



PUSHKIN LYCEUM MELBOURNE

EXCELLENCE • DEDICATION • INTEGRITY

VCE STUDENT HANDBOOK

*Your guide to success in the
Victorian Certificate of Education*

2026



LEARN

Be curious
Seek knowledge



RESPECT

Be kind
Value others



ACHIEVE

Work hard
Aim high



BELONG

Be included
Make a difference



“ The more you know, the more you can create. ”

– Alexander Pushkin

VCE STUDENT HANDBOOK 2026

CONTENTS

1. INTRODUCTION
2. VCE REQUIREMENTS
3. OVERVIEW (RUSSIAN LANGUAGE)
4. COURSE STRUCTURE
5. SKILLS DEVELOPMENT
6. ASSESSMENT STRUCTURE
7. LANGUAGE LEARNER CATEGORIES
8. STUDENT DECLARATION
9. LANGUAGE OPTIONS
10. SCHOOL-BASED ASSESSMENT (SAC)
12. AUTHENTICATION POLICY
13. ABSENCE AND MISSED SACS
14. EXTENSIONS
15. SPECIAL PROVISION
16. APPEALS PROCESS
17. SATISFACTORY COMPLETION (S/N)
18. REDEMPTION POLICY
19. ACADEMIC INTEGRITY & MISCONDUCT
20. INVESTIGATION PROCESS
21. COMMUNICATION DURING INVESTIGATION
22. PENALTIES
23. APPEALS FOR BREACHES
24. STORAGE & SECURITY OF SACS
25. USE OF EXTERNAL MATERIALS
26. STUDENT RESPONSIBILITIES
27. ASSESSMENT CONDITIONS
28. SCHOOL CALENDAR 2026
29. KEY ASSESSMENT DATES
30. IMPORTANT NOTES
31. FURTHER INFORMATION
32. CONTACT INFORMATION

1. INTRODUCTION

This handbook provides students and families with essential information about the Victorian Certificate of Education (VCE), including academic requirements, school policies, and procedures that apply to all VCE students.

It is designed to support students in understanding their responsibilities and to ensure that all assessment and administrative processes are conducted fairly and consistently.

Students are expected to read this handbook carefully and refer to it throughout the year. Parents/guardians are also encouraged to review this document to support their child's learning.

2. VCE REQUIREMENTS

To be awarded the VCE, students must successfully complete a minimum of **16 units** over the course of their studies.

This must include:

- At least **3 units from the English group**, including a **Units 3 & 4 sequence**
- At least **three sequences of Units 3 & 4** in any subjects

A "sequence" refers to completing both Unit 3 and Unit 4 in the same subject.

Students must also meet the requirements for **Satisfactory Completion (S)** in each unit.

3. OVERVIEW (RUSSIAN LANGUAGE)

The VCE Modern Languages program aims to develop students' ability to communicate confidently and effectively in a language other than English.

The Russian Language course allows students to:

- Develop advanced communication skills in speaking, reading, writing, and listening
- Explore Russian culture, traditions, literature, and contemporary issues
- Build intercultural understanding and global awareness

Students engage with authentic materials and real-life contexts, helping them use the language meaningfully.

Due to limited weekly contact hours in a community language school setting, students are expected to take responsibility for their learning by:

- Completing homework regularly
 - Revising vocabulary and grammar
 - Practising language skills outside of class
-

4. COURSE STRUCTURE

The course is based on three key modes of communication:

Interpersonal Communication

Students exchange ideas and opinions through conversations and written interaction. This includes discussions, role-plays, and correspondence.

Interpretation

Students listen to and read texts in Russian, identify key information, analyse meaning, and respond appropriately.

Presentation

Students present ideas, arguments, and information clearly in spoken and written form, using appropriate structure and language.

Themes and Topics

Students study a range of themes, including:

- Personal identity and relationships
- Culture and traditions
- Community and society
- Global issues

These topics allow students to explore both personal and broader social perspectives.

5. SKILLS DEVELOPMENT

Students develop the following key skills:

- **Listening** – understanding spoken Russian in conversations, interviews, and media
- **Speaking** – participating in discussions and delivering presentations
- **Reading** – interpreting written texts such as articles and stories
- **Writing** – producing structured responses in different formats
- **Viewing** – analysing visual and multimedia texts

Additional focus areas include:

- Expanding vocabulary
- Improving grammar accuracy
- Developing fluency and pronunciation
- Building cultural awareness

Regular practice is essential for skill development and long-term success.

6. ASSESSMENT STRUCTURE

Assessment in VCE Russian includes both school-based and external components:

School-Assessed Coursework (SACs)

- Unit 3: 25%
- Unit 4: 25%

SACs are conducted under controlled conditions and may include:

- Oral presentations
- Listening tasks
- Reading comprehension
- Written responses

End-of-Year Examination

- 50% of the final study score

The examination is conducted externally and assesses all key skills.

Students are expected to prepare consistently throughout the year.

7. LANGUAGE LEARNER CATEGORIES

For VCE Modern Languages, students are required to be classified into one of two language learner categories. This classification is a requirement of the Victorian Curriculum and Assessment Authority and is used to support fair and equitable assessment practices across all students.

Students are classified as:

- **First Language Learners**
- **Second Language Learners**

Purpose of Classification

The classification system ensures that:

- Students are assessed fairly based on their background and exposure to the language
- Study scores are calculated in a way that maintains equity between students with differing levels of language experience
- The integrity and comparability of VCE results are maintained across the state

Although all students complete the same course and examinations, statistical moderation processes are applied to ensure fairness in the reporting of study scores.

