



## **CURRICULUM includes COMPLETION AND SUBMISSION OF WORK, YEARS 7 TO 12 and TEACHING AND LEARNING POLICY**

### **Introduction**

At Penola Catholic College, a co-educational Catholic Secondary College, teaching & learning are at the core of our mission. The Penola Catholic College community strives to provide a holistic education, which meets the needs and develops the gifts of each student. Through a relevant and engaging curriculum, we aim to prepare our students for the future. In an ever changing, technologically sophisticated world, we foster the ability to be critically aware and sensitive to local and global issues.

We provide a safe learning environment that caters to individual learning styles and meets the needs of students appropriate to their stages of learning. Our educational programs are student centred and aim to bring out the best in our students, empowering them to take initiative and become independent and inquiring learners who strive for excellence.

We value the importance of creating learning spaces and facilities, which enable utilising the latest technologies so as to enhance the learning environment and educational opportunities for our students.

Our Teaching & Learning Policy is inspired by our College Mission and the Principles of Learning & Teaching. (POLTs - DEET 2004) These principles are fundamental to the implementation of the College Curriculum Policy, which is now incorporated within the Teaching and Learning Policy.

### **Guiding Principles of Teaching & Learning at Penola Catholic College**

Students at Penola learn best when:

#### **The learning environment is supportive and productive.**

Teachers reflect this principle by:

- Building positive relationships through knowing, valuing and nurturing every student.
- Promoting an atmosphere that values, respects and celebrates the richness of our social and cultural diversity
- Building students self-confidence by developing resilience and a willingness to be risk-takers in their learning,
- Ensuring students experience success, by recognising individuals' efforts in meeting their personal goals and achievements.

**The learning environment promotes independence, interdependence and self-motivation and encourages students to actively set goals for their learning.**

In learning environments that reflect this principle the teacher:

- Encourages and supports students' curiosity and interests
- Encourages students to take responsibility for their learning
- Uses strategies that promote individual student learning
- Encourages and supports an atmosphere of cooperation and collaboration.

**Penola Catholic College acknowledges that the individual cultural backgrounds, learning styles, gifts and interest of each student impacts on their learning. Therefore, students' needs, backgrounds, perspectives and interests are reflected in the learning program.**

- Teachers develop positive relationships through interaction with students and use their understanding of the individual
- Teachers provide a flexible learning environment that encourages comprehensive learning.

**Students are challenged and supported to develop deep levels of thinking and application.**

Teachers reflect this principle by:

- Planning and delivering lessons that are sequential, relevant and connected to the real world.
- Promoting critical thinking and a spirit of enquiry
- Encouraging students to work to the best of their ability to achieve quality outcomes
- Designing learning activities that promote deep thinking and questioning skills, and an ability to reflect and internalise this learning.
- Developing investigating and problem solving skills
- Fostering imagination and creativity via lateral and creative thinking skills.

**Assessment practices are an integral part of teaching and learning. Assessment is an ongoing process that should be positive, providing feedback and encouragement.**

Teachers reflect this principle by:

- Encouraging students to review, reflect on and refine their knowledge and skills.
- Ensuring that the task of assessing is a shared task (with students) and an integral part of the learning experience.
- Developing formal and informal assessment practices that are sufficiently varied, flexible and reflect assessment of learning, for learning and as learning.

In acknowledging that students have an important and active role to play in their own learning, some assessment practices are determined in collaboration with the students.

**Learning connects strongly with communities and practice beyond the classroom.**

In learning environments that reflect this principle the teacher:

- Supports students to engage with contemporary knowledge and practice
- Plans for students to interact with local and broader communities and community practices.
- Uses technologies in ways that reflect professional and community practices.
- Uses resources and strategies to promote a process of critical thought that evaluates current social practices against Christian Gospel values.



## CURRICULUM POLICY AND PROCEDURES

### Introduction

Curriculum at Penola Catholic College is informed by the Mission Statement of the College as well as current thinking and directions in education, which upholds the principle of a holistic education based on gospel values. In providing a positive learning environment and supported by a comprehensive and varied curriculum, all students will be given the opportunity to develop their personal gifts and talents, their critical awareness, and their sense of social responsibility. Through a contemporary, integrated and relevant curriculum, we aim to meet the individual needs of all students and encourage excellence. It is hoped that all students will experience success and a sense of empowerment and hope for the future.

*This document should be read in conjunction with the Promotion Policy and Student Review Process Document.*

### Definition

Curriculum may be defined as: "All the arrangements the school makes for students' learning and development. It includes the content of courses, student activities, teaching approaches, and the way in which teachers and classes are organised. It also includes decisions on the need and use of facilities". (Ministry of Education Victoria, *The School Curriculum and Organization Framework: P- 12*)

### Core Values

Penola Catholic College provides learning experiences which:

- Are based on the integration of gospel values with life. Students are enriched by the traditions and teachings of the Catholic Church that are made accessible through the Religious Education program and through the celebration of Liturgies and Rituals.
- Are comprehensive and consistent with current educational research and initiatives, ensuring they are equipped with the skills and knowledge required to participate in the technological and contemporary global society
- Challenge students to set their own learning goals, strive for excellence and develop independent learning skills
- Provide students with a continuous process of schooling based on their stages of development

- Transmit the richness of our cultural heritage
- Prepare students for varied post-secondary school pathways
- Assist in developing critical awareness within students about issues which require a moral stand and decisions to ensure they are informed and active citizens
- Affirm students as persons of dignity, who respect the learning of all members of the community

## **Guiding Principles For The Delivery Of Curriculum**

- Curriculum at Penola Catholic College is dynamic and evolving. Processes are in place for the ongoing review of curriculum and for the implementation of new courses, new structures and other educational initiatives relevant to the students' needs.
- The Victorian Government's Australian Victorian Essential Learning Standards (AusVELS) provides the framework for the skills and knowledge taught in each of the Key Learning Areas, Disciplines and Domains as well as the cross curricular priorities and general capabilities as identified in the Australian Curriculum.
- The Australian Curriculum Learning Areas form the basis for the groupings and management of individual subjects offered to students. The Learning Areas are:
  - The Arts (both Visual and Performing Arts)
  - Health and Physical Education
  - English
  - Humanities
  - Languages
  - Mathematics
  - Science
  - Technology
  - Information Technology (separate from the Technology area)

In Victoria, most of these now fall into the Discipline-based Learning Strand while others fall into either the Physical, Personal & Social Learning or the Interdisciplinary Learning Strands.

- Religious Education is provided at all levels and forms an additional Key Learning Area. The guidelines and directives of the Catholic Education Office Melbourne provide the framework for the Religious Education courses and programs of the College.
- At the post-compulsory level, Penola Catholic College offers courses of study accredited by Victorian Curriculum and Assessment Authority (VCAA) for the Victorian Certificate of Education (VCE), which include the Vocational Education and Training (VET) programs that are conducted in partnership with a Registered Training Organisation (RTO). In addition, students have the opportunity to partake in the Victorian Certificate of Applied Learning (VCAL) as well as participating in Vocational Education in Schools (VETIS) programs and the School Based Apprenticeship (SBA) program from Year 10.

- The curriculum priorities as identified by Penola Catholic College staff are;
  - Literacy
  - Numeracy
  - Information & Communications Technology (ICT) across the Curriculum,
  - Thinking Skills using Art Costa's Habits of Mind etc.
- The following continue to be a ongoing focus:
  - Middle Years of Schooling (years 5-9), the Vocational Pathways, Civics & Citizenship, Sustainability and Integrated projects inform and determine programs and structures within the curriculum.
- To cater for mixed ability classes, the College adopts a differentiated curriculum approach integrating the theories of Bloom's taxonomy and Gardner's Multiple Intelligence and others such as DeBono's Hats and Art Costa's Habits of Mind.
- Provision is made for individual learning needs. Courses of study and assessments are enhanced or modified as deemed appropriate by the students Individual Learning Plan (ILP).
- To cater for individual needs, the College provides programs such as Foundation Studies in Mathematics and English, Enrichment Studies in Mathematics and English, Enrichment Italian. Accelerated Programs are offered for those students who have the ability to commence their VCE studies earlier.
- The College assists individuals in the selection of subjects and programs for the senior years of education. Students are able to discuss their choices with subject teachers and the Course Advice Committee.
- Separate EAL classes are also offered from Years 7-12 as appropriate as well as support in the Mainstream as possible.
- Entry into some VCE subjects requires a prerequisite standard or subject that the student must meet.

