Design
- Darkroom Photography
- Digital Photography
- Drawing for Design
- PDT Furniture
- PDT Metal, Plastics and Jewellery
- Studio Art 2D
- Studio Art 3D
- Engaging With Asia
- Juvenile Justice and Human Rights
- Drama: Theatre that Matters
- Media Studies
- Theatre Studies: Live
- Culture and Revolution
- Our Planet
- Women who Changed the World
- App Development and Programming
- Five Minute Musical
- Health and the Development of Australia’s Youth
- Emerging Technologies.
- Follow Your Interest
- Investigating the future
- Computing (VCE Computing Unit 2)
- Hazards & Disasters
- Music Production & Technology.

How many subjects am I required to do?

- Year 10 students are required to study eight subjects (which include two electives) each semester.
- Year 11 students are required to study six subjects each semester.
- Year 12 students are required to study a minimum of five subjects in their final year.

Are there any exceptions to this?

There may be exceptions on the grounds of hardship, significant illness causing prolonged absence, documented learning difficulties or elite external sporting or cultural commitments. Applications to study fewer subjects must be made in writing to the Head of Senior Years. If your request is declined, you will be advised to undertake the requisite number of subjects with a possible review of the situation after Term One.

If you have received Academic Excellence Awards or Academic Colours, you may request - in writing to the Head of Senior Years - to study two Unit 3/4 subjects in Year 11. If you are granted permission to follow this course of study in Year 11 you should not assume that you will automatically study four Unit 3/4 subjects the following year; in such cases you will need to apply in writing to the Head of Senior Years.
VCE Electives

- Biology Units 1 & 2
- Business Management Units 1 & 2
- Physical Education Units 1 & 2
- Psychology Units 1 & 2.

Years 11 & 12

There is a comprehensive list of subjects from which to choose at VCE Level. In addition, VET is also offered by the School. If only a few students select a subject, it will not be offered; if too many students choose a subject, preference will be given to Year 12 students.

Year 11 & 12 Pathways

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VCE</strong></td>
<td><strong>VCE</strong></td>
</tr>
<tr>
<td>6 studies at school</td>
<td>At least 5 studies at school</td>
</tr>
<tr>
<td>You may include up to two Unit 3/4 sequences</td>
<td>Monash University Enhancement Studies or Melbourne University Extension Program</td>
</tr>
<tr>
<td><strong>VET</strong></td>
<td></td>
</tr>
<tr>
<td>6 VCE subjects plus VET</td>
<td>5 VCE subjects plus VET</td>
</tr>
</tbody>
</table>

How long can I take to complete my VCE?

Typically it takes two years to complete the VCE – Years 11 and 12; however you may elect to complete your VCE over three years if you have overwhelming commitments outside the School such as participation and training in an elite sports program. If you suffer from serious health problems you may consider completing your VCE over three years. If you are considering this course of action you should discuss this with your Director of Learning, the Director of VCE Studies or the Head of Senior Years.

What if I want to change my subjects?

If you wish to change your subject selections you must do so before the conclusion of Week 3 at the beginning of each semester. You must request an application form from the Head of Senior Years or the Director of VCE Studies.

An assessment of your application will be made on the basis of your subject selections, timetable constraints and vacancies in prospective classes. Your application must be signed by your parent/s, the relevant Head of Department, the Director of Learning, the Head of Careers, the Director of VCE Studies (in that order).

Am I eligible for EAL status?

If you have been a resident in Australia or New Zealand for no more than seven years (this period is to be calculated cumulatively over your lifetime) and English has been your major language of instruction for a total period of not more than seven years over the period of your education, you should be granted EAL status.
What is statistical moderation?

Statistical Moderation is a process that adjusts schools’ assessments to the same standard, while maintaining the rank order given by the school, in order to ensure internal marks awarded by different schools are comparable throughout the State. See example below:

<table>
<thead>
<tr>
<th>Student No.</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>23</td>
<td>29</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>Student No.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Coursework</td>
<td>23</td>
<td>29</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>External Exam</td>
<td>47</td>
<td>41</td>
<td>62</td>
<td>53</td>
</tr>
<tr>
<td>Student No.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Coursework</td>
<td>23</td>
<td>29</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>External Exam</td>
<td>47</td>
<td>41</td>
<td>62</td>
<td>53</td>
</tr>
<tr>
<td>Moderated Coursework</td>
<td>41</td>
<td>45</td>
<td>57</td>
<td>62</td>
</tr>
</tbody>
</table>

Points to remember
- Statistical moderation is required so that school assessments can be used fairly as part of the VCE assessment.
- It adjusts schools’ assessments in accordance with students’ examination scores, done on the group as a whole.
- The process does not change the rank order of students’ internal assessment component.

How are Study Scores calculated?

The Study Score is calculated by combining the moderated coursework scores with the examination scores. It is important to note that the VCAA will adjust internal SAC scores in your class in keeping with the class’ examination performance. Basically this means that you should work consistently throughout the year to achieve the best grade you can in your SACs; but you should also revise well in order to perform at your very best in the examination at the end of the year. Both the SACs and the examination are important: the SACs will determine your rank-order in the class and will help you to consolidate and understand the work; but the examination has a strong influence over your final study score. It should also be remembered that in most subjects the examination accounts for at least half the study score.

Examples of Study Scores

<table>
<thead>
<tr>
<th>Study Scores</th>
<th>Top % in State</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>35</td>
<td>23.8</td>
</tr>
<tr>
<td>40</td>
<td>7.7</td>
</tr>
<tr>
<td>45</td>
<td>2.0</td>
</tr>
<tr>
<td>50</td>
<td>0.25</td>
</tr>
</tbody>
</table>

What is meant by ‘scaling’?

As part of the Statement of Results sent to you from the VCAA, a study score between 0 and 50 is issued for each study completed (where both work requirements and assessment tasks have been completed). A study score provides an indication of your performance in each particular study but does not provide an indication of your overall performance compared with all students across all studies.