First Language Learners

A First Language Learner is typically a student who:

- Has significant exposure to the language in their home environment
- Uses the language regularly for communication
- Has received formal or informal education in the language
- May have lived or spent considerable time in a country where the language is spoken

These students generally have a higher level of familiarity and fluency in the language.

Second Language Learners

A Second Language Learner is typically a student who:

- Has learned the language primarily through formal study
- Does not regularly use the language at home or in daily life
- Has limited exposure to the language outside the classroom
- Has had minimal immersion in a country where the language is spoken

These students are learning the language in a more structured, academic context.

How Classification is Determined

Classification is determined based on information provided in the **VCE Modern Languages Student Declaration Form (VASS)**. This includes:

- Language(s) spoken at home
- Educational background in the language
- Duration and nature of exposure to the language
- Time spent living or studying overseas

The school reviews this information and assigns the appropriate category in accordance with VCAA guidelines.

Impact on Results

- All students complete the **same Units 3 & 4 sequence and examinations**
 - Classification does **not change the curriculum or assessment tasks**
 - However, it is used in the calculation of study scores to ensure fairness across cohorts
-

8. STUDENT DECLARATION

All students enrolled in a VCE Modern Languages subject must complete a **VCE Modern Languages Student Declaration Form** via the Victorian Assessment Software System (VASS). This is a mandatory requirement set by the VCAA and must be completed accurately and within the required timeframe.

The declaration is used to determine the student's language background and eligibility for assessment purposes.

Purpose of the Declaration

The declaration ensures that:

- Students are correctly classified according to VCE language learner categories
- Assessment and study scores are calculated fairly and consistently
- The integrity of the VCE assessment process is maintained

What the Declaration Confirms

Students must provide accurate information regarding:

Language background

This includes details such as:

- The language(s) spoken at home
- The student's exposure to the language in everyday life
- Any formal or informal education received in the language
- Time spent living or studying in a country where the language is spoken

This information helps determine the student's level of familiarity with the language.

Eligibility category

Based on the information provided, students will be classified as:

- **First Language Learner** or
- **Second Language Learner**

This classification is used by the VCAA to ensure fairness in the calculation of study scores.

Student Responsibility

Students are responsible for:

- Completing the declaration honestly and accurately
- Ensuring all information provided is complete
- Submitting the form by the required deadline

If a student is unsure about any part of the declaration, they must seek clarification from the teacher or VCE Coordinator before submitting

Verification and Review

- The school may review the information provided to ensure accuracy
- Additional clarification or documentation may be requested if required
- The VCAA may also review student declarations as part of its processes

Consequences of Incorrect Information

Failure to provide accurate or truthful information may result in:

- Review of the student's eligibility category
- Adjustment of assessment outcomes or study score
- Further investigation in line with VCE policies

Important Notes

- The declaration must be completed once for each relevant VCE language study
 - Changes to a student's circumstances must be reported to the school promptly
 - The declaration forms part of the official VCE assessment record
-

9. LANGUAGE OPTIONS

Students are encouraged to include a language in their VCE program as it offers significant academic, personal, and professional advantages. Studying a language such as Russian not only supports VCE success but also equips students with valuable lifelong skills.

Benefits of Studying a Language

Improved ATAR scores through scaling

Languages are among the subjects that are often favourably scaled in ATAR calculations.

- This reflects the level of skill, consistency, and discipline required to study a language
- Strong performance in a language subject can positively contribute to a student's overall ATAR
- Students who are committed and perform well may gain a competitive academic advantage

Enhanced career and university opportunities

Language skills are highly valued in a wide range of careers and fields of study, including:

- International business and trade
- Law, diplomacy, and government
- Education and translation
- Tourism, media, and global industries

Universities also recognise the value of language study, and in some cases:

- Language study may be a prerequisite or provide bonus points
- Students may gain access to exchange programs or international opportunities

Development of communication and analytical skills

Studying a language strengthens key academic skills, including:

- The ability to communicate clearly and effectively in different contexts
- Critical thinking and problem-solving
- Understanding of grammar and structure, which can also improve English skills
- Ability to interpret and analyse different types of texts

These skills are transferable across all subjects and areas of study.

Greater cultural awareness

Language learning provides insight into different cultures, traditions, and perspectives. Students develop:

- An appreciation of cultural diversity
- The ability to interact respectfully with people from different backgrounds
- A broader understanding of global issues and communities

This is particularly important in today's interconnected world.

10. SCHOOL-BASED ASSESSMENT (SAC)

School-Assessed Coursework (SAC) consists of formal assessment tasks that are completed during class time under supervised conditions. SACs are designed to assess students' understanding of the course content and their ability to demonstrate the required knowledge and skills as outlined in the VCE Study Design.

SACs are an essential component of VCE assessment and contribute directly to the student's final study score. It is therefore important that all students take these tasks seriously and prepare thoroughly.

Assessment Conditions

SACs are conducted under clearly defined and controlled conditions to ensure fairness and consistency for all students.

Conditions include:

Individual work

Unless otherwise specified, all SACs must be completed independently.

- Students must not collaborate or communicate with others during the task
- Any group work must be explicitly approved and structured by the teacher

No unauthorised materials

Students may only use materials that have been approved by the teacher.