## **Curriculum Offerings**

### **Curriculum Offerings Years 7-10**

Curriculum offerings are reviewed and updated annually. Please refer to Appendix A for a complete and updated list of subjects offered from Years 7 –10.

### **Senior School Programs**

The Senior Program offers students both a general and a vocational education over the final two years of secondary education, including Religious Education. In addition to the traditional subjects offered, students have the opportunity to undertake studies in up to two Vocational Education and Training (VET) programs, or to pursue the Victorian Certificate of Applied learning (VCAL) as an alternative program to the VCE.

Combining both general and vocational education enables students to create more options towards training and work without detracting from existing pathways to TAFE and University.

Refer to Appendix B for an updated list of offerings.

- **Religious Education and the Senior School Programs - VCE**

In the first year VCE students are required to complete Unit 2 of the VCE study in Religion and Society or Unit 3 and 4 in either Religion and Society or texts and traditions both VCAA approved courses as an extension study. In the second year of VCE, students are required to undertake the College-based program of Religious Education. This program requires students to choose three units from a broad based selection of electives.

In the second year VCE students may also choose to study Units 3 and 4 of either Religion and Society or Texts and Traditions, if they have not already completed these units in their first year of VCE.

- **Religious Education and the Senior School Programs - VCAL**

In the first year of VCAL, students will complete a year length course (4 periods per week) of Religious Education that fulfils the requirements of two models units in the Personal Development Skills strand of VCAL. The course involves a combination of practical community work and class-based study. As well students will be required to participate in the prayer, liturgy and retreat program of the College as well as participate in classes and seminars during the year that explore the Christian dignity of work and community service.

Students choosing to complete a second certificate in VCAL will participate in a combination of the College-based program of Religious Education and VCAL modules, which make up the Personal Development Skills requirements.

## **Guiding Principles For Assessment And Reporting**

At Penola Catholic College we believe that assessment and reporting are an integral part of teaching and learning. Assessment and reporting practices that are grounded in the gospel values of justice and compassion will support students and provide them with the opportunity for growth through reflection on their personal goals, and on their progress and learning. Teachers ensure that the teaching and learning programs as well as the assessment tools they use, reflect assessment OF learning, FOR learning and AS learning. The principles for assessment and reporting at Penola Catholic College are as follows:

- A clear relationship and alignment must exist between curriculum content, objectives, teaching and learning practices and assessment and reporting. At Penola Catholic College we accept the Victorian Essential Learning Standards, the Domains, Dimensions and Progression Points provided by the VCAA as the basis of our assessment and reporting from Year 7 to 10.
- Students may also be assessed using commercially prepared assessment instruments eg ACER PAT tests in numeracy and literacy for incoming Year 6 students, or externally mandated assessment and reporting processes such as the NAPLAN tests at Years 7 & 9.
- All students must be assessed against objective criteria based on outcomes that are communicated to them prior to the commencement of a unit of work and pre and post testing are encouraged.
- Formal examinations at Years 9 to 11 are also integral forms of assessment and feedback process.

- VCE students will be assessed according to the VCAA procedures and guidelines.
- VCE students completing a Unit 3 / 4 sequence will sit the General Achievement Test (GAT) which is a means of ensuring comparability of schools' assessments throughout the State.
- Formal Practice Examinations during the second week of the September Holidays for students completing Unit 3 / 4 units form part of the Year 12 curriculum.
- Assessment OF learning should be continuous and be sufficiently varied to provide a reliable profile of student achievement.
- Assessment FOR learning should be diagnostic, helping teachers to identify students' learning needs.
- Assessment AS learning should provide students with useful feedback and advice on their learning.
- Assessment is modified for students with special learning needs and is enhanced for the more able students. Students on Modified programs are exempted from AusVELS ratings on their reports. Modified reports are identified by the comment stating that the report is modified and the asterisk next to the grades. Students on enhanced programs are acknowledged through the comment section of the semester reports and the AusVELS rating.
- Records of assessment are maintained in full and these are used to inform all reporting within the college. It is College policy that student assessment records are stored electronically and can be retrieved following the set procedure as outlined in Appendix C.
- All reports are presented in a manner that is objective, in language that is simple to comprehend and generally sensitive to the audience. In reporting to parents, teachers must refer to the "Report Writing Style Manual". Members of the College leadership team (including Year Level Coordinators) may ask teachers to adjust or remove a comment if it is deemed to be inaccurate or inappropriate.
- Reporting at Penola Catholic College ensures that students and parents will receive adequate indication of progress regarding: knowledge, skills, attitudes, work practices, values, social and personal development. In addition the reporting process makes recommendations for student improvement.
- Reporting may occur in a number of forums, both formally and informally. These include: formal progress reports, formal semester reports, parent/teacher meetings and other parent/teacher communication, which may be either written or oral, and which provide feedback on students' work. Reports should focus positively on students' progress and achievement and suggest ways of overcoming difficulties and improving learning. Reports should not contain personal comments about the student.
- Parents are to be informed immediately if the work required to meet expected outcomes is unsatisfactory or if the expectations of students need to be adjusted substantially. Parents must not discover for the first time that their child is not progressing satisfactorily in a subject at Parent Teacher Interviews or via the Semester Report.

- Progress on formal College reports is used to review overall student performance and will also be used to determine student promotion. (Refer to the Student Review and Promotion Policy). This is done via Review information sheets that staff and students on review are required to complete.

## **Curriculum Procedures**

### **Curriculum Structure And Delivery**

Penola Catholic College embraces the Victorian Essential Learning Standards and Australian National Curriculum as the basis for curriculum planning, delivery, assessment and reporting in Years 7 to 10.

These place a number of expectations on teaching staff in the development of the following areas:

- defining the major skills and knowledge relevant to the year levels from within the traditional Discipline or Learning Area as well as making connections with the other non- discipline based Domains and Dimensions, ensuring appropriate scope and sequence in the skills and knowledge covered from Years 7-10
- making general statements of attainment for Domains & Dimensions at a particular level, ensuring progression and development of skills
- devising relevant and engaging student learning activities and assessment tools that contribute to the attainment of the learning outcomes using contemporary teaching and learning strategies

VCE studies are based on the accredited VCE Study Designs from the Victoria Curriculum and Assessment Authority (VCAA) and define the areas of study, key knowledge and skills, and the related outcomes.

VCAL studies are based on the accredited programs from the Victorian Qualifications Authority (VQA). The VQA outlines the compulsory strands to be covered, the key knowledge and skills, as well as, the related outcomes for assessment.

### **Delivery and content**

The following arrangements apply to the delivery and content of programs:

- All teachers are required to teach the courses as established and set out by each of the Learning Areas.
- Courses of study in Years 7 to 12 at Penola Catholic College are semester based.
- Each semester's work for a subject or study is called a Unit.
- VET programs refer to modules and are completed over a two year period.
- VCAL programs make reference to the compulsory strands as well as to units.
- The content of each unit for years 7 – 10 is formed by the AusVELS curriculum focus and learning outcomes for each domain and level and the Australian Curriculum.
- The content for Units 1 – 4 (VCE/VET) is formed by the Victorian Certificate of Education (VCE) Study Designs and Assessment Guides, through the Victorian Curriculum and Assessment Authority (VCAA)

- The content for each VCAL strand is outlined in the Victorian Certificate of Applied Learning, Course Accreditation Document that has been developed by the Victorian Qualifications Authority.