To assist tertiary institutions and provide an overall measure of the performance of all students across all studies, VTAC scales the study scores (to produce ATAR subject scores) and calculates the Australian Tertiary Admissions Ranking (ATAR). Scaling is not based on preconceived weightings or previous years’ performances; rather the process of scaling is performed annually. Scaling adjusts study scores based on the overall VCE performance of all the students taking that study in that year. The use of the ATAR guarantees that all studies are treated equally and provides you with a common rank for

Why are VCE results scaled?

VCE results are scaled because individual study scores are not an absolute measurement of overall performance. On behalf of tertiary institutions, VTAC combines study scores to form an aggregate (total) which is then converted into a rank called the ‘ATAR’. Before study scores can be fairly added together they have to be compared and adjusted. This is because students take very different combinations of VCE studies and VTAC can only legitimately add study scores together if the strength of competition in each study is about the same. For example, it is unfair to compare the best and fairest player from a local football team with the best and fairest player in the national competition. Scaling overcomes this difficulty and ensures that each study contributes equally to the ATAR (that is an ATAR subject score of 25 in English is equivalent to an ATAR subject score of 25 in Psychology or an ATAR subject score of 25 in Chemistry).

There has always been a scaling process in Victoria and other Australian states. Prior to the VCE it was not discussed; it was embedded in HSC scores and did not receive much attention. Now the process is transparent. In this way, you are not only able to see your performance within each study, but also how you rank for tertiary selection compared with other students.

How is scaling carried out?

Study scores are adjusted (and the strength of competition in a study is judged) by looking at the total performance of students taking that study. For example, the performance of students taking Chemistry is compared with (and adjusted against) the total performance of all Chemistry students in all their studies. This comparison is carried out for each VCE study and VCE VET program for which there is a study score. There are no pre-determined outcomes, and all studies except Mathematics and Languages Other Than English (LOTE) are treated identically. The process is very stable and as a result there is very little difference from year to year in terms of adjusted (scaled) ATAR subject scores.

What is the ATAR?

The Australian Tertiary Admissions Ranking, ATAR, is the dominant selection criterion for Year 12 applicants in the Victorian selection system. It is an effective measure of overall VCE performance and it enables universities to rank and select large numbers of applicants fairly and objectively within the truncated time available between release of VCE results in December and the commencement of the academic year in March. It is also the best available predictor of future tertiary performance.

However, the ATAR is not a community educational benchmark and has no status outside the mechanics of selection. It is no more than an initial sorting and ranking device for selection purposes.

The ATAR is not always the sole selection criterion used for tertiary selection for all VCE applicants. A number of courses use a range of criteria including interviews, assessment of folios and additional tests. Some students may also be awarded bonuses for completion of certain VCE subjects, or consideration as an applicant with disadvantaged circumstances. In a typical year around 50% of university courses would use ATAR as the main criterion and 50% according to a range of selection criteria. Specific selection criteria for all university courses may be found via the VTAC website at [www.vtac.edu.au](http://www.vtac.edu.au); or the relevant interstate application groups.

TAFE institutes and independent tertiary colleges normally use a range of criteria including ATAR and interview and, as a general rule, tend not to select on ATAR alone. For some courses within the TAFE sector, the ATAR, however, is the dominant criterion.

The ATAR is calculated by adding scores in VCE English (or English Literature) and the next best three studies, referred to as the primary 4, plus 10% of the next best two studies if available, called increments. Scored VET studies can be counted in either the primary 4 or as increments, unscored VET studies can only be included as increments. The scaling process (mentioned above) adjusts VCE study scores to ensure all studies can count equally. These scores are then taken and used in the calculation of the ATAR Score.
<table>
<thead>
<tr>
<th>ATAR</th>
<th>Minimum Aggregate</th>
<th>Count with this ATAR</th>
<th>Count with at least this ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.95</td>
<td>211.3</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>99.90</td>
<td>208.4</td>
<td>32</td>
<td>65</td>
</tr>
<tr>
<td>99.85</td>
<td>206.5</td>
<td>34</td>
<td>99</td>
</tr>
<tr>
<td>99.80</td>
<td>205.3</td>
<td>31</td>
<td>130</td>
</tr>
<tr>
<td>99.75</td>
<td>203.7</td>
<td>35</td>
<td>165</td>
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<td>99.70</td>
<td>202.6</td>
<td>38</td>
<td>203</td>
</tr>
<tr>
<td>99.65</td>
<td>201.5</td>
<td>33</td>
<td>236</td>
</tr>
<tr>
<td>99.60</td>
<td>200.8</td>
<td>29</td>
<td>265</td>
</tr>
<tr>
<td>99.55</td>
<td>200.1</td>
<td>37</td>
<td>302</td>
</tr>
<tr>
<td>99.50</td>
<td>199.4</td>
<td>31</td>
<td>333</td>
</tr>
</tbody>
</table>
How will I know what is expected of me in assessment tasks and SACs?

Your teachers will set out clear instructions regarding assessment tasks. A clear due date will be set and you will be given clear instructions regarding the expectations of the task as well as any assessment criteria. This information will be posted on Zenith.

How will I know when assessment tasks and SACs are due?

The date of all assessment tasks will be scheduled on the SAC calendar (Unit 1-4 studies). The SAC calendar will be published on Zenith. Teachers in Unit 1/2 subjects will nominate the Term and the week in the SAC Calendar in which the assessment task is to be completed. They may then negotiate with the class the day within the nominated week in which the assessment task is to be completed. This should be done at least two weeks in advance. Year 12 teachers need to specify the exact date on the SAC Calendar. Students will not be excused from a SAC task to attend excursions or activities that are not calendared. The assessment task will take priority.

What happens in subjects in which there is more than one class?

If there is more than one class it is important that you do not pass on information regarding the SAC to other students. This, of course, will only disadvantage you by giving an unfair advantage to others. This may affect your ranking within the class which is important for your final grade. Where possible, assessment tasks will be scheduled during VCT so that the SAC can be held at the same time for all classes in that subject. At other times, separate tasks may be prepared for each particular class.

What is meant by Satisfactory/Not Satisfactory?

All VCE subjects require specified learning outcomes to be achieved. If a student completes work set by their teachers which demonstrates that the learning outcomes have been achieved they will be deemed to have satisfactorily completed the unit. This decision is made by the school and reported to the Victorian Curriculum and Assessment Authority (VCAA) as S (satisfactory) or N (not satisfactory). Students receive an S or an N for all units, be they at the 1 & 2 or 3 & 4 level.