- This may include dictionaries, notes, or specific resources where permitted
- Mobile phones, smart devices, or other unauthorised materials must not be used
- Any breach of this rule may result in penalties

Strict time limits

Each SAC is completed within a set time limit.

- Students must manage their time effectively during the task
- Additional time will only be granted where officially approved (e.g. Special Provision)
- Work submitted after the allocated time may not be accepted

Work must be original

All work submitted must be the student's own.

- Students must not copy from others or use unauthorised assistance
- Teachers may verify authenticity through drafts, questioning, or follow-up tasks
- Breaches of authenticity rules may result in an N result or further penalties

Additional Expectations

Students are expected to:

- Arrive on time and be fully prepared for the SAC
- Follow all instructions provided by the teacher
- Remain in the assessment room for the full duration unless permitted to leave
- Behave appropriately and maintain a quiet assessment environment

Purpose of SACs

SACs are designed to:

- Assess students' progress and understanding throughout the course
- Provide feedback to support improvement
- Prepare students for the end-of-year examination
- Ensure that assessment is conducted under fair and consistent conditions

Importance

As SACs contribute directly to the final study score, students should:

- Prepare thoroughly for each assessment
- Revise content regularly
- Seek clarification from teachers when needed

11. ASSESSMENT SCHEDULE & NOTIFICATION

The school ensures that all students are given clear and timely information about upcoming School-Assessed Coursework (SAC) tasks. This allows students to prepare effectively and understand the expectations for each assessment.

Students will receive **at least two weeks' written notice** prior to each SAC. This notification may be provided via email, learning platforms, or written handouts.

The notification will include the following details:

Task details

Students will be informed of:

- The type of task (e.g. oral presentation, listening task, written response)
- The Unit and Outcome being assessed
- The specific skills and knowledge required

This ensures students clearly understand what they are expected to demonstrate.

Date and duration

The notification will specify:

- The exact date of the SAC
- The length of the assessment
- Any relevant scheduling information (e.g. multi-part tasks)

Students are expected to be available and prepared on the scheduled date.

Assessment criteria

Students will be provided with the criteria used to assess their work. This may include:

- Key performance indicators
- Marking rubrics or descriptors
- Expectations for high-quality responses

Understanding the criteria helps students focus their preparation and maximise their performance.

Conditions of assessment

Students will be informed of the specific conditions under which the SAC will be conducted, including:

- Permitted materials (e.g. dictionary, notes)
- Whether the task is completed individually or in groups
- Time limits and supervision requirements

Students must follow these conditions strictly during the assessment.

Additional Information

Where applicable, the notification may also include:

- Preparation guidelines or revision topics
- Practice tasks or examples
- Instructions for submission (if relevant)

Teachers may also discuss SAC requirements in class to ensure all students understand expectations.

Student Responsibility

Students are responsible for:

- Reading and understanding all SAC notifications
- Recording assessment dates in their personal schedules
- Preparing adequately in advance
- Asking questions if any part of the task is unclear

Failure to be aware of assessment details does not constitute a valid reason for missing or underperforming in a SAC.

12. AUTHENTICATION POLICY

Students must ensure that all work submitted for assessment is their own and accurately reflects their individual understanding and ability. Authentication is a key requirement of the VCE and is essential to maintain fairness, credibility, and integrity in the assessment process.

Students are responsible for ensuring that:

- All submitted work is completed independently (unless otherwise specified)
- Any sources or assistance are properly acknowledged where permitted

- They comply with all assessment conditions and instructions

Breaches of Authentication

A breach occurs when a student submits work that is not entirely their own or has been completed with unauthorised assistance. Examples include:

Copying another student's work

- Submitting identical or substantially similar responses
- Sharing work with others for the purpose of copying

Using AI or external help without acknowledgement

- Using artificial intelligence tools, translators, or online generators without permission
- Receiving help from tutors, family members, or others beyond what is allowed

Plagiarism

- Copying content from books, websites, or other sources without proper acknowledgement
- Paraphrasing another source too closely without credit

Receiving unauthorised assistance

- Working collaboratively when the task requires individual work
- Receiving help during a SAC or assessment task that is not permitted

School Procedures

To ensure that all work is authentic, the school may implement the following procedures:

Submission of drafts

Students may be required to submit drafts, notes, or planning work to demonstrate the development of their ideas over time.

Explanation of work

Students may be asked to explain their responses verbally or in writing to confirm their understanding and authorship.

Completion of additional tasks

Students may be required to complete a similar task under supervision to verify their ability and confirm authenticity.

13. ABSENCE AND MISSED SACS

Attendance at all School-Assessed Coursework (SAC) tasks is compulsory, as these assessments contribute directly to a student's study score and satisfactory completion of the unit. Students are expected to prioritise SAC attendance and make every effort to be present on the scheduled date.

If a student is unable to attend a SAC, the absence must be for a **valid and approved reason**, and appropriate procedures must be followed.

Valid Reasons for Absence

A SAC may only be rescheduled if the student has a legitimate reason, such as:

• Medical reasons

- Illness or injury that prevents attendance
- A **doctor's certificate** or medical documentation must be provided
- The certificate must clearly cover the date of the missed SAC

• Approved absence

- Pre-approved school commitments (e.g. official school events)
- Serious personal or family circumstances
- Other exceptional situations approved by the school

Unexplained or unapproved absences will not be accepted as valid reasons.