### Time allocation

Periods are 50 minutes in duration. Period allocation to key learning areas is as follows over a 10 day cycle:

Year	Arts (Performing & Visual)	English	H&PE	LOTE	Maths	R.E.	Science	Humanities	Technology (Tech. & IT)
7	8	10	5	6	9	6	6	6	4
8	4	9	6	6	9	6	6	6	8
9	6	8	8	6	8	6	6	6	6
10	8	8	4	6	8	6	6	6	8
11	8	8	8	8	8	8	8	8	8
12	10	10	10	10	10	10*	10	10	10

\*VCE Units. Most students are likely to undertake the school-based Religious Education elective program at two periods per week in Terms 1, 2 and 3.

### Curriculum Planning And Development

Each year the provision is made for Heads of Learning to have Learning Area courses accredited. Any changes to courses for the following year need to be made during this accreditation period. The Deputy Principal, Teaching & Learning accredits courses together with the Curriculum Committee.

There is the opportunity each year for staff to submit curriculum proposals for the following year. The focus of the proposals is to provide programs that will make a difference to pedagogy and improve the learning of the student. Proposals are made using the College proforma and following the outlined procedures. See Appendix D for a copy.

### Course documentation – Years 7 to 10

All courses must be documented All units of work must contain:

- a clear unit description
- learning outcomes based on AusVELS domains and dimensions
- knowledge and skills required to attain outcomes
- teaching strategies to be employed to develop the required knowledge and skill
- Literacy
- Numeracy
- ICT
- Thinking skills
- resources required for teaching and learning
- assessment tasks and required work for satisfactory completion of the unit
- assessment tasks to determine attainment of the learning outcomes and levels of achievement

- means by which learning activities, required work and assessment tasks can be enhanced and modified to meet student requirements. (differentiated curriculum)

### **Course documentation – VCE, VCE/VET, VCAL**

The VCAA study designs and assessment guides provide guidelines for the planning and development of units of work. Teachers have the responsibility to develop courses that will provide opportunities for students to satisfactorily complete the units of their VCE studies and to complete the graded assessments. The key knowledge and skills listed for each outcome in the study designs should be used as a guide to course design and the development of learning activities.

Teachers are required to document courses. Course documentation should include the following:

- a unit description
- the designated areas of study
- specified learning outcomes
- key knowledge and key skills required by students to attain the outcomes
- teaching and learning strategies to be employed to develop the required knowledge and skills
- resources required for teaching and learning
- required learning activities that students are expected to undertake to satisfactorily complete the unit
- assessment tasks to determine attainment of the outcomes and levels of achievement
- the nature and scope of assessment tasks and the assessment criteria/rubrics
- means by which required work can be modified to meet special needs students if necessary.

### **Planning for assessment and reporting – Years 7 to 10**

In planning for assessment and reporting, the following principles apply:

- The curriculum focus and learning outcomes are integral to curriculum planning, to assessment and reporting of student achievement.
- The strands and levels provide the focus for assessment and reporting
- Assessment of learning outcomes should be based on a range of assessment methods.
- In assessing and reporting student achievement, teachers will make ‘on balance’ judgements.
- Reports to parents will provide information on a range of student achievement
- Courses should enable students to demonstrate their understanding and skills across a range of standards and progression points.
- Examinations Years 9-10 are part of the assessment and reporting. Guidelines for the preparation and development of examinations are outlined in Appendix E.

## **Planning for Assessment and Reporting – VCE, VCE/VET, VCAL**

In planning for assessment and reporting, the following principles apply:

- The Area of Study and Learning Outcomes are integral to curriculum planning, to assessment and reporting of student achievement.
- The knowledge and skills provide the focus for assessment and reporting within the VCE framework.
- Assessment of learning outcomes should be based on a range of assessment methods that are within the guidelines set out by the VCAA and the VQA.
- In assessing and reporting student achievement, teachers will follow the criteria for the tasks.
- Reports to parents will provide information on student achievement based on the outcomes of the Assessment Tasks. For students studying Units 3 / 4, these will be based on the SAC's/SAT's.
- Courses should enable students to demonstrate their knowledge and skills of the area of study.
- For students completing Units 1 – 4, the Assessment Tasks completed at school, and which form the SACS/SATS for students completing Units 3 / 4, contribute towards the satisfactory completion of a Unit.
- Students completing Units 1 and 2 are expected to complete semester one and two examinations.
- Students completing Units 3 & 4 are expected to partake in the formal Practice Examinations held during the second week of the Term 3 school holidays.
- Students completing Unit 3 / 4 sequences complete the GAT in June and sit examinations during the November period. The examinations contribute towards a student's ATAR score.

## **Assessment 7-10**

### **Development of assessment tasks**

In developing assessment tasks for students, teachers should:

- allow for demonstration of learning outcomes in a variety of ways and across a range of AusVELs levels to ensure that students can succeed at the appropriate level. Teachers should always include opportunities for students to demonstrate understanding at one level above and one level below the year level standard
- clearly distinguish levels of performance based on ongoing classwork and a range of assessments tasks,
- develop activities that enable the diagnosis of student needs, therefore using data to inform practice in catering to individual needs
- encourage all students to confidently attempt the work,
- assess progress in relation to the AusVELS levels with formative assessment tools,
- provide constructive feedback to students on how to improve their work
- increase the use of ICT, teachers should still provide opportunities for hand written, supervised and timed assessment task. As a guide, it is recommended that at least 50% of assessments are conducted under these conditions, as appropriate.

## Assessment judgements

When assessing students' work and assigning Progression Points, teacher judgements should be based on:

- a collection of information on how students have undertaken their work in the day to day program over the semester,
- a range of assessment tasks which clearly reflect course objectives, whereby students have been given multiple opportunities to demonstrate achievement of the outcomes
- student understanding of the expectations contained in the curriculum focus and learning outcomes of the strands covered both discipline based and interdisciplinary domains and dimensions.

## Construction and use of Assessment Rubrics

Using the learning outcomes as a base, teachers should establish some broad 'criteria' on which to assess student work. To provide a common basis for assessment and reporting decisions, teachers should co-operatively determine standard assessment tasks in and across year levels and agree on the criteria for the assessment of tasks. Requirements for the construction of **Assessment Rubrics** are as follows:

- **Assessment Rubrics** must be constructed for all assessment tasks that appear on semester reports, except for formal examinations.
- **Assessment Rubrics** should have a minimum of four (4) criteria and achievement descriptors. It is unlikely that a criteria sheet would have more than 10 criteria or achievement descriptors.
- The minimum possible mark for a 'D' cannot be less than the number of criteria.
- **Assessment Rubrics** can be developed using a 3 point or 5 point scale.
- The criteria or achievement descriptors can be all based on AusVELS progression point descriptors or a mixture of AusVELS progression point and non-AusVELS criteria.
- The correlation between numerical scores and graded assessment should be based on the following table:

**Year 7-11 Grading scale correlation with assessment task scores:**

Max. Score for Assessment Task	A+ 100-90	A 89-80	B+ 79-75	B 74-70	C+ 69-65	C 64-60	D+ 59-55	D 54-50	E+ 49-40	E < 40
12	12,11	10	9	-	8	-	7	6	5	<5
15	15,14	13,12	-	11	10	9	-	8	7,6	<6
18	18-16	15	14	13	12	11	10	9	8,7	<7
20	20-18	17,16	15	14	13	12	11	10	9,8	<8
21	21-19	18,17	16	15	14	13	12	11	10,9	<9
24	24-22	21,20	19,18	17	16	15	14	13,12	11,10	<10
25	25-23	22-20	19	18	17	16,15	14	13	12-10	<10
27	27-25	24-22	21	20,19	18	17	16,15	14	13-11	<11
30	30-27	26-24	23	22,21	20	19,18	17	16,15	14-12	<12
35	35-32	31-28	27	26,25	24,23	22,21	20	19,18	17-14	<14

40	40-36	35-32	31,30	29,28	27,26	25,24	23,22	21,20	19-16	<16
45	45-41	40-36	35,34	33,32	31,30	29-27	26,25	24,23	22-18	<18
50	50-45	44-40	39-38	37-35	34,33	32-30	29,28	27-25	24-20	<20

## Assessment - VCE

### Development of Units 1 and 2 Assessment Tasks and of School Assessed Coursework (SAC) Units 3 & 4

The requirements for coursework assessment for Units 3 and 4 are set out in the VCE study designs. In most studies teachers select from a range of tasks designated for assessment of unit outcomes. In these cases teachers may decide that all students will do the same task, or they may allow students to select the task. Where options are available, the assessment tasks are of comparable scope and demand. Task selection is a school decision and should be based on what suits the teaching program, the resources available and the needs and interests of students. Teachers within a particular study should work co-operatively to ensure comparability of assessment of coursework. Where there are multiple classes of the same study, teachers are required to ensure a common understanding of the coursework and their approach to its assessment. Recommended procedures to ensure this occurs include:

- Common teaching program
- A common assessment program
- Setting common coursework assessment tasks

While Units 1 and 2 coursework assessment is not subject to statistical moderation, the requirements of internal comparability still apply where there are multiple classes of the same subject. Moderation meetings for these studies are required where there are multiple classes of the same subject.