It should be noted that the awarding of an S or N for a given unit is entirely discreet from a student's level of achievement.

You will receive an S for a unit when all outcomes are achieved satisfactorily. To achieve an outcome you must:

- Produce work that meets the required standard in the professional judgement of the classroom teacher;
- Submit work by the final submission date;
- Submit work that is clearly your own;
- Ensure 90% attendance for the unit.

You may receive N for a unit when one or more of the outcomes are not achieved because:

- The work is not of the required standard;
- You have failed to submit all tasks by the final submission date;
- The work cannot be authenticated;
- There has been a breach of school rules including school attendance rules;
- If, in the judgement of the teacher, the work you submitted for the assessment of an outcome does not meet the required standard for satisfactory completion.

Satisfactory completion should be determined at the time in which the assessment task or SAC is undertaken and you should be given every opportunity to redeem the situation in the event of an N. This should be done as close as possible to the date in which the assessment task or SAC was initially attempted. Any N that is redeemed will not alter the initial achievement grade.

If your level of progress is below expectations, your teachers will contact your parents. This will be in the form of a letter, a copy of which will be given to the appropriate Head of Department and to your Director of Learning.
If you are required to repeat a task, you parents or guardian will be advised by a letter authorised by the Head of Department and forwarded to the relevant Director of Learning and the Head of Senior Years.

The award of S or N is not based on the examination. The exam grade, however, does form an important part of your global assessment and achievement grade and it may be used to determine future subject selections.

What are achievement grades?
In addition to the S or N, an achievement grade is recorded for all assessment tasks or SACs.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>A+</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B+</td>
</tr>
<tr>
<td>Highly competent</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C+</td>
</tr>
<tr>
<td>Competent</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D+</td>
</tr>
<tr>
<td>Approaching competence</td>
<td>D</td>
</tr>
<tr>
<td>Not yet competent</td>
<td>E+</td>
</tr>
<tr>
<td></td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>0-39</td>
</tr>
</tbody>
</table>

NA (not assessed) indicates work was not submitted or an examination/ test not undertaken.

Assessment of VCE Subjects
Unit 1 and 2 assessment is graded on a 10 point scale, A+ - E in accordance with other subjects at Year 10 and throughout the School. This grading is for learning purposes and provides students with an indication of their learning progress and their level of achievement; a student's achievement at the Unit 1 and 2 level has no bearing on the calculation of their Australian Tertiary Admission Rank (ATAR) that is calculated at the end of Year 12 based on their achievement in Unit 3 & 4 subjects.

Student Work Contracts
Students who have ongoing academic concerns (eg. continual late work, poor effort) will be case managed by one of the following staff:

Head of Senior Years
Deputy Head of Senior Years
Director of Learning
Director of Peak Academic Performance

If you are placed on a work contract the staff member managing this will make contact with your parents. The work contract will be drafted by the classroom teacher and managed by one of the leadership team staff (listed above).

What happens if cheating occurs in an assessment task?
Any breaches of rules or possible authentication issues with assessment tasks will be reported to the VCAA. An investigation will be conducted to determine whether or not a breach of rules has occurred and, if so, the extent to which this has compromised the authenticity of the work submitted for assessment. Students found in breach of the rules of an assessment task will receive a penalty. This may range from a reprimand to receiving an N for the task (in which case the student will fail the unit). Students have a right of appeal to the VCAA.

What happens if I do not submit work on time?
You must submit work on or before the due date. Late work may only be accepted if you are absent or you have a note on the due date signed by your parents explaining why the work was not submitted. It is up to your teacher to determine if this reason is valid. If not, the work should be treated as late and dealt with accordingly. If the note is accepted a reasonable new due date is negotiated. In cases where work is not submitted because a student is absent, the work must be submitted the next working day.

If your work is not submitted on time:
• You will be informed that the task has been graded at zero
• The work is still required to be submitted during the current term. Work subsequently submitted should be graded according to the quality of the work. However, you will only receive the minimum passing grade for that piece of work - i.e. 55% or a D+. Your teacher would then change the zero to 55% and record both grades (including what the work would have achieved had it not been late. This information can be used when discussing your progress).
• Work still not submitted would remain at a score of zero.
• Your teacher will inform your Director of Learning, and you may be required to stay after school to complete the work.
• You will have up to 7 days to redeem the situation. If submitted within the 7 days the grade may be increased to a maximum of 55% or D+.

If school activities have prevented you from meeting this deadline or in the event of illness that is confirmed by parents or guardians, the policy will be relaxed accordingly. Students in non-VCE subjects should discuss any extensions with their Director of Learning or the Head of Senior Years. A Request for Extension form is required for any VCE subject; it is your responsibility to provide the completed form.
If a second piece of work is not submitted during a term, then a meeting will be convened with the Director of Learning, subject teacher, Mentor and the student and an appropriate course of action will be adopted.

What if I am unwell or unavoidably absent for an assessment task or SAC?

If you miss an assessment task or SAC you must request an Application - Extension of an Assessment Task Date from the Head of Senior Years and present a medical certificate.

For an extension to be granted it must be signed initially by the classroom teacher, the Director of Learning, the Director of VCE Studies and, finally, the Head of Senior Years. If any of these signatories object to the request, the application – at the discretion of the Head of Senior Years - may not be granted.

The School’s response to an application will vary according to circumstances. Possible scenarios are as follows:

- Illness/absence during a period of tuition/preparation for a given task and the task itself: Student given NA
- Special Provision applied for and granted subject to provision of medical certificate. Estimated grade(s) provided by teacher.
- Illness/absence during a period of tuition/preparation for a given task, but student present for the task: Student may choose to seek Special Provision (above) or be assessed and graded as normal.
- Illness/absence for an assessment task taken over 2 days or less: Alternative test and date provided as soon as practicable after student returns.
- Illness/absence for 1 or 2 days for an assessment task taken over an extended period: Time lost made up by special appointment with relevant teacher
- No alternative task required.