Process for Missed SACs

If a student misses or is unable to attend a SAC, the following steps must be followed:

1. **Contact the school immediately**
 - The student (or parent/guardian) must notify the school as soon as possible, preferably on the day of the SAC
 - Communication should be made via email or phone
2. **Provide supporting documentation**
 - Relevant evidence (e.g. medical certificate) must be submitted promptly
 - Documentation must be valid, complete, and clearly explain the reason for absence
3. **Rescheduling the SAC**
 - If the absence is approved, the SAC will be rescheduled at the **earliest practical opportunity**
 - The rescheduled task may:
 - Be the same task, or
 - Be an alternative task of comparable difficulty

Important Conditions

- The rescheduled SAC will be conducted under the same strict assessment conditions
- Students must be prepared to complete the SAC when required
- Failure to attend a rescheduled SAC without valid reason may result in penalties

Unapproved Absence

If a student:

- Fails to provide valid documentation
- Does not notify the school
- Misses the SAC without an acceptable reason

The outcome may include:

- A score of zero for the SAC
 - An **N (Not Satisfactory)** result for the outcome
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14. EXTENSIONS

Extensions for assessment tasks may be granted in **exceptional and unforeseen circumstances** where a student is unable to meet a deadline despite reasonable effort. Extensions are not automatically approved and are intended to support students facing genuine difficulties.

What Are Exceptional Circumstances?

Extensions may be considered in situations such as:

- Illness or medical conditions
- Significant personal or family issues

- Unforeseen events outside the student's control
- Other serious circumstances that impact the student's ability to complete the task on time

Extensions are **not** typically granted for:

- Poor time management
- Competing commitments or workload
- Lack of preparation

Procedure for Applying

Students must follow the process below:

Apply before the due date

- Requests for extensions must be made **prior to the assessment deadline**
- Late requests may not be considered unless exceptional circumstances can be demonstrated

Provide supporting evidence

- Students must submit relevant documentation to support their request, such as:
 - Medical certificates
 - Written explanation of circumstances
 - Other appropriate evidence

Approval at school discretion

- The school (VCE Coordinator or relevant staff member) will review the request
- Each application will be considered individually
- The decision will be based on the validity of the reason and supporting evidence

Conditions of Approved Extensions

If an extension is granted:

- A **new due date** will be provided
- The student must submit the work by the revised deadline
- The task must still meet all assessment and authentication requirements

Failure to meet the extended deadline without further approval may result in penalties.

Important Notes

- Extensions apply only to **coursework completed outside SAC conditions**
- SACs conducted under supervision are **not eligible for extensions**; instead, missed SAC procedures apply
- Students should communicate with teachers as early as possible if difficulties arise

15. SPECIAL PROVISION

Special Provision is available to support students who are significantly affected by circumstances that impact their ability to demonstrate their learning under normal assessment conditions. The aim is to ensure that all students have a **fair and equitable opportunity** to complete their assessments.

Special Provision does **not** give students an advantage, but rather adjusts conditions to reduce disadvantage.

Eligibility for Special Provision

Students may apply for Special Provision if their performance is affected by:

Illness

- Physical or mental health conditions that impact performance during SACs or examinations
- Short-term illness (e.g. flu) or ongoing medical conditions
- Medical documentation is required to support the application

Personal circumstances

- Significant personal or family issues (e.g. bereavement, hardship)
- Situations outside the student's control that affect wellbeing or concentration
- Evidence or supporting documentation may be required

Disability

- Long-term conditions that affect learning or assessment performance
- This may include physical disabilities, learning difficulties, or other diagnosed conditions
- Adjustments may be ongoing throughout the year

Possible Adjustments

Depending on the student's needs, the school may provide appropriate adjustments such as:

Extra time

- Additional time to complete SACs or tasks
- Allows students to process information and respond without disadvantage

Rest breaks

- Scheduled breaks during assessments without penalty
- Supports students who may experience fatigue, stress, or medical needs

Alternative assessment format

- Adjustments to how the task is presented or completed
- For example:
 - Use of assistive technology
 - Modified task format
 - Separate assessment setting

Application Process

To apply for Special Provision, students must:

1. **Submit a request to the school**
 - As early as possible, preferably before the assessment
2. **Provide supporting documentation**
 - Medical certificates, professional reports, or other relevant evidence
3. **Participate in review (if required)**
 - The school may discuss the request to determine appropriate adjustments

Approval and Implementation

- All applications are assessed on a case-by-case basis
- Adjustments will be reasonable and appropriate to the student's needs
- The school will inform the student of the approved provisions

Important Notes

- Special Provision applies to **both SACs and, where applicable, external assessments**

- Students must continue to meet all learning outcomes
 - Adjustments will not change the standard of assessment
-

16. APPEALS PROCESS

The school is committed to ensuring that all decisions relating to assessment and student outcomes are fair, consistent, and transparent. Students have the right to appeal a school decision if they believe it is incorrect, unfair, or not made in accordance with established procedures.

An appeal provides students with an opportunity to have their case reviewed and ensures that all relevant information has been properly considered.

When Can a Student Appeal?

Students may lodge an appeal in situations such as:

- Concerns about SAC results or assessment outcomes
- Decisions related to authentication or academic misconduct
- Special Provision or extension decisions
- Procedural issues affecting assessment conditions

An appeal should be based on **valid grounds**, such as an error in process, missing information, or unfair treatment, rather than simply disagreement with a mark or result.