### Development of School-Assessed Tasks (SAT's) Units 3 & 4

The requirements for school-assessed tasks are set out in the VCE study designs. SATs apply to Art, Media, Studio Arts, Visual Communication and Design, Design and Technology, Food and Technology and Systems Engineering. Teachers are responsible for the initial assessment of school-assessed tasks. The sole basis for this assessment is the set of criteria for the award of grades published each year by VCAA.

### Audit of SACS/SATS

#### *Audit of School-assessed Coursework – Units 3 and 4*

As part of the VCAA ongoing monitoring and quality assurance program for the VCE, samples of School-assessed Coursework tasks in each VCE study will be requested for audit from schools. Schools will receive notification of audit by email. The audit will also examine school assessments for irregularities; for example, instances of undue assistance and cases where the VCAA's requirements have not been followed.

#### *Results of Audit*

The VCAA will draw any irregularities identified by the auditing process to the attention of the Principal. In the event of serious irregularity, the Executive Committee of the VCAA will determine whether disciplinary or other procedures will apply and may alter schools' assessments in the light of evidence presented.

#### *Audit of School-assessed Tasks – Units 3 and 4*

The VCAA will audit assessments in each study in a number of schools. The audit will examine school assessments for irregularities including instances of undue assistance, inflated grades and cases where authentication procedures have not been followed.

School assessments, which are audited may be subject to assessment by reviewers.

#### *Results of Audit*

Where irregularities are identified by the auditing process, the Executive Committee of the VCAA will determine whether disciplinary or other procedures will apply and may alter grades in the light of evidence presented.

#### **VCE Completion of Assessment Tasks**

- Students are expected to complete Assessment Tasks on the dates set by the teacher. Students will be given at least one week's notice of when an Assessment task will take place and an indication of the outcome being assessed and the nature of the task. Students completing a School Assessed Task (SAT) in Year 12 will be given the completion date at the beginning of the unit.
- Students will be given one opportunity to resubmit an Assessment Task if it is unsatisfactory, as long as there has been a reasonable initial attempt to complete the work.
- Resubmission can occur on the same piece of work or an alternative, comparable task can be set. This should be completed under supervision during a normal class period or during a scheduled study period. The original score or grade will stand and the resubmission will only be permitted to enable the student involved to achieve an 'S' for the outcome.
- If the work is still an 'N' after the resubmission or the student fails to meet the conditions of the resubmission, the student may receive an 'N' for the outcome and therefore the unit.
- If a student knows in advance that he/she will be absent for an Assessment task he/she must complete an EXTENSION REQUEST FORM. Extensions must be negotiated before the due date. There are very strict guidelines and conditions for the granting of an extension.
- If a student is absent on the day an Assessment Task is to be completed, he/she must complete an ASSESSMENT TASK ABSENCE FORM.
- Parents will be notified in writing if their son/daughter has failed to complete an Assessment Task.

#### **Assessment judgements**

When assessing students' work, teacher judgements should be based on:

- a range of tasks which clearly reflect course objectives,
- understanding of the area of study, key knowledge & skills as outlined in the study design completion of assessment tasks.

#### **Construction and use of Assessment Rubrics**

##### ***Year 11***

Using the learning outcomes as a base, teachers should establish some broad 'criteria' on which to assess student work. To provide a common basis for assessment and reporting decisions, teachers should co-operatively determine standard assessment tasks in and across year levels and agree on the criteria for the assessment tasks. The unit 3 & 4 assessment criteria may be used as a guide to units 1 & 2 tasks.

## **Year 12**

Teachers are advised to follow the Assessment Guide reviewed yearly by VCAA.

## **VCAL**

VCAL has three awarded levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior)

### **Development of VCAL Assessment Tasks**

The requirements for coursework assessment for VCAL Units are set out in the VCAL Course Accreditation Document. Assessment tasks designed by teachers are granted Quality Assurance and undergo regional moderation.

### **VCAL Completion of Assessment Tasks**

- Students are expected to complete Assessment Tasks on the dates set by the teacher. Students will be given at least one week's notice of when an Assessment task will take place and an indication of the outcome being assessed and the nature of the task. Students will be given further opportunities to resubmit an Assessment Task if it is unsatisfactory, as long as there has been a reasonable initial attempt to complete the work.
- Resubmission can occur on the same piece of work or an alternative, comparable task can be set. This should be completed under supervision during a normal class period or during a scheduled study period, and will enable the student involved to achieve a 'C' (Competent) for the Learning Outcome.
- If the work is still a 'NYC' (Not Yet Competent) after the resubmission or the student fails to meet the conditions of the resubmission, he/she may be provided with further alternative opportunities to achieve a 'C' result.
- If a student knows in advance that he/she will be absent for an Assessment task he/she must complete an EXTENSION REQUEST FORM. Extensions must be negotiated before the due date. There are very strict guidelines and conditions for the granting of an extension.
- Parents will be notified in writing if their son/daughter has failed to complete an Assessment Task.
- If a student is absent on the day an Assessment Task is to be completed, he/she must complete an ASSESSMENT TASK ABSENCE FORM.

### **Assessment judgements**

When assessing students' work, teacher judgements should be based on:

- Understanding of the unit purpose and content summary as outlined in the VCAL Course Accreditation Document
- A range of tasks that clearly reflect the unit purpose

### **Construction and use of Criteria Assessment Sheets**

Teachers are to follow the assessment criteria for each learning outcome as described in the VCAL Course Accreditation Document,

## **Record Keeping 7-12**

Teachers must maintain adequate records of student achievement to provide an overview of student progress in relation to levels, strands, outcomes and assessment tasks. The record-keeping strategy and format should be such that it:

- is the most appropriate method to organise the required information
- is most efficient and manageable
- will adequately inform decision making for reporting purposes.
- will provide results of student achievement
- demonstrates class attendance
- demonstrates the processes associated with granting of extensions of time
- indicates where there have been interviews with students
- indicates where parental contact has occurred
- allows for the nomination of students for subject awards (numerical scores required)

The College requires all teaching staff to keep their *VELS, VCAL and VCE Assessment Record* in a clear and orderly fashion as per the above guidelines.

## **Satisfactory Completion 7-10**

### **Satisfactory Completion of a Unit**

To achieve satisfactory completion for a semester unit in Years 7 to 10 a student must have achieved a 'D'(50%) or better. This is based on the average of all assessment tasks indicated on the semester report. For Years 9-10 the overall grade includes formal semester examination results.

### **Guidelines for Student Attendance**

At Years 7-10, students are required to attend a minimum of 85% of all scheduled classes for each subject. Students who miss more than 15% of classes without permission may be referred to the Promotions Committee in accordance with the Promotion Policy. Legitimate absences (e.g. illness, accompanied by a doctor's certificate) do not make up part of the maximum absence rate.