Am I eligible for 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 achievements. The VCAA’s Special Provision policy is based on the following principles:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Special Provision in the VCE can take a number of forms:

- Curriculum Delivery and Student Programs
- School-Based Assessment
- Special Examination Arrangements.
- Calculation of a Derived Examination Score.

In each case specific eligibility requirements apply. The School will not grant any special provision if, in the opinion of the Director of VCE Studies, such provision is unlikely to be granted by the VCAA in Year 12. It is not fair to raise expectations only to see them denied by VCAA in Year 12 because they believe special provision is not warranted. This means that careful consideration is given to all applications in Years 10 and 11. Equally, it is wise to apply for special consideration in Years 10 and 11 if you feel that it is warranted. This will establish a precedent that may be taken into account by the VCAA should they be required to consider an application in Year 12.

Can special provision be used for assessment tasks completed at school?

The policy enables schools to apply special provisions and arrangements for school-based assessments. Students are eligible for Special Provision for school-based assessments if their ability to demonstrate achievement is affected by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances.

There are a number of ways in which schools can make alternative arrangements to enable students to be fairly assessed including:

- Allowing students to undertake the task at a later date
- Allowing the student extra time to complete the task
- Setting a substitute task of the same type
- Replacing one task with a task of a different kind
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended
- Use of technology to undertake assessment tasks
- Deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

In order to be granted Special Provision for school-based assessment, students must approach the Director of VCE Studies. Students will need to make a formal application using the Application for the Extension of a VCE Due Date Form. Supporting evidence will be required to validate their application. This provision is available to students undertaking VCE Units 1-4.
What are Special Examination Arrangements?

Students are eligible for Special Exam Arrangements if it can be demonstrated that their ability to access the examination is impaired due to:

- Severe health impairment;
- Significant physical disability;
- Hearing impairment;
- Vision impairment;
- Learning disability;
- Severe language disorder.

Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation. Special Examination Arrangements may take the form of:

- Extra reading time;
- Extra writing time;
- Rest breaks;
- Permission to use a laptop computer;
- Other arrangements necessary to accommodate student’s specific needs.

In order to be granted Special Examination Arrangements, students must approach the Director of VCE Studies. In VCE Unit 3/4 subjects, the School must make a formal application to the VCAA on behalf of the student. This provision is available to students undertaking VCE Units 1-4.

What is a Derived Examination Score?

This form of Special Provision applies only to those students studying VCE Units 3/4. The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student’s examination result where the student has met the eligibility requirements for the provision.

The purpose of a DES is to ensure that a student’s final result on an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement he/she has demonstrated in his/her study over the year/semester.

The DES is not intended to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year.

Students are eligible for a DES if, within two weeks prior to the examination, the student has been significantly and adversely affected by some circumstance. The circumstances that will be deemed acceptable are:

- Illness (both physical and psychiatric), physical injury or a disability that affects the student’s performance on the examination (eg influenza, asthma attack, broken arm).
- Factors relating to their personal circumstance i.e. any event that affects the student’s performance on the examination (eg death/serious illness/accident of a family member or close friend, family break up).

The claim must be substantiated in writing by the attending professional (eg doctor, social worker). If you believe that you have a substantial claim you should contact the Director of VCE Studies who is responsible for making the initial decision on eligibility and recommending approval to the VCAA. Applications for a DES must be lodged with VCAA within seven days of the examination for which the student is making application. Completion of this application form is your responsibility. Final approval rests with the VCAA. For further information on the VCAA’s Special Provision policy visit the VCAA website http://www.vcaa.vic.edu.au

Am I eligible for Compassionate late withdrawal?

If you experience severe hardship, eg serious illness, you may be given approval for late withdrawal from Units 3 and 4. Documentation of the exceptional circumstances must be included. This provision is not available if you are simply not coping with the demands of VCE studies. Compassionate late withdrawal from a study cannot be approved if you have a final, reported grade for an examination, School-assessed Coursework or School-assessed Task. In this case the School may apply for Interrupted Studies status on your behalf.

Am I able to complete a study over two years if something unforeseen occurs?

Interrupted Studies status enables students to complete Units 3 and 4 and have a Study Score calculated over two calendar years. Students enrolled in Units 3 and 4, who go on a recognised overseas exchange programme or who experience serious illness or other major adverse personal circumstance during the course of the year may apply for Interrupted Studies status and withdraw from Unit 4 of a sequence. Students may apply for Interrupted Studies status for their whole program of studies or only part of their programme, eg interrupting two studies of an enrolment of five studies. Interrupted Studies is not granted to students who wish to enrol in an alternative course of study or participate in activities of personal interest. Students who take up full employment or a full-time apprenticeship, but who maintain their commitment to the VCE by continuing enrolment in at least two sequences of Units 3 and 4, may be considered eligible.
Examinations

What is the importance of examinations?

In Years 10 and 11, examinations are conducted at the conclusion of each semester. The purpose of examinations, in broad terms, is two-fold: your performance in the examination will influence the achievement and global grades in the end-of-semester report; and the experience of sitting examinations in Years 10 and 11 will help prepare you for Year 12, where there is considerable emphasis on this form of assessment.

How will my examination performance affect the achievement grade?

Examination scores are used to determine your achievement grade. In Years 10 and 11 this will usually appear under a separate category in your report. The examination grade may determine up to 50% of your global achievement grade. This is reflective of practice in the VCE. In Year 12, of course, this is determined by the VCAA.

Can my examination performance be used in my report to determine S or N?

Examination performance does not determine your S or N grade (this will have been determined throughout the semester through your performance in assessment tasks and SACs and SATs). Examination grades may only be used in relation to S or N grades in exceptional circumstances: that is, if a student has been given the opportunity to redeem an N throughout the semester but has failed in subsequent attempts to demonstrate a sufficient level of understanding (at the discretion of the teacher). In this situation, the examination may be used as a final opportunity to demonstrate sufficient understanding and redeem an N into an S. This must only be used after redemption opportunities earlier in the semester have been attempted.

When are my exams and what do I need to do to get organised?