Steps in the Appeals Process

1. Submit appeal in writing

Students must submit a written appeal outlining:

- The decision being challenged
- The reasons for the appeal
- Any supporting evidence or relevant documentation

The appeal should be clear, factual, and submitted within the required timeframe (usually within **5 working days** of receiving the decision).

2. School reviews decision

Once the appeal is received:

- The school will acknowledge the appeal
- A review will be conducted by appropriate staff, which may include the VCE Coordinator or other senior staff members not directly involved in the original decision
- All relevant information, including the student's submission, will be carefully considered

The review process aims to ensure that correct procedures were followed and that the decision was fair and reasonable.

3. Outcome communicated in writing

Following the review:

- The student will receive a formal written response
- The outcome will include:
 - The final decision
 - Reasons for the decision
 - Any changes to the original outcome (if applicable)

- Information about further appeal options (if available)

Further Review

If the student is not satisfied with the outcome:

- They may request a further review by the Principal
 - In some cases, additional appeal pathways may be available in accordance with VCE procedures
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17. SATISFACTORY COMPLETION (S/N)

In VCE, each unit is assessed using a **Satisfactory (S)** or **Not Satisfactory (N)** result. This outcome reflects whether a student has successfully demonstrated the required knowledge and skills for the unit, as outlined in the VCE Study Design.

Achieving an **S (Satisfactory)** result is essential for completing a unit and progressing toward the VCE qualification.

Requirements for an S (Satisfactory)

To achieve an S, students must:

Demonstrate required skills and knowledge

- Meet all learning outcomes for the unit
- Show an understanding of key concepts and content
- Apply skills appropriately in assessment tasks

Teachers will assess whether the student has reached the standard expected, not just whether the work is completed.

Complete all assessment tasks

- Submit all required SACs and coursework
- Attempt all components of each task
- Meet deadlines or have approved extensions

Completion of tasks is essential; however, the quality of work must also meet the required standard.

Important Notes for Satisfactory Completion

- The **S/N result is separate from the numerical score** received for SACs
- A student may achieve an S even if their SAC scores are low, provided the required standard is met
- Consistent effort throughout the unit is necessary to demonstrate achievement

When an N (Not Satisfactory) May Be Given

An N result may be awarded if a student fails to meet the requirements of the unit. This may occur if:

Work is not submitted

- The student does not complete or submit required assessment tasks
- Deadlines are missed without approved extensions or valid reasons

Work is not of the required standard

- The student's work does not demonstrate the minimum level of understanding
- Learning outcomes are not met, even after feedback or support

Authentication requirements are not met

- The student cannot verify that the work is their own
- There is evidence of plagiarism, copying, or unauthorised assistance

Opportunities for Improvement

If a student is at risk of receiving an N:

- The school will inform the student and provide feedback
- The student may be given opportunities to improve or redeem the outcome
- Additional tasks may be required to demonstrate achievement

Impact of an N Result

- An N result means the unit is **not successfully completed**
 - This may affect the student's ability to meet VCE requirements
 - Students may need to repeat the unit or adjust their study program
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18. REDEMPTION POLICY

The Redemption Policy provides students with an opportunity to demonstrate the required learning outcomes if they have initially received an **N (Not Satisfactory)** result for an assessment.

The purpose of redemption is to support students in meeting the minimum standard required for satisfactory completion of a unit.

When Redemption Applies

If a student receives an N for an outcome:

- The school will notify the student and explain the areas requiring improvement
- The student will be given the opportunity to complete additional work to demonstrate the required knowledge and skills

Redemption Opportunities

The student will be given **at least two opportunities** to redeem the outcome

- These opportunities will be scheduled by the school
- Students must attend and complete the tasks as required

Nature of Redemption Tasks

Tasks will be **different from the original SAC**

- They will assess the same learning outcomes
- They may be completed under supervised conditions
- The format may vary (e.g. written task, oral explanation, short test)

Assessment of Redemption

Only the **S/N result changes**

- If the student successfully demonstrates the required outcomes, the N will be changed to an S

The **original SAC score remains unchanged**

- Redemption does not affect the numerical score or ranking for SACs

Important Conditions

- Students must complete redemption tasks by the specified deadline
 - Failure to complete redemption tasks may result in a final N for the unit
 - Redemption is an opportunity to meet minimum standards, not to improve grades
-

19. ACADEMIC INTEGRITY & MISCONDUCT

Academic integrity is a fundamental expectation in VCE. Students must complete all work honestly and ensure that their results reflect their own knowledge and abilities.

Academic misconduct occurs when a student gains, or attempts to gain, an unfair advantage in assessment.

Examples of Breaches

Breaches include, but are not limited to:

Cheating

- Copying during assessments
- Using unauthorised materials or devices

Plagiarism

- Copying or closely paraphrasing another source without acknowledgement
- Submitting work that is not original

Collusion

- Working with others on tasks that must be completed individually
- Sharing answers or allowing others to copy work

Use of unauthorised materials

- Using notes, devices, or AI tools when not permitted
- Accessing restricted information during SACs

Consequences of Misconduct

If a breach is suspected or confirmed, consequences may include:

Investigation - the matter will be formally reviewed by the school

Possible N result - the student may receive an N for the outcome or task

Further disciplinary action - additional consequences in line with school policies. Parent/guardian notification where appropriate

20. INVESTIGATION PROCESS

If a breach of rules or academic misconduct is suspected, the school will follow a structured and fair investigation process to determine the outcome.