*It is the expectation of the College that all students have 100% attendance to classes unless the absence can be explained.*

## **Satisfactory Completion VCE**

### **Overall Satisfactory Completion**

To satisfy requirements for the awarding of the VCE, students must satisfactorily complete a total of 16 units, including at least:

- three units from the English Group
- three sequences of units 3 and 4 in studies other than English

Satisfactory completion of a VCE unit will be based on the achievement of all outcomes for the unit. Under the VCE, two methods of assessment and reporting will be used:

- satisfactory achievement of outcomes
- level of performance on Assessment Tasks

*It is the expectation of the College that all students have 100% attendance to classes unless the absence can be explained. Usually explained absences should not exceed 15% of class time missed unless covered by special provision.*

### **Satisfactory Completion of a Unit**

In order to satisfactorily complete a unit, students must demonstrate achievement of each of the outcomes for the unit that are specified in the study design.

In those studies where the set of assessment tasks covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award an 'S' for the unit.

Satisfactory achievement of an outcome means:

- the work is clearly the student's own
- it meets the required standard ie. a grade of E or above in Year 12. At Year 11 a grade of D or above.
- the work was completed by the required date
- there was no substantive breach of rules

A student who does not meet the above criteria may receive an 'N' if:

- there is doubt about whether the work is the student's own
- the work is not of the required standard
- the student has failed to meet a school deadline, including where an extension of time has been granted
- there has been a substantive breach of rules including school attendance rules.

### **Satisfactory Completion VCAL**

#### **Overall Satisfactory Completion**

To satisfy requirements for the awarding of the VCAL Certificate, students must satisfactorily complete a total of 10 credits, including at least:

- Literacy & Numeracy skills: one unit of numeracy & one unit of literacy
- Industry Specific skills: one unit made up of a VET Certificate or various modules from a range of VET Certificates
- Work Related skills: one unit made up of work placement or pre-vocational units / modules
- Personal Development skills: one unit in personal development
- Two VCAL units

- Five units at the Award level, including one unit of literacy and one VCAL Personal Development unit

*NB. If a VCAL student is undertaking a VCE subject he / she must fulfil all of the requirements of that VCE study including completing the semester examinations. Students need to apply for an exemption via the senior programs coordinator.*

Satisfactory completion of the VCAL units will be based on the achievement of all outcomes for the unit. Where students are undertaking VCE / VET units the methods of assessment and reporting will be used as described in **Satisfactory Completion** (above).

*It is the expectation of the College that all students have 100% attendance to classes unless the absence can be explained. Usually explained absences should not exceed 15% of class time missed unless covered by special provision.*

### **Satisfactory Completion of a Unit**

In order to satisfactorily complete a VCAL unit, students must demonstrate achievement of each of the Learning Outcomes for the unit that are specified in the Course Accreditation Document.

School designed assessment tasks are granted Quality Assurance and undergo regional moderation.

Where students have undertaken VCE units, all assessment must be in accordance with VCAA guideline, as described in 5.8 of this document.

## **Reporting 7-12**

### **Formal reporting**

Formal reporting takes place four times a year:

- Term One Progress Report – followed by parent/teacher meetings (Years 7-12)
- Semester One Report – followed by parent/teacher meetings (Years 7-12)
- Term Three Progress Report – followed by parent/teacher meetings (Years 7-12)
- Semester Two Report (Years 7-11)

As well as the formal reporting, parental contact is maintained throughout the year to inform on students' progress as well as when there are concerns regarding student progress in academic ability, work practices and or behaviour. This can be done via interviews, phone conversations, notations in students' workbooks or planners, and/or using the formal parent notification letters.

### **Construction of semester reports**

- The assessment tasks devised for reports should be discrete assessment activities that represent the essential learning and assessment of outcomes for that unit.
- In areas such as Mathematics and Science where regular tests and practicals take place, a summative grade covering a number of assessment tasks that reflect performance throughout the semester is permissible.
- There should be a maximum of five (5) assessment tasks on the report. This is inclusive if there is a formal examination at the end of the semester.(9-10)
- VCE reports will indicate the outcomes to be tested for the each semester through the areas
- of study, with the grades achieved

- VET/VCAL reports will indicate the modules/strands completed for the semester

### Reporting codes

#### **Satisfactory Completion Of A Subject**

- To satisfactorily complete a subject a student must achieve an overall grade of **D (50%)** or higher
- This is based on the average of all Assessment Tasks.

#### **Satisfactory Completion Of An Assessment Task**

- To satisfactorily complete an Assessment Task a student must achieve a **D (50%)** or higher.
- If an Assessment Task is comprised of a number of smaller tasks, (e.g. tests and problem solving report) the grade for that Assessment Task will be the average of the smaller tasks.
- A student who achieves an **E+ or E** will be given the opportunity to resubmit the Task within one week of the original date. Students who do not make a reasonable initial attempt at the Assessment Task *will not be entitled to a resubmission ( a reasonable attempt means that the student attempted at least 50% of the task).*
- If the student achieves at least 50% on the resubmission, then the Task will be graded **D<sup>^</sup> (50%)**
- If the student achieves *less than* 50% on the resubmission, then the Task will be given the higher of the original % and the new %.
- If a student is absent from school for a valid reason on the *submission* date, then the student may *submit* the task on the next school day without penalty. A note from parent/guardian explaining the reason for the absence must be provided.
- If a student is absent from school for a valid reason on the *completion* date, then the student may *complete* the task at the next timetabled lesson without penalty. A note from parent/guardian explaining the reason for the absence must be provided.
- Tasks will be graded **NR** (Not Required) in exceptional cases of extended approved absence/illness granted by the Year level Co-ordinator or Head of Campus.
- Tasks will be graded **NA** (Not Assessed) if not completed or submitted at all.
- If the Assessment Task is not submitted by the due date, the maximum possible result is **D<sup>^</sup> (50%)** and the student is not entitled to re-submit (*This is consistent with current policy*)

#### **Calculating The Overall Grade Or Semester Average**

- Each Assessment Task will need to be recorded in teacher chronicle as a percentage as well as a grade.
- Overall Grade will be calculated once percentages for each Task have been entered.
- D<sup>^</sup> (i.e. a maximum score for a resubmission) will be counted as 50% when calculating the semester average
- Tasks graded as NR (Not Required) will not be counted when calculating the average (eg. Average based on 4 tasks submitted rather than 5 set for the semester)
- Tasks graded as NA (Not Assessed) will be counted as 0% when calculating the average.

## **YEAR 11**

### ***Satisfactory Completion Of A Unit***

- To satisfactorily complete an Unit a student must achieve a **D (50%)** or higher
- To satisfactorily complete a subject a student must achieve an **S** for **each** Outcome

### ***Satisfactory Completion Of An Assessment Task***

- To satisfactorily complete an Assessment Task a student must achieve a **D (50%)** or higher

## **YEAR 12**

### ***Satisfactory Completion Of A Subject***

- No change to current practice
- To satisfactorily complete a subject a student must achieve an **S** for **each** Outcome

### ***Satisfactory Completion Of An Assessment Task***

- No change to current practice
- To satisfactorily complete a subject a student must achieve as least an **E (40%)** for each Assessment Task.