You are responsible for completing an individual examination timetable once the general examination timetable is published each semester. It is your responsibility to seek a ‘reschedule’ in the event of an examination clash. You are permitted to reschedule an examination if the examination timetable requires you to sit more than two examinations in a day. Any rescheduled examination must take place after the published examination date. If you wish to reschedule an examination in these circumstances you must apply to the Director of VCE Studies. Rescheduling of examinations must only occur if a request is made on the grounds of an examination clash, the scheduling of more than two examinations in a day or a pressing and significant family/personal/health issue.

Will my performance in the examination influence future subject selections?

If you receive poor examination grades you will be interviewed and the Head of Senior Years, in conjunction with the Progress Committee, will make a recommendation as to whether you should proceed with studies in that particular discipline in the following year; this may depend upon the successful completion of subsequent tasks to demonstrate competence.
Homework

How much homework should I be doing?

Homework is an important aspect of your academic program. It can take various forms, including short-term ‘house keeping’ involving the completion of work from class, revision and assignment work. Weekends provide a further opportunity for revision, completion of notes and practise tasks.

- Year 10 students are expected to complete up to 45 minutes per subject, in the case of English and Mathematics up to 6 sessions per cycle, and in Humanities and Science up to 5 sessions per cycle
- Year 11 students could be expected to complete at least two hours of homework each night
- Year 12 students should complete at least 3 hours of homework per evening.

Academic Peak Performance Program

In 2013 The Peninsula School launched the Academic Peak Performance Program. It is one thing to track academic performance; this has occurred at The Peninsula School for many years; the key is to monitor individual academic performance in a timely way and act upon trends when they become apparent. It is the action that counts. Moreover, it is not a question of merely focusing on test results and reports; the attitudes and behaviours that lie behind these scores are more telling.

The goals of the program are threefold: engender a culture in which academic curiosity and achievement is valued and encouraged; educate students that intelligence is not fixed and is the product of effort and grit; and that ‘intelligence’ is based on a set of key behaviours that can be demonstrated and monitored.

There will be a number of activities offered through the Peak Performance Program, some of these will be open to all students and other will be by invitation only. In 2016, invitation into the mentoring component of the program will be at the discretion of the Program Director who will invite students to participate in this aspect of the program.
Attendance

What is the expected level of attendance in senior classes?

Attendance at class is mandatory for VCE students as it is there that most effective learning takes place. Full attendance at all classes is the norm; absence will only be accepted for illness, school excursions and activities. VCE students must attend a minimum of 90% of classes in each study. If you fail to attend 90% of your classes you risk being awarded an ‘N’ for that study. Your teachers will alert the Director of Learning of any pattern of absence which approaches 10%. Rolls will be monitored by the Director of VCE Studies and the Director of Learning at the end of each term.

What must I do if I am absent?

In the case of absence for any reason, notification from parents is required by 9am on the day in question. Student absenteeism is recorded by Mentors at registration. This is passed on to the School Marshal before 9.00am. Your parents are asked to phone the School if you are absent. If you have been reported absent and your parents have not contacted the School they will be contacted by the Marshal after 10am. Students who are absent must provide a note for their Mentor upon returning to school.

What if I am late?

Year 10 students who arrive after 8.40am are to be marked late and sent to the Marshal. Year 11 & 12 students who are late are required to sign in at Zammit Centre reception. A valid excuse must be provided by way of a note or a phone call from your parent/guardian. If you are late without a valid excuse you will be given a Wednesday detention.

What if I am unwell or have an appointment and I need to leave early?

If you leave school early for an appointment you must sign out at Zammit Centre reception. You must provide a note or have parents call on 9788 7621. If you are ill you are to report to the School Health Centre who will contact your parents. You must not to leave the School of your own accord. If you arrive late during the day and do not sign in, you will be given an automatic Wednesday detention.
Why does the School have reports?

The purpose of reporting at The Peninsula School is to provide feedback to you and your parents on your ongoing development by providing targeted advice for how you can improve. Reports at The Peninsula School aim:

- to provide ongoing feedback to you and your parents about your learning
- to develop a feedback cycle that involves active input from teachers, students and parents
- to foster self-regulated learning.

What is in my report?

Your report at the completion of Semester One and Two will consist of a subject overview and the following entries by teachers:

- Achievement grades for coursework completed throughout the semester
- A grade for the summative achievement during the semester
- A Satisfactory or Not Satisfactory result for the semester
- Commendations and observations
- Recommendations for future student learning.

What are commendations?

Commendations address your achievements throughout the semester. These could be in relation to a particular component of the course material, the mastery or exhibition of a certain skill, or your attitude and endeavour throughout the semester. Commendations provide affirmation of successful learning habits and acknowledgement of your progress and effort. Commendations focus on celebrating aspects of your achievement, skill or learning behaviour throughout the semester.

What are observations?

Observations comment on your learning habits, attitudes and achievement throughout the semester. They may indicate the need for an improved attitude, the identification of limitations and difficulty found in an area of the course (and the reason why), the barriers to success you may have encountered, or the limitations of particular study habits or decisions that affected your learning.

What are recommendations?

Recommendations are targeted at the most important skills, attributes or efforts that you could pursue to achieve ongoing improvement in a particular subject. These are targeted statements that direct your future learning actions. You will be provided with subject specific recommendations for future learning irrespective of whether you will continue with that subject in years to come. Recommendations provide direction and a suggested means of fulfilling specific goals. Recommendations should focus on the most important aspects of subject skills, course knowledge, personal skills or work habits that you could address in the immediate future to improve your learning in that particular subject.

How will your Mentor support you?

If, for some reason, you fall below a satisfactory standard, your Mentor will:

- talk to your teachers
- speak to your parents to gather information on your work habits and attitudes to work at home
- check your work on a regular basis and monitor your progress carefully.
Can my performance limit the subjects I can choose in future years?

You are expected to work to your potential. You will be accountable for your efforts and you are expected to achieve your personal best throughout your time in the Senior Years. Poor performance will have an impact on your ability to study particular subjects in future years.

What is the role of the Progress Committee?

The progress committee is a committee consisting of the Head of Senior Years, Director of VCE Studies, Director of Learning and the Mentor. The aims of this committee are to deliberate on the progress of highlighted students and determine whether their efforts warrant a promotion into the next year level. They will also be given the responsibility of developing strategies for all students who are presented to the committee.