Steps in the Investigation

1. Student is informed

- The student will be notified of the concern or allegation as soon as possible
- The nature of the suspected breach will be clearly explained

2. Evidence is reviewed

Relevant materials will be examined, which may include:

- Student work
- Drafts or previous submissions
- Comparison with other students' work
- Digital or written evidence

3. Student given opportunity to respond

The student will have the opportunity to:

- Provide an explanation
- Submit supporting evidence
- Clarify any misunderstandings

This ensures that the process is fair and that the student's perspective is considered.

4. Decision made by designated staff member

- A decision will be made by an appropriate staff member (e.g. VCE Coordinator or Principal)
- The decision will be based on all available evidence and school policies

Outcome of Investigation

- The student will receive a **written outcome**
- This will include:
 - The decision
 - Reasons for the decision
 - Any penalties applied
 - Information about the right to appeal

Principles of the Process

The investigation process is guided by:

- **Fairness** – all students are treated equally
- **Transparency** – decisions are clearly explained
- **Confidentiality** – information is handled securely
- **Consistency** – procedures are applied uniformly

21. COMMUNICATION DURING INVESTIGATION

When a potential breach of rules or academic misconduct is being investigated, the school is committed to maintaining clear, fair, and transparent communication with the student throughout the process. This ensures that the student understands the situation, is treated fairly, and is given an opportunity to respond.

Students will receive:

Clear explanation

The student will be informed of the nature of the concern or allegation as soon as possible. This will include:

- A clear description of the suspected breach (e.g. plagiarism, cheating, unauthorised assistance)
- Details of the assessment task or situation involved
- An outline of the relevant rules or expectations that may have been breached

This ensures the student fully understands the issue being investigated.

Opportunity to respond

Students will be given a fair opportunity to explain their perspective before any decision is made. This may include:

- Providing a verbal or written explanation
- Submitting additional evidence or supporting documentation
- Participating in a meeting with the teacher or school representative

The student's response will be carefully considered as part of the investigation process.

Written outcome

Once the investigation has been completed, the student will receive a formal written outcome. This will include:

- The final decision
- The reasons for the decision
- Any penalties applied (if applicable)
- Information about the right to appeal

This ensures transparency and provides a clear record of the process.

Additional Communication

Where appropriate:

- Parents/guardians may be informed, particularly in serious cases
- Communication will be conducted respectfully and confidentially
- All documentation will be securely stored in accordance with school policy

Principles

All communication during an investigation will follow these principles:

- **Fairness** – the student is treated objectively and without bias
- **Transparency** – the process and decisions are clearly explained
- **Confidentiality** – information is shared only with relevant parties
- **Respect** – the student is supported throughout the process

22. PENALTIES

Where a student is found to have breached VCE rules, school policies, or assessment conditions, appropriate penalties may be applied. Penalties are determined based on the **nature, seriousness, and circumstances** of the breach, and are applied in accordance with school procedures and VCE requirements.

Penalties may include:

• **Warning**

A formal warning may be issued for minor or first-time breaches.

- The student will be informed of the issue and expected standards moving forward
- The warning will be recorded by the school
- This serves as an opportunity for the student to correct their behaviour

• **Loss of marks**

A student may lose part or all of the marks allocated to a specific assessment task if:

- Assessment conditions were not followed
- Unauthorised materials or assistance were used
- Work does not fully meet the required standards

Loss of marks will reflect the extent to which the assessment has been compromised.

• **N result (Not Satisfactory)**

An **N (Not Satisfactory)** result may be awarded if:

- The student fails to demonstrate the required learning outcomes
- Work is not submitted or is incomplete
- Authentication requirements are not met
- There is a serious breach of assessment rules

An N result may impact the student's ability to successfully complete the unit.

• **Disciplinary action**

In more serious or repeated cases, additional disciplinary action may be taken. This may include:

- Formal meetings with school leadership
- Parent/guardian notification
- Additional consequences in line with school behaviour policies

The aim of disciplinary action is to reinforce expectations and maintain a fair learning environment for all students.

Important Considerations

- All decisions are made **fairly and consistently**
- Students will be given an opportunity to respond before a penalty is applied
- Penalties will align with the seriousness of the breach
- The school will ensure that all procedures are followed correctly

23. APPEALS FOR BREACHES

Students have the right to appeal any school decision related to an alleged breach of rules, including cases of academic misconduct such as plagiarism, cheating, or unauthorised assistance.

The appeals process ensures that all decisions are **fair, transparent, and consistent** with school and VCE requirements.

Grounds for Appeal

A student may lodge an appeal if they believe that:

- The decision was made without following correct procedures
- The evidence was incomplete or not properly considered
- The penalty imposed is unreasonable or inconsistent
- There were mitigating circumstances that were not taken into account

An appeal cannot be based solely on disagreement with the outcome.

Appeal Procedure

Students must follow the steps below:

1. **Submit a written appeal**
The appeal must clearly state:
 - The decision being challenged
 - The reasons for the appeal
 - Any supporting evidence or documentation
2. **Submit within the required timeframe**
Appeals must be lodged within **5 working days** of receiving the decision.
3. **Submit to the appropriate staff member**
Appeals should be directed to the **VCE Coordinator or Principal**.