*Please refer to the Penola VCE & VCAL Policies and Procedures handbook for Students for details and forms with regard to the completion and resubmission of School Assessed Coursework (SAC's) for Year 11 & 12 Units.*

**Competent:** Satisfactory completion of all requirements of the modules. (Applies only to VET and VCAL modules/units)

**Not Yet Competent:** All requirements of VET/VCAL modules have not yet been satisfactorily completed.

**Module Not Completed:** The VET / VCAL modules have not been completed.

## **Grading scale**

The grading scale for **Years 7-11** is as follows:

A+	A	B+	B	C+	C	D+	D	E+	E
100-90	89-80	79-75	74-70	69-65	64-60	59-55	54-50	49-40	<40

The grading scale for **Year 12** is as follows:

A+	A	B+	B	C+	C	D+	D	E+	E	UG
100-90	89-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	<40

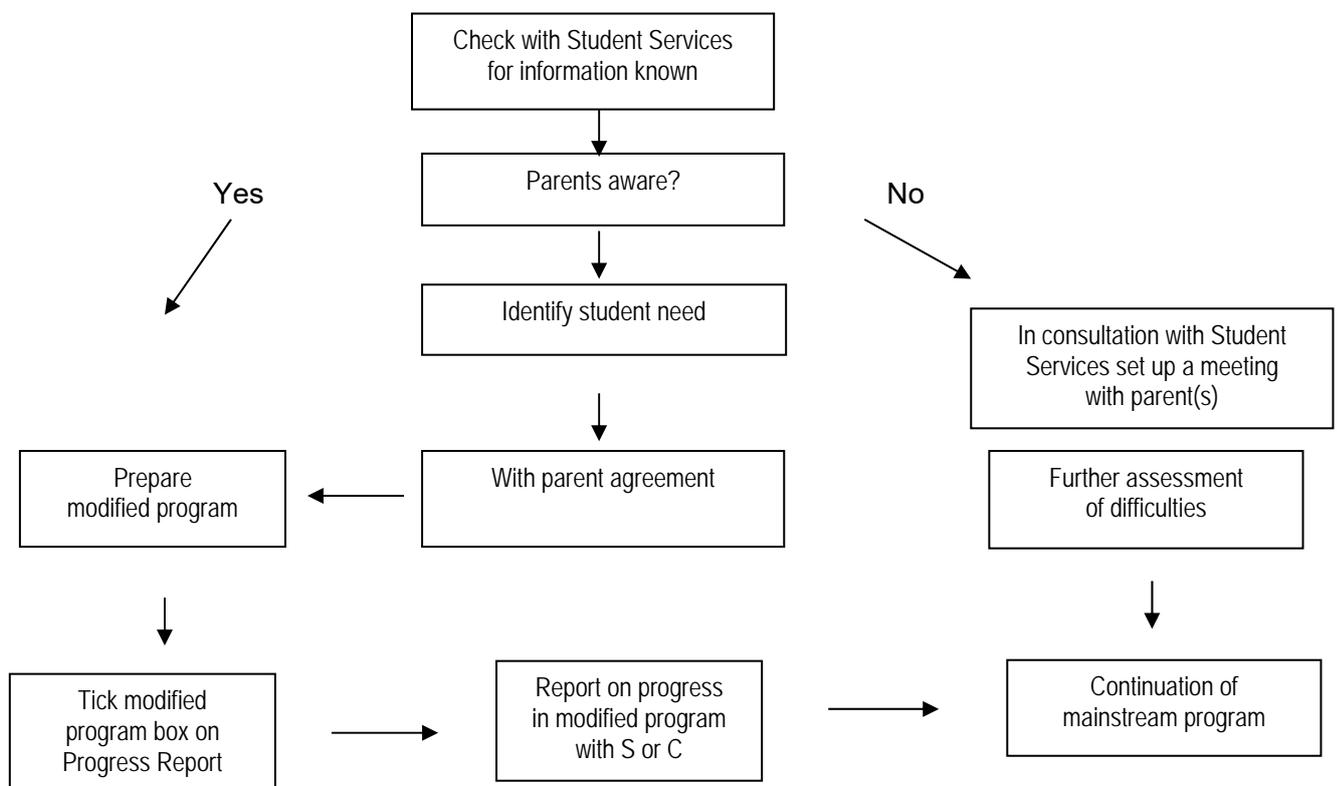
- VCE students will be awarded grades and scores on assessment tasks as they are completed. The grades will be formally reported to students and parents at the end of the Unit.
- It should be noted that total scores for Unit 3 & 4 Coursework will be statistically moderated by VCAA and may change as a result of this process. Similarly, results may change as a result of the review process conducted by VCAA.

- For students completing VCE/VET and VCAL programs, modules will be awarded a “Competent” when they are deemed competent using the grading scale below as a guide.
- Students successfully completing the VCE/VET and VCAL programs will be awarded an overall “S” for their VET Units or VCAL Strands.

## Proposed VCAL & VET Grading scale table

### Reporting process for special needs students

- Students who are on modified programs should be given a report that indicates that they are unable to complete the mainstream work.
- While students may need a modified report in some subjects, it may not be necessary to modify work in all subjects.
- Modified programs may be necessary for students who have a long term:
  - Disability or impairment
  - Language difficulty
  - Learning difficulty
- Parents need to be aware that the student is on a modified program.
- The process to be followed is outlined below.



## Promotion From Year To Year

Promotion from year to year is not automatic. Student's performance is monitored via a number of reporting processes. At all times throughout the year parents are kept informed of the progress of their son/daughter through these reporting processes. These are:

- Term One and Three Progress Reports
- Semester One and Two Reports
- Student Review Process
- Letters to parents informing them of particular concerns regarding the completion of Assessment Tasks

In cases where a student may not be promoted to the following year, parents together with the Promotions Committee discuss all possibilities for the particular student.

*(Please refer to the Promotions Policy and the Student Review Process Document.)*

# SUBJECTS OFFERED FROM YEARS 7 TO 10

# APPENDIX A

Year 7	Year 8	Year 9	Year 10
<p>Religious Education</p> <p>English</p> <p>Health and Physical Education</p> <p><b>Information Technology</b> Students study a one-semester course and the use of computers is integrated across the curriculum</p> <p><b>Humanities</b> Students study one semester each of <i>History and Geography</i></p> <p><b>Languages</b> Students study one semester each of <i>Italian and Japanese</i></p> <p>Mathematics</p> <p>Science</p> <p>The Arts</p> <p><b>Performing Arts</b> Students study one semester of <i>Drama and Music</i></p> <p><b>Visual Arts</b> Students study a one semester of <i>Art and Design</i></p> <p>At the end of Year 7, students must choose to study either:</p> <ul style="list-style-type: none"> <li>Italian or Japanese, and</li> <li>Music or Art</li> </ul>	<p>Religious Education</p> <p>English or Enrichment English</p> <p>Health and Physical Education</p> <p><b>Information Technology</b> The study of Information Technology and the use of computers is integrated across the curriculum</p> <p><b>Humanities</b> Students study one semester each of <b>History and Geography</b></p> <p><b>Languages</b> Students study either <b>Italian or Japanese</b></p> <p><b>Mathematics or Enrichment Mathematics Science</b></p> <p><b>Technology</b> Students study one semester each of <i>Food Technology and Design &amp; Technology (Wood)</i></p> <p><b>Performing Arts &amp; Visual Arts</b> Students study a one-year course of either <i>Art and Design or Music</i></p> <p>At the end of Year 8, students select units in both Arts and Technology for Year 9.</p> <p>They may also elect to study French as a second or replacement Language.</p>	<p>Religious Education</p> <p>English, Enrichment English or</p> <p>Foundation English</p> <p><b>Health and Physical Education</b></p> <p><b>Information Technology</b> Students must select this semester subject as a Technology elective</p> <p><b>Humanities</b> Students will study a year long course called Humanities: including the disciplines of History, Geography &amp; Commerce</p> <p><b>Languages</b> Students may continue to study Italian or Japanese and / or a beginner's course in French. Students of Italian may be invited to study Accelerated Italian and / or may elect Italian Immersion (Religious Education &amp; Humanities)</p> <p><b>Mathematics, Enrichment Mathematics or Foundation Mathematics</b></p> <p><b>Physical Education</b></p> <p>Science</p> <p><b>Technology</b> Students select a one semester unit from, <i>Electronics, Food Technology, Textiles, Technology or Design and Technology (Wood)</i></p> <p><b>The Arts</b> Students select two semester units from the <b>Performing and Visual Arts</b>. They may choose from <b>Art, Drama, Media, Music or Visual Communication</b></p> <p>At the end of Year 9, students select units from The Arts and Technology for Year 10.</p>	<p>Religious Education</p> <p>English, Enrichment or Foundation English</p> <p><b>Humanities</b> Students will study a year long course called Humanities: including the disciplines of History, Geography &amp; Commerce</p> <p><b>Languages</b> Students continue to study <b>Italian, Japanese or French</b>.</p> <p><b>Mathematics, Enrichment Mathematics or Foundation Mathematics</b></p> <p><b>Physical Education</b></p> <p>Science</p> <p><b>Technology</b> Students select two semester units from <i>Electronics, Food Technology, Design &amp; Technology (Wood), Textiles Technology or Engineering</i></p> <p><b>Information Technology</b> Students choose for a semester <i>Programming and / or Multimedia</i></p> <p><b>The Arts</b> Students select either <i>Music Performance</i> for the whole year or two semester units from <i>Art, 3D Art, Drama, Media, Music or Visual Communication</i></p> <p>At the end of Year 10, students select a VCE, VCAL or VET Program</p> <p>The Year 10 Vocational Pathway Program is offered to a limited number of students in Year 10. See the Senior Programs Handbook.</p> <p>The Accelerated studies program offers some VCE Unit 1 &amp; 2 studies to high achieving students.</p>