Key factors in the determination of promotion would be:

- Level of effort displayed
- Ability of the student
- Extenuating circumstances eg: family difficulties, illness, long term disability, learning disability.
- External commitments of the student eg: a demanding sport or drama commitment outside the School.

If I’m in Year 10, what do I need to do to be promoted?

Should you receive 3 or more N results or UG results for your subjects in a semester, you will be required to attend a meeting with the Progress Committee. During the June period the committee will interview you regarding your results and develop strategies/set goals for the second semester. All details of this meeting will be recorded and discussed with your parents. During the November period you will be asked to present an argument as to why you should be promoted into Year 11. The progress committee may set goals to be achieved during first term the following year; they may limit or make recommendations regarding subject selection or they may decide that you are not to be promoted to the following year level.

In Year 11, what is the impact of poor performance on my subject selections?

If you receive 2 or more N or UG results you will be required to attend a meeting with the progress committee after the June and November reporting periods. During the June period the committee will interview you regarding your results and develop strategies/set goals for the second semester. After the November reporting period the committee may amend your subject selection for the following year, they may set goals to be attained during the following year or they may decide that that you are not promoted to the following year level.

What happens if I do not pass my examinations?

If you do not pass your examinations (ie achieve a score of >50%) you will be required to re-sit the examination after the examination period. Performance in the examination and the re-sit may determine the recommendations of the Progress Committee.
General Achievement Test (GAT)

What is the GAT?

All students enrolled in one or more sequence of Units 3 and 4 must sit the GAT. Students will sit the GAT on the morning of Tuesday 7 June 2016.

A confidential statement of GAT results is sent to you. It is not provided for most tertiary selection or employment purposes; however, it is used by Monash University as part of its middle band selection process. Numerical scores out of 50 are reported for each of three components:

- Written communication
- Mathematics/Science/Technology
- Humanities/Arts/Social Science.
Vocational Education and Training (VET)

What is VET?

Vocational Education and Training (VET) is an optional program for VCE students. It involves a more practical, hands-on approach to learning than a VCE subject eg building, fashion, equine studies to name a few, as well as enabling students to gain insight into a vocation of interest. Most VET programs will contribute towards the ATAR and many will provide credit in further education or training in a similar field.

How do I get to my VET course and what do I wear when I arrive?

It is each student’s responsibility to arrange transport to and from VET. When the venue for VET is another secondary school, school uniform must be worn. Students with VET courses at Chisholm may change out of uniform immediately prior to leaving school.

What if there are clashes with TAFE and school requirements?

Most VET programs run on Wednesday afternoons. Most Year 11 and 12 students have private study at that time to enable VET students to attend whilst minimising missed classes at school.

In general where there is a clash with the School timetable, the VET requirements have priority. If you have difficulties, eg with sport or an excursion, the issue must be negotiated with our VET coordinator prior to the day in question. VET holidays do not always coincide with school holidays. You are expected to meet VET commitments unless prior arrangements have been made with the relevant staff.

What if I am absent during my VET program?

If you are absent, eg due to illness, both the School and VET provider must be notified.

It is recognised that VET students are required to juggle their time between VET and VCE classes. Any VET students experiencing difficulties with their studies are encouraged to meet with the VET coordinator to discuss additional support requirements.
# 2016 Senior Years key dates