Review Process

Once an appeal is received:

- The school will acknowledge the appeal
- A review will be conducted by appropriate staff not directly involved in the original decision (where possible)
- All relevant evidence, including the student's response, will be considered

The school may:

- Confirm the original decision
- Modify the penalty or outcome
- Provide an alternative resolution where appropriate

Outcome

Students will receive a **written response** outlining:

- The final decision
- The reasons for the decision

This ensures transparency and clarity in the process.

Further Review

If the student is not satisfied with the outcome:

- They may request a further review by the Principal
- In certain circumstances, the matter may be escalated in line with VCE procedures

Important Principles

- All appeals are treated **confidentially and without bias**
- Students will not be disadvantaged for lodging an appeal
- The process aims to ensure **fairness and procedural integrity**

24. STORAGE & SECURITY OF SACS

The school is responsible for ensuring that all School-Assessed Coursework (SAC) materials and student responses are securely managed at all stages of the assessment process. This is essential to maintain the integrity, fairness, and confidentiality of VCE assessments.

The school ensures:

Secure storage

All SAC materials, including assessment tasks, marking guides, and completed student work, are stored securely to prevent unauthorised access or loss. This includes:

- Locked physical storage (e.g. cabinets or offices) for printed materials
- Password-protected digital systems for electronic files
- Regular backups of digital assessment data

Secure storage is maintained both **before and after** assessments are conducted.

Restricted access

Access to SAC materials is strictly limited to authorised staff members only. This ensures that:

- Assessment tasks are not disclosed prior to the scheduled time
- Student work is protected from tampering or unauthorised review
- Only relevant teaching and administrative staff can access assessment records

Students and unauthorised individuals must not have access to SAC materials at any stage before, during, or after assessment.

Confidential handling

All assessment materials and student results are treated as confidential. This includes:

- Ensuring student work is not shared or discussed inappropriately
- Maintaining privacy when storing, marking, and returning SACs
- Communicating results only through appropriate and secure channels

Staff are required to handle all materials professionally and in accordance with school and VCE privacy requirements.

Additional Measures

To further ensure assessment integrity, the school may:

- Monitor and supervise all SAC conditions
- Implement procedures for the secure collection and distribution of assessment tasks
- Retain SAC materials for the required period in accordance with VCAA guidelines
- Audit storage systems and processes where necessary

25. USE OF EXTERNAL MATERIALS

The school may use a range of external resources when developing School-Assessed Coursework (SACs), including textbooks, past examination materials, commercial resources, and online content. However, all assessment tasks must be carefully designed to ensure fairness, validity, and compliance with VCE requirements.

All SACs must:

Be modified from external sources

Where external materials are used as a reference or starting point, teachers must significantly adapt them to ensure that:

Tasks are appropriate for the current cohort of students
Content aligns with the relevant VCE Study Design outcomes
Questions are varied in structure, wording, and context
Tasks reflect the level of difficulty expected for the unit

This ensures that students are assessed on their own understanding and skills rather than on previously encountered or widely available materials.

Be unique for each class

Assessment tasks must be unique to each teaching group and must not be reused in the same form across different classes or years. This includes:

Avoiding the use of identical SACs from previous cohorts
Ensuring that students cannot access or predict assessment content in advance
Maintaining the confidentiality and integrity of all assessment materials

Teachers may create parallel tasks of equivalent difficulty where required, but each version must assess the same outcomes fairly and consistently.

Additional Requirements

To ensure the integrity of SACs:

Assessment materials must be kept secure prior to the scheduled task
Students must not have prior access to SAC questions or content
Any adapted materials must comply with copyright and educational use guidelines
Teachers must ensure that all tasks are appropriately validated and reviewed before use
Purpose

These requirements ensure that:

All students are assessed under fair and equal conditions
Assessment results accurately reflect each student's abilities
The credibility and integrity of the VCE assessment process are maintained

26. STUDENT RESPONSIBILITIES

Students play an active role in their learning and are expected to take responsibility for their academic progress and conduct throughout the VCE program. Consistent effort, organisation, and commitment are essential for success.

Students must:

- Attend all classes

Regular attendance is essential, particularly in a community language school where weekly contact time is limited. Students are expected to:

- Arrive on time and be prepared for each lesson
- Actively participate in all class activities
- Catch up on any missed work if absent

Frequent absences may impact a student's ability to meet learning outcomes and may affect their eligibility for satisfactory completion.

27. ASSESSMENT CONDITIONS

All School-Assessed Coursework (SAC) tasks are conducted under formal assessment conditions to ensure fairness, consistency, and academic integrity across all students. These conditions are designed to reflect examination-style expectations and to ensure that results accurately represent each student's own abilities.

All SACs:

• Conducted under supervision

SACs are completed during scheduled class time under the direct supervision of a teacher. This ensures that:

- Students complete the work independently
- Assessment conditions are consistent for all students
- Any questions or issues can be addressed immediately

Students must follow all instructions given by the supervising teacher and remain in the assessment environment for the full duration unless otherwise permitted.

• Follow strict conditions

SACs must be completed in accordance with clearly defined conditions, which may include:

- Specified time limits
- Restrictions on materials (e.g. dictionaries, notes, devices)
- Individual work unless otherwise stated
- Silence or limited communication during the task

Students will be informed of these conditions prior to the assessment. Failure to comply with the conditions may result in penalties or an invalid assessment.