**VCE and VCE-VET Studies Offered**

Students enrolling in a VCE program have the choice of the following studies.

- Accounting
- Art
- Biology
- Business Administration (VET)
- Business Management
- Chemistry
- Classical Studies
- Community Recreation Studies (VET)
- Drama
- Economics
- Electrotechnology
- Engineering (VET)
- English
- English Language
- Environmental Science
- Food and Technology
- Geography
- Global Politics
- Hairdressing (VET)
- Health and Human Development
- History
- Hospitality (VET)
- Information Technology (VCE)
- Information Digital Media and Technology (VET)
- Interactive Digital Multimedia (VET)
- Languages:
  - French
  - Italian
  - Japanese
- Legal Studies
- Literature
- Mathematics:
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- Further Mathematics
- Media
- Music Performance (Solo & Group)
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Product Design and Technology (Wood & Textiles)
- Psychology
- Religion and Society
- Studio Arts
- Systems Engineering
- Technical Production (VET)
- Texts and Traditions
- Visual Communication and Design

**VCAL Programs Offered**

Students enrolling in the VCAL program must complete the following strands.

Literacy and Numeracy	Literacy: <ul style="list-style-type: none"> <li>• VCE English,</li> <li>• VCE Foundation English or</li> <li>• VCAL Literacy</li> </ul> Numeracy: <ul style="list-style-type: none"> <li>• VCE Maths,</li> <li>• VCE Foundation Maths or</li> <li>• VCAL Numeracy</li> </ul>
Personal Development Skills	VCAL Personal Development, Religious Education and a choice of selected VCE / VET studies.
Work Related Skills	VCAL Work Related Studies and a choice of selected VCE / VET studies.



Prior to 2001 reports were produced manually, and are archived in the relevant students file. All reports since Semester One 2001 are stored electronically. For the year 2000, some reports have been stored electronically, however the majority are photocopies stored in the student files.

**Accessing reports for students prior to 2001**

The College archivist is the key person in accessing these reports for students wishing to obtain another copy of their reports, or for key staff members needing a print out of a particular students report.

**Accessing reports for students 2001 - 2003**

Requests for reports form 2001 – 2003 are to be made through the ICT Manager

**Accessing reports for students 2004 onwards**

Student Reports since 2004 are stored on the college network.

To locate a report you will need to know the homeroom of the student you wish to access. (homeroom data from 2003 can be retrieved/viewed on the school administration system, Synergetic)

These reports/documents are stored on the college network in the Microsoft Word format, at the following location

\\penola-fandp\groups\Student Reports - Archive

Select the *year* required  
Select the *report cycle* required  
Select the *home room* required  
Select the *student* required



## CURRICULUM PROPOSAL / PASTORAL PROGRAM PROPOSAL

When considering to submit a curriculum proposal please keep the following in mind:

Does your proposal:

- Clearly connect to a more effective way of engaging students in learning
- Demonstrate how the teaching and learning process is significantly more engaging for our students in classes or in pastoral periods.

If adding a new subject / program, is it substantially different in content from what is already offered and has associated engaging methodology.

**All submissions are to be typed using this proforma / format.**

**Proposed by:** \_\_\_\_\_

**Proposal Topic:** \_\_\_\_\_

**Learning Area / Year Level :** \_\_\_\_\_

\_\_\_\_\_

**Description of Proposal:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rationale:** How is the ethos of the College expressed through this Proposal (eg Mission Statement, student needs, strategic plan, existing policies)?

\_\_\_\_\_

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**Implications of the Proposal:** What are the possible ramifications – both positive and negative – of this proposal on the following:

**Improved outcomes for student learning**

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**Learning area / year level budgets**

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**Facilities / equipment**

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**Timetabling – please discuss the proposal with the Daily Organisers (Keven and Stuart)**

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**Staffing and / or Professional Development of staff**

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**Time needs to develop the proposal and relevant skills**

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**Assessment and reporting**

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**Other subjects / Pastoral Programs (within the KLA, at that year level, across the year levels)**

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**Is this proposal to substitute an existing subject / program?**

Yes  No

**Barriers** (what issues need to be addressed in order to allow this proposal to succeed?)

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**Consultation:**

**Who have you consulted with to date regarding this proposal?**

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**Did this person / group support you with this proposal?**

Yes

No

**Signature of Proposer:**

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**Date:**

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**Signature of HOL:**

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**Signature of YLH:**

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**Signature of HOC:**

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**Please return this proposal to the Deputy Principal Pastoral Care or Teaching & Learning, no later than**

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Attach any additional relevant support material

These guidelines have been developed in consultation with the Heads of Learning. It is the expectation that all staff will adhere to them.

### Front covers

The attached format is the standard cover sheet to be used for all exams. It is placed on the "G" drive in the Exams folder within the Curriculum Documentation folder.

### Printing

Exams are to be printed double sided.

### Content of exams

Where there are multiple classes of the same subject, the common curriculum must be examined and, only if necessary, allow for class specific questions. It is the responsibility of the Head of Learning to coordinate the writing of exams where more than one class of the same subject exists.

### Exams

- Exams should be appropriately and clearly set out.
- Heads of Learning must keep a copy of all exams produced for their own files and a copy to the Head of Teaching & Learning.
- Heads of Learning are responsible for checking all exams before they are printed to ensure that all guidelines have been met.
- At Year 9 & 10 the examination contributes to 20% or 25% to the Overall Grade.

### Exam Guidelines

The following guidelines must be followed when putting an exam together. It is the responsibility of the Head of each Learning to ensure that these guidelines are adhered to.

- Exams are to include a range of material from each major topic covered in the subject during the semester.
- For Years 9-10, a minimum of three different tasks must be set in order to allow for the examining of different skills. Exams for Units 1-2 should reflect the structure of the VCE Unit 3 & 4 end of year exam, as should the Unit 3 & Unit 4 practice exams.
- Skills & Knowledge, as identified in the AUSVELS and the VCE study guides, must be examined.
- A variety of tasks and therefore question styles must be developed in order to challenge the more capable students as well as cater for those students with less abilities (keeping in mind that they need to be given the opportunity to experience success no matter how weak they may be).
- VCE exams should be used as guidelines in terms of structure when exams for Years 9 –11 are being developed. This means if an exam has an oral/aural component as well as a written component in the Year 12 exam, then the same format should be

followed when preparing exams for Years 9-11. An example of this may be in the subject areas of Drama & Music.

- Length of exams must be followed as decided by the Curriculum Committee, in consultation with the Heads of Learning. These should reflect progression in length from Years 9-11 (see below).
- Assessment criteria should be developed to assist in marking essay type questions. The criteria used for marking assessment tasks could be used.
- Examinations must be rotated and changes made yearly. The previous year's paper must not be used in its entirety.

**Examinations MUST be returned to students for reviewing and discussion with the classroom teachers at the end of the examination period.**

## Exam Storage

The following procedures are to be followed regarding the storing of exams.