<table>
<thead>
<tr>
<th>Semester 1 – Term 1</th>
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<tbody>
<tr>
<td><strong>Friday 29 January</strong></td>
<td>New Student Orientation Morning 9:00 – 11:00am</td>
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<tr>
<td><strong>Monday 1 February</strong></td>
<td>Term 1 Commences</td>
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<tr>
<td><strong>Tuesday 2 February</strong></td>
<td>Year 11 &amp; 12 Information Evening 7:00 – 8:30pm – Ansett Hall</td>
</tr>
<tr>
<td><strong>Wednesday 3 February</strong></td>
<td>Year 10 Parent /Mentor Meetings 3:50 – 6:50pm Pavilion</td>
</tr>
<tr>
<td><strong>Wednesday 10 February</strong></td>
<td>Year 10 Parent Information Evening 7:00 – 8:30pm T Block</td>
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<tr>
<td><strong>Tuesday 16 February</strong></td>
<td>ID Photos</td>
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<tr>
<td><strong>Thursday 10 March</strong></td>
<td>Year 11 and Year 12 Parent Subject Information Evening 7:00 – 8:30pm ZC</td>
</tr>
<tr>
<td><strong>Tuesday 15 March and Thursday 17 March</strong></td>
<td>Year 10-12 Learning Dialogues</td>
</tr>
<tr>
<td><strong>Saturday 19 March</strong></td>
<td>Year 12 Formal – Mornington Racecourse</td>
</tr>
<tr>
<td><strong>Monday 21 March – Thursday 24 March</strong></td>
<td>Year 10 Camp/Work Experience Week</td>
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<tr>
<td><strong>Thursday 24 March</strong></td>
<td>Term 1 Concludes</td>
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<tr>
<th>Semester 1 – Term 2</th>
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<tr>
<td><strong>Monday 11 April</strong></td>
<td>Term 2 Commences (NO STAFF CONFERENCE DAY)</td>
</tr>
<tr>
<td><strong>Friday 15 April</strong></td>
<td>Year 10 Social 7:30 – 10:00pm</td>
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<tr>
<td><strong>Saturday 16 April</strong></td>
<td>Year 11 Social 7:30 – 10:00pm</td>
</tr>
<tr>
<td><strong>Friday 6 May</strong></td>
<td>Year 7-12 PSPA Mother’s Day Breakfast 7:15 – 8:30am</td>
</tr>
<tr>
<td><strong>Sunday 15 May – Saturday 21 May</strong></td>
<td>Production Week</td>
</tr>
<tr>
<td><strong>Monday 30 May – Monday 6 June</strong></td>
<td>Year 11 Unit 1 Examinations</td>
</tr>
<tr>
<td><strong>Monday 30 May – Friday 3 June</strong></td>
<td>Year 10 Examinations</td>
</tr>
<tr>
<td><strong>Tuesday 7 June</strong></td>
<td>General Achievement Test (GAT) for those studying Unit 3/4 subjects</td>
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<tr>
<td><strong>Monday 13 June</strong></td>
<td>Queen’s Birthday holiday</td>
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<tr>
<td><strong>Saturday 18 June</strong></td>
<td>Term 2 Concludes after Saturday Sport</td>
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<tr>
<th>Semester 2 – Term 3</th>
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<tr>
<td><strong>Tuesday 12 July</strong></td>
<td>Term 3 commences</td>
</tr>
<tr>
<td><strong>Wednesday 13 July</strong></td>
<td>VCE and Careers Expo Year 10 Students and parents (4-7pm in Zammit Centre)</td>
</tr>
<tr>
<td><strong>Wednesday 13 July</strong></td>
<td>Year 11 and Year 12 Retreat Day</td>
</tr>
<tr>
<td><strong>Monday 25 July</strong></td>
<td>VCE Subjects Learning Dialogues</td>
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<tr>
<td><strong>Thursday 4 August</strong></td>
<td>Year 11 Driver Education – Fit 2 Drive Presentation</td>
</tr>
<tr>
<td><strong>Thursday 1 September</strong></td>
<td>Year 7-12 PSPA Father’s Day Breakfast 7:15 – 8:30am</td>
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<tr>
<td><strong>Thursday 8 September</strong></td>
<td>Year 7-10 Learning Dialogues</td>
</tr>
<tr>
<td><strong>Monday 12 September – Friday 16 September</strong></td>
<td>Year 10 Camp/work Experience Week</td>
</tr>
<tr>
<td><strong>Friday 16 September</strong></td>
<td>Term 3 Concludes</td>
</tr>
<tr>
<td><strong>Monday 26 September – Thursday 29 September</strong></td>
<td>VCE Trial Examinations</td>
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<tr>
<th>Semester 2 – Term 4</th>
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<tr>
<td><strong>Monday 3 October – Friday 28 October</strong></td>
<td>VCE Performance &amp; LOTE Oral Examinations</td>
</tr>
<tr>
<td><strong>Tuesday 4 October</strong></td>
<td>Term 4 Commences</td>
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<tr>
<td><strong>Wednesday 5 October</strong></td>
<td>Prefect Voting</td>
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<tr>
<td><strong>Monday 10 October</strong></td>
<td>Beginners Lunch (students who attended TPS continuously from Kinder to Yr 12)</td>
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<tr>
<td><strong>Tuesday 11 October</strong></td>
<td>Prefect Announcement</td>
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<tr>
<td><strong>Thursday 13 October</strong></td>
<td>Year 12 Final Chapel Service 11.15am</td>
</tr>
<tr>
<td><strong>Friday 14 October</strong></td>
<td>Gratitude Morning Tea for School staff. Final Day of Classes for Year 12 students</td>
</tr>
<tr>
<td><strong>Monday 17 October</strong></td>
<td>Principal’s Breakfast for Year 12 students 7.30am</td>
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<tr>
<td><strong>Monday 17 October</strong></td>
<td>Valedictory Assembly 11.30am</td>
</tr>
<tr>
<td><strong>Tuesday 25 October</strong></td>
<td>Prefects Investiture Assembly 1.50pm</td>
</tr>
<tr>
<td><strong>Wednesday 26 October</strong></td>
<td>Unit 3 and Unit 4 VCE Examinations commence</td>
</tr>
<tr>
<td><strong>Monday 31 October and Tuesday 1 November</strong></td>
<td>Mid-term Break</td>
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<tr>
<td><strong>Tuesday 15 November</strong></td>
<td>Celebration Evening</td>
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<tr>
<td><strong>Friday 18 November – Friday 25 November</strong></td>
<td>Year 11 Unit 2 Examinations</td>
</tr>
<tr>
<td><strong>Friday 18 November</strong></td>
<td>Year 12 Valedictory Dinner–Mornington Racecourse</td>
</tr>
<tr>
<td><strong>Monday 21 November – Friday 25 November</strong></td>
<td>Year 10 Examinations</td>
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The VCE examination timetable will be released to schools in May 2016. Students will be informed of the timetable as soon as it becomes available. The website is www.vcaa.vic.edu.au.

2016 Written examinations and GAT

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

Students should check the starting time of each examination and arrive at least 30 minutes before this time.

Students should familiarise themselves with rules about late admission to examinations.

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

June examinations and GAT timetable
Each examination commences with a 15-minute reading period which is included in the times shown in the timetable. The GAT examination takes place on Tuesday 7 June 10am - 1.15pm.

2016 Examinations with a performance or oral component
The assessment period for these examinations is from Monday 3 October to Sunday 30 October.

In some cases, students in regional and rural areas will be required to attend examination venues in Melbourne.

Students presenting for Languages examinations: Oral component and Performance examinations will be issued with individual advice slips.

Examination advice slips inform students of the date, time and location of their examinations.

Students are required to produce Photo Identification and their advice slip prior to entry to their examination(s).

Languages examinations: Oral component
Monday 3 October to Sunday 30 October.

VCE Performance examinations
Monday 3 October to Sunday 30 October.

2016 Written Examinations

October Languages examinations: Written component

Wednesday 26 October to Friday 18 November

Auslan
Classical Greek and Classical Hebrew examinations commence with a 5-minute reading period.
Senior Years examination dates 2016

Year 10

Mid-Year: 30 May to 3 June
End-of-Year: 21 November to 25 November

Year 11

Mid-Year: 30 May to 6 June
End-of-Year: 18 November to 25 November

Year 12

GAT: Tuesday 7 June
End-of-Year Trial Examinations: Monday 26 September to Thursday 29 September
Performance & LOTE Oral Examinations: 3 October to 28 October
VCE Written Examinations: 26 October to 18 November
Referencing - a guide for students

Referencing is the methods by which you give credit to the sources used in your essays and reports. If you quote directly from another author or use their ideas you must acknowledge them by referencing.

So you will need to reference:
- direct quotations
- indirect quotations or a summary of what an author wrote
- factual information - such as maps, data, statistics or graphs that you have reproduced
- opinions or direct interpretations of other authorities that you have used in your argument or analysis.