• Require authentication

All SAC work must be the student's own and must be able to be authenticated by the teacher. To ensure authenticity, students may be required to:

- Complete parts of the task in class
- Submit drafts or planning work
- Explain their responses verbally
- Complete follow-up or validation tasks

Authentication processes help confirm that the work submitted is genuine and has not been copied or completed with unauthorised assistance.

Additional Expectations

Students are also expected to:

- Arrive on time and be fully prepared with required materials
- Follow all instructions carefully before and during the assessment
- Remain focused and behave appropriately throughout the task
- Report any issues or concerns immediately to the teacher

Any breach of assessment conditions, including the use of unauthorised materials or disruptive behaviour, may result in investigation and possible penalties.

28. SCHOOL CALENDAR 2026

TERM 1

| Month | Dates | Notes |
|----------|------------------|-----------------|
| February | 1, 8, 15, 22 | |
| March | 1, 8, 15, 22, 29 | SAC 1 – 8 March |
| April | 6 | |
| Holidays | 5 – 13 April | School Holidays |

TERM 2

| Month | Dates | Notes |
|----------|-------------------|------------------|
| April | 19, 26 | SAC 2 – 26 April |
| May | 3, 10, 17, 24, 31 | SAC 3 – 31 May |
| June | 7, 14, 21, 28 | TWE 1 – 28 June |
| Holidays | 5 July | School Holidays |

TERM 3

| Month | Dates | Notes |
|-----------|-------------------------------|----------------------------------|
| July | 12, 19, 26 | |
| August | 2, 9, 16, 23, 30 | SAC 1 – 9 August |
| September | 6, 13, 20, 22, 24, 27, 28, 29 | SAC 2 – 13 Sept, SAC 3 – 28 Sept |
| October | 1, 4, 10, 11, 12 | TWE 2 – 1 Oct, TOE – 4 & 10 Oct |

TERM 4

| Month | Dates | Notes |
|----------|-------|------------|
| November | TBC | Graduation |

29. KEY ASSESSMENT DATES

Unit 3 SACs

| Assessment | Date |
|------------|-------------|
| SAC 1 | 08 February |
| SAC 2 | 26 April |
| SAC 3 | 31 May |

Unit 4 SACs

| Assessment | Date |
|------------|-----------|
| SAC 1 | 09 August |

| Assessment | Date |
|-------------------|--------------|
| SAC 2 | 13 September |
| SAC 3 | 28 September |

Trial Exams

| Exam Type | Date(s) |
|------------------|--------------------|
| Written Exam | 28 June, 1 October |
| Oral Exam | 4 October |

30. IMPORTANT NOTES

The following points outline key expectations and requirements that all students must follow throughout the VCE program. These are essential to ensure smooth operation of the course and to support student success.

Maximum 10% absence allowed

Regular attendance is critical for successful completion of VCE studies. Students are expected to attend all scheduled classes.

- Absences should be kept to a minimum and must not exceed 10% of total classes
- Excessive absences may impact a student's ability to demonstrate required outcomes
- Students who exceed the allowable absence limit may risk receiving an **N (Not Satisfactory)** for the unit

Classes continue during September holidays

Due to the limited weekly contact time in a community language school, classes will continue during the September holiday period.

- These sessions are essential for completing coursework and preparing for final assessments
- Attendance during this period is expected and forms part of the normal learning program

Public holidays do not affect timetable

As classes are conducted on a limited weekly basis, public holidays generally do not alter the scheduled timetable.

- Students should assume that classes will proceed as normal unless otherwise notified
- Any changes will be communicated in advance by the school

Students must attend all SACs and key assessment sessions

Attendance at all School-Assessed Coursework (SAC) tasks and important assessment sessions is compulsory.

- SACs contribute directly to the final study score
- Missing a SAC without an approved reason may result in a score of zero or an N result
- Students must prioritise attendance at all assessment tasks

Missed SACs require valid documentation

If a student is unable to attend a SAC, they must provide appropriate documentation.

- Acceptable reasons include illness (medical certificate required) or approved absence
- Students must notify the school as soon as possible
- A rescheduled SAC will only be granted upon approval and submission of valid evidence

31. FURTHER INFORMATION

Students are encouraged to actively use a range of resources to support their learning and improve their performance throughout the VCE course.

Students should refer to:

Teacher guidance and feedback

Teachers provide ongoing support, including:

- Feedback on SACs and practice tasks
- Advice on improving language skills
- Clarification of course requirements

Students should use this feedback to identify areas for improvement and take steps to strengthen their performance.

Official VCE study designs

The official VCE Study Design outlines:

- Course content and topics
- Learning outcomes
- Assessment requirements

Students should familiarise themselves with the Study Design to understand expectations and standards.

Assessment criteria and examination guidelines

Assessment criteria explain how tasks are marked and what is required to achieve high results.

- Students should review criteria before completing assessments
- Understanding marking expectations helps students structure responses effectively

Examination guidelines provide important information about:

- Exam format
- Time management
- Question types

Additional Support

The school may provide additional support to help students succeed, including:

- **Revision sessions** – focused review of key topics and exam preparation
- **Practice exams** – opportunities to practise under exam conditions
- **Individual consultations** – one-on-one support with teachers to address specific concerns

Students are encouraged to take advantage of these opportunities and seek help whenever needed.

32. CONTACT INFORMATION

VCE Coordinator: Marina Makarova

Pushkin Lyceum

101 Glen Huntly Road, Elwood VIC 3184 (Sundays)

Phone: 0411044758

Email: admin@pushkinlyceum.org