### Semester One:

- All exams are to be returned to students and used as a tool for revision and/or highlighting possible areas of concern. It is an opportunity for students to identify areas needing improvement. Elective subjects (years 9 & 10) that conclude their courses at the end of the semester will not be able to follow this procedure unless the same students have re-enrolled in the same subject for semester two. Where possible, these teachers are asked to encourage students to see them about their exam.

Once students have had an opportunity to view and discuss their exams with their teachers, subject teachers are asked to collect all exams for filing.

- Exams are to be kept by the subject teacher until the end of August. They are to then be disposed of appropriately. If storage is a problem, subject teachers are asked to see their HOL.

### Semester Two

Exams are to be kept by the subject teacher and passed on to the Head of Learning to be kept until February of the following year. They are to then be disposed of appropriately.

## Development of exams

It is recommended that exams be rotated and changes made yearly.

## Length of Exams

<b>Year 9:</b>	<b>1 hour plus 10 minutes</b> reading time, or <b>1 hour 20 minutes plus 10 minutes</b> reading time
<b>Year 10:</b>	<b>1 hour 20 minutes plus 10 minutes</b> reading time
<b>Year 11:</b>	<b>1 hour 30 minutes plus 10 minutes</b> reading time
<b>Year 11:</b>	English: <b>3 hours plus 10 minutes</b> reading time
<b>Year 11:</b>	LOTE: <b>2 hours plus 15 minutes</b> reading time
<b>Year 12:</b>	With the exception of English, all subjects have either a <b>1.5</b> or a <b>2</b> hour examination. All exams have 15 minutes reading time included in their times.

See guidelines on the following page for more details

## Length of Exams: Years 9 to 11

The following information applies to the lengths of exams for both semesters one & two.

Length	Year	Subject / KLA
1 hour <b>plus 10 minutes</b> reading time	9	<ul style="list-style-type: none"><li>• PE</li><li>• Health</li><li>• Technology</li><li>• Music</li><li>• Drama</li><li>• Art – Visual</li><li>• IT</li></ul>
	10	<ul style="list-style-type: none"><li>• PE</li></ul>
1 hour <b>20 minutes plus 10 minutes</b> reading time	9 & 10	All other subjects / KLA's not mentioned above
2 hours <b>20 minutes plus 10 minutes</b> reading time 2 hours <b>plus 15 minutes</b> reading time	11	English  LOTE
1 hour <b>30 minutes plus 10 minutes</b> reading time	11	All other subjects / KLA's not mentioned above

### Semester One Exams

#### Year 9 students

Students studying semester subjects will sit an examination at the end of the semester. These are students who are currently studying semester subjects from the elective block.

#### Year 10 students

All students will sit an examination for all their subjects.

#### Year 11 students

All students will sit an examination for all their subjects except in VCAL subjects. This includes students studying a VET subject.

## **Semester Two Exams**

### **Year 9 students**

All students will sit an examination for all subjects.

### **Year 10 students**

All students will sit an examination for all their subjects.

### **Year 11 students**

All students will sit an examination for all their subjects except for VCAL subjects. This includes students studying a VET subject.

### **Year 12 students**

All Year 12 students, and any other students completing Unit 3 & 4 VCE or VET subjects, will sit "Practice Examinations" in preparation for their November exams.

There are no examinations for VCAL subjects.



## VCE UNIT 2 JAPANESE

### Written Examination

Date: insert date  
 Reading time: 12.30 pm to 12.40 pm (10 minutes)  
 Writing time: 12.40 pm to 3.00 pm (2 hours 20 minutes)

Name: \_\_\_\_\_ Home Group: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Structure of Examination

Section	Number of Questions	Number of Questions to be Answered	Total Marks per Section	Suggested times (minutes)
1	20	20	30	50
2	9	9	30	70
3	3	1	15	50
<b>Total</b>			<b>75</b>	<b>170</b>

### Student Instructions

#### Specific Instructions

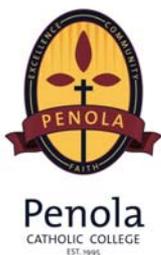
- Complete all information on the cover sheet
- Students may use a monolingual or bilingual dictionary
- Attempt all questions

#### At the end of the Task

Submit all work at the end of the examination.

### Materials

Question and Answer Book



## YEAR 10 JAPANESE

### Written Examination

Date: insert date  
 Reading time: 12.30 pm to 12.40 pm (10 minutes)  
 Writing time: 12.40 pm to 2.00 pm (1 hours 20 minutes)

Name: \_\_\_\_\_ Home Group: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Structure of Examination

Section	Number of Questions	Number of Questions to be Answered	Total Marks per Section	Suggested times (minutes)
1	20	20	30	50
2	9	9	30	70
3	3	1	15	50
<b>Total</b>			<b>75</b>	<b>170</b>

### Student Instructions

#### Specific Instructions

- Complete all information on the cover sheet
- Students may use a monolingual or bilingual dictionary
- Attempt all questions

#### At the end of the Task

Submit all work at the end of the examination.

### Materials

Question and Answer Book



**INSERT KLA**  
**Indicate Unit 1 or 2 (VCE subjects)**  
**Indicate Semester 1 or 2 (Years 9 & 10)**

### Written Examination

**Date:** insert date  
**Reading time:** insert start & finish time (insert number of minutes)  
**Writing time:** insert start & finish time (insert number of minutes)

Name: \_\_\_\_\_ Home Group: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Structure of Examination

Section	Number of Questions	Number of Questions to be Answered	Total Marks per Section	Suggested times (minutes)
1	multiple choice	10	8	10
<b>Total</b>				

### Student Instructions

#### Specific Instructions

- Complete all information on the cover sheet
- Attempt all questions
- Insert any further instructions

#### At the end of the Task

Insert any instructions.

#### Materials

Insert any materials, eg dictionaries, calculators, etc

## Entry Requirements for Units 1 and 2

At Penola Catholic College Year 10 students in Term 3 take an active part in the subject selection / transition program in order to guide them as they make their subject choices for Units 1 & 2. Students are encouraged to work to their full potential in Year 10 in all subjects undertaken and therefore leaving many options open in terms of the range of Year 11 and Year 12 programs available to them.

While the College encourages students to pursue their interests, we realise that sometimes the career pathways, and consequently the subject choices, are not always realistic and appropriate to the student's academic ability. Students sometimes choose subjects that they struggle with, and ignore the indication from the subject teacher that there is a concern with the student continuing a particular subject in Units 1 & 2.

In order to refine the subject selection process further, the following recommendation is made:

**Penola Catholic College recommends that under normal circumstances, a student SHOULD be able to achieve an average of a "C" grade in any particular subject before he/she may continue with that same subject in Units 1 & 2.**

For the KLA of Mathematics the following applies:

- Maths Methods and General Maths S: Average "A" grade
- Maths Methods and General Maths M: Average "B" grade
- General Maths F: Average "C" grade  
Students doing Foundation Maths cannot be considered for VCE maths

For the KLA of Science the following applies:

- Chemistry and Physics: Average "B" grade

Students who are not capable of achieving a "C" average grade will be looked at individually. Students who are capable of achieving a "C" average grade, but for whatever reason have not worked well during the year, will be asked to present a case for why they should be considered for continuing with the particular subject. Discussions with both parents and students will occur to arrive at a decision.

It is hoped that this recommendation will help guide students to more realistic subject choices at the senior level, as well as encourage those students with potential to be more motivated and focused in their studies.

This information will be passed onto students via:

- Letter to the parents
- Term One Parent Information evening
- Year Level assembly
- Subject teacher
- Publication in the Year 10 student handbook

## Process

- Year 10 semester 2 results are checked against student subject choices
- The Course Confirmation Committee follows up students where there is a concern of the subjects that they have chosen.
- Parent/student meetings are held to discuss the subject choice(s)
- The meetings are to be held in term 4 with the Deputy Principal Teaching & Learning, Senior Program's Coordinator and the relevant Head of Learning