This does not mean that every sentence needs a reference. Your work should be your own appraisal of the available information - not just a summary of other people's texts.

There are many ways to reference your work. The most important things to remember are to be consistent and accurate. The 2 referencing systems most widely used by Australian students are the note (footnote or endnote) system and the author-date or Harvard system. A number of books are available that can explain both systems in detail. For your benefit an explanation of the Harvard system follows.

The Harvard system

In the Harvard system referencing is performed in two sections: in-text and end-text. Each reference needs both these parts.

In-text references

When you have used another author's ideas either by a direct quote or indirectly, you should follow immediately with an in-text reference. This in-text reference has 3 components: the name of the author (or authors), the year of publication and the page reference/s. There are 3 main ways the reference is made in your text: indirectly, saying something like -

... purchase per customer is known as a good indicator of cost structure (Drucker 1984, p.48), or

... Drucker (1984, p.48) noted that the purchase per customer is a good indicator of cost structure, or by using a direct quotation

... 'the larger the purchase per customer, the greater the effectiveness of the retail operation' (Drucker 1984, p.48)

Note: Long quotations of 4 or more lines should be separated from your text and indented about 1 centimetre (this line has been indented).

If the reference refers to a number of pages in the work it would be written like this (Drucker 1984, pp.47-50)

End-text references

All references used within your text must be listed in full detail at the end of your essay or report under the heading References. This list should be in alphabetical order by authors' surnames. So each end-text reference will usually contain the following details:

1. The author's name with the surname first
2. The year of publication in brackets
3. Title underlined
4. Publisher and place of publication

For our example the end-text reference will look like this:


Note: If the reference takes more than one line to record you will need to indent the second line (this line has been indented).

Variations

With almost all research you will find you use many different sources and it is quite likely that your references will vary from our first example. Listed below are some of the common variations. If you are not sure about the exact presentation of a reference, please talk to your subject teacher or the library staff.
Books with more than one author

For two authors only:

IN-TEXT (Poole & Drucker 1987, p.234)
END-TEXT Poole, Max & Drucker, Peter (1987), Managing into the 90's, Aldus Books, New York.

For more than two authors:

IN-TEXT (Poole et.al.1988, pp.67-69)
END-TEXT Poole, Max et.al. (1988), Management skills, Pan Macmillan, London.

Note: Prefer the ampersand ‘&’ to ‘and’ when listing joint authors. Use ‘et.al.’ (the Latin abbreviation for ‘and others’) to indicate other authors.

Books with no author

IN-TEXT (Traditional views 1993, p.45)

Books with an editor

IN-TEXT (Adams 1991, pp.34-44)

Journals and magazines

If the author is known:

IN-TEXT (Baxter 1990, p.11)

If the author is unknown:

IN-TEXT (Factors influencing 1988 boom, issues 1991 vol.5, p.12)

Newspaper articles

If the author is known or unknown but the article has a title, you can follow the example under JOURNALS AND MAGAZINES.
If the author is unknown and the article is not specifically titled:

END-TEXT These references would still be included in your list in this format without the brackets. Please note that the definitive article (the) has been omitted so The Age or The Australian becomes Age or Australian in these instances.

Encyclopedia articles

Use similar rules to those for BOOKS WITH NO AUTHOR.


Brochures, pamphlets and booklets

These are generally treated in the same way as BOOKS.

Video and audio cassettes, kits and charts

Treat these in a similar way to BOOKS with no author. You should indicate the format of the material in your end-text reference.

IN-TEXT (Rules of the game 1992)

CD-ROMs and databases

The style used for referencing this material will vary depending on the text or data retrieved from the CD-ROM or Database. Most likely is the JOURNAL and MAGAZINE or the ENCYCLOPEDIA style. You will need to indicate the format of the source in your end-text reference.

Website references

• Author (person or organisation responsible for the site)
• Year (year the site was created or last revised)
• Name and place of source sponsor (owner/publisher), this name may be the same as the author
• Date website was viewed
• Domain name within angled brackets < >


Website document reference

• Author (person or organisation responsible for the site)
• Year (year the site was created or last revised)
• Title of document (in italics)
• Version number if applicable
• Description of document, if applicable
• Name and place of source sponsor (owner/publisher), this name may be the same as the author
• Date website was viewed
• Complete URL including the page/section including links and shown within angled brackets < >

Other reference details

Works with no date: Use the abbreviation n.d. instead of the date. If the date seems dubious a question mark can be placed in front of the year eg: ?1993

Edition: Any edition other than the first edition should be listed immediately after the title of the work using the abbreviation ‘edn.’:

Companies, institutions, government departments etc. as authors: These bodies can be listed as authors using the name of the body as it appears on the document or book. The best source of this information is the title page.

Multiple entries under the same author: In-text references can become confusing if you are quoting from works of an author published in the same year. Distinguish one from another by using lower-case letters of the alphabet immediately after the publication date. The alphabetic order of the titles in the end-text reference list will establish which is tagged ‘a’ or ‘b’ etc.

IN-TEXT (Australian Bureau of Statistics 1993)
END-TEXT Australian Bureau of Statistics 1993a, Domestic travel survey, ABS, Canberra

IN-TEXT (Australian Bureau of Statistics 1993b)

Personal communications

When you are using information gained by interviewing or by some other form of personal communication (perhaps letter or telephone call), it is expected that all details needed to identify the reference will be in the body of your text. For example:

... in an interview on 6 April 1994, Mrs J. Mason stated ...
... Mrs J Mason’s letter dated 10 March 1994 contained an outline of ...

Note: If it is important to the substance of your argument please include details of the organisation the person represents and his/her position in the organisation.

Another method of referencing personal communications is this:

... it is clear that the environmental impact of the new metal processing procedure is still under investigation by local residents (Mason, J 1994, pers. comm. 6 April) ...

Bibliography

For many essays and reports, your list of references will not cover all the material you used in researching your work. There may be some sources you have used to prepare your work that are not actually cited in your text (and thus have not been listed as references). These should be listed as part of your bibliography. The bibliography is an alphabetic list of all references - those cited as end-text references and all other sources used. This bibliography of all references will follow the end-text reference list.