

Victorian Curriculum and Assessment Authority

VCE Teacher briefing
March 2026



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement

The Victorian Curriculum and Assessment Authority proudly acknowledges and pays respect to Victoria's Aboriginal and Torres Strait Islander communities and their rich and enduring cultures.

We acknowledge Aboriginal and Torres Strait Islander people as Australia's first peoples and as the Traditional Owners and custodians of the lands and waters on which we rely. We pay respect to Elders past and present of the lands where we conduct our work and recognise their ongoing contributions as the first educators on the land now known as Victoria.

Webinar overview



- The VCAA
- Study Designs
- Teacher support material
- S/N results and graded assessment
- Redemption
- Graded Distribution

The VCAA

The VCAA is a statutory authority primarily accountable to the Minister for Education, serving both government and non-government schools.

The VCAA was established under the repealed *Victorian Curriculum and Assessment Authority Act 2000* and continues to operate under the *Education and Training Reform Act 2006* (the Act).

The VCAA

Curriculum

- Victorian F-10 Curriculum
- VCE –including the VCE VM
- VET
- VPC

Contact the VCAA about:

- Unit 3 and 4 examinations
- Curriculum
- VET Program
- VASS
- Student Records and Results
- Study scores
- VCE and or VPC
policy/compliance

The VCE Unit

- VCE, including VCE VM
- VPC
- Study designs
- Audit – Administrative and subject-specific
- VCE offshore program
- Higher Education Studies (HES)
- Permission to deliver the VCE and/or the VPC

VCE Administrative Handbook 2026

This document outlines the administrative arrangements that apply for delivery of the Victorian Certificate of Education (VCE) in 2026

Help that is available

VCAA Website
2026 VCE Administrative Handbook



Study Designs

Performing Arts

- ▶ Dance
- ▶ Drama
- ▶ Music
- ▶ Theatre Studies

Visual Arts

- ▶ Art Creative Practice
- ▶ Art Making and Exhibiting
- ▶ Media
- ▶ Visual Communication Design

VCE Vocational Major

- ▶ VCE VM Literacy
- ▶ VCE VM Numeracy
- ▶ VCE VM Work Related Skills
- ▶ VCE VM Personal Development Skills

Design and Technologies

- ▶ Agricultural and Horticultural Studies
- ▶ Food Studies
- ▶ Product Design and Technologies
- ▶ Systems Engineering

Mathematics

- ▶ Foundation Mathematics
- ▶ General Mathematics
- ▶ Mathematical Methods
- ▶ Specialist Mathematics

Structured Workplace Learning Recognition for VET

- ▶ Structured Workplace Learning Recognition for VET

VCE VET programs

- ▶ Agriculture, Horticulture, Conservation and Ecosystem Management
- ▶ Animal Care

English

- ▶ Bridging English as an Additional Language
- ▶ English and English as an Additional Language

Science

- ▶ Biology
- ▶ Chemistry
- ▶ Environmental Science



Study Pages

Accreditation period from 2023

Study Design

[VCE English and English as an Additional Language Study Design \(DOCX, 393.78 KB\)](#)
(updated October 2024)

Details on areas of study, outcomes and assessment for English and English as an Additional Language Units 1 and 2 from 2023; Units 3 and 4 from 2024.

Support materials

These support materials incorporate the previously known Advice for teachers.

Planning

- ▶ Developing a curriculum and assessment program
- ▶ Implementation videos
- ▶ Creative writing process videos
- ▶ Information about supporting students living with print disabilities
- ▶ Text List

Teaching and learning

- ▶ Adjustments to 2025
- ▶ English Units 1–4 sample learning activities
- ▶ EAL Units 1–4 sample learning activities

Assessment

- ▶ General assessment advice
- ▶ VCE English examination specifications, past examinations and reports
- ▶ VCE English as an Additional Language examination specifications, past examinations and reports

Contact

Contact the [Curriculum Manager – English](#) or [Curriculum Manager – English as an Additional Language](#).

Study Designs

- The study design is the one source of truth for your study.
- The study design is examinable **not** textbooks or interactive websites.
- Key Knowledge and Key Skills are the core of every study design. Some studies also include additional required knowledge or agreed definitions. For example:
 - Music elements, concepts and language
 - Key Science Skills
 - Subsystems, metalanguage, linguistic theories

You will find this in the study design before the Unit 1 description. Does your study design have this?

Study designs have assessment guides

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of annotated texts
- an essay
- an investigative report
- an analysis of spoken and/or written text
- an analytical commentary
- a case study
- short-answer questions
- an analysis of data.

Teachers must provide opportunities for assessment in written form, and at least one opportunity for assessment in an oral or multimodal form. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 3 and 4 Assessment

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Identify, describe and analyse distinctive features of informal language in written and spoken texts.	50	Analysis of one or more samples of informal language in any one or a combination of the following: <ul style="list-style-type: none">• a folio of annotated texts• an essay• an investigative report• an analytical commentary• short-answer questions. Assessment tasks may be written, oral or multimodal. The total suggested length of the student responses should be approximately 700–900 words or equivalent.
Outcome 2 Identify, describe and analyse distinctive features of formal language in written and spoken texts.	50	Analysis of one or more samples of formal language in any one or a combination of the following: <ul style="list-style-type: none">• a folio of annotated texts• an essay• an investigative report• an analytical commentary• short-answer questions. Assessment tasks may be written, oral or multimodal. The total suggested length of the student responses should be approximately 700–900 words or equivalent.
Total marks	100	

Remember you have the assessment support material on your studies' website page to support you too.

Teacher checklist p.126

Teacher's checklist

VCE study development and delivery

Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study design.

- | | | |
|---|---|--|
| 1 | In developing a course of study, teachers will <ul style="list-style-type: none"> use the current study design select a text from the current text list, where applicable prepare a range of tasks that enable students to develop the listed knowledge and skills provide information to students on how to demonstrate achievement of the specified outcomes for that unit. | |
| 2 | Where a student has been identified as needing Special Provision for classroom learning and school-based assessment, teachers will liaise with the VCE coordinator. | |

Satisfactory completion

The decision about satisfactory completion of outcome is based on the teacher's judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes.

- | | | |
|---|---|--|
| 1 | Teachers will clearly explain and describe in writing the work a student must do to achieve an S for a unit and the conditions under which the work is to be done. | |
| 2 | Teachers will separate S and N judgements from levels of achievement (scored assessment), basing the decision about satisfactory completion on the judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes. | |

will provide students with multiple opportunities (including additional opportunities, where applicable) across the learning program to develop and demonstrate the key knowledge and skills required to achieve the outcomes of the unit.

judgement on whether a student has satisfactorily achieved the outcome for a study at *1* by evidence gained through the assessment of a range of set work (learning activities) and *1* tasks (including school-based assessments) will be consistent for all students. This approach is *1* for all student work, whether *1* is being assessed for levels of achievement or not.

work submitted by the student does not demonstrate the outcome, teachers will have considered *1* including class work, homework, additional tasks or discussions with the student, that demonstrate *1* standing of the outcome, when making an informed decision on whether an outcome is met.

1 of lost or stolen work, teachers will retain a written statement explaining the circumstances. See [school or damaged work](#), [lost, absent or damaged school-assessed coursework \(SACs\)](#) and [lost, damaged school-assessed tasks \(SATs\)](#) sections for further details.

will know the school-based process to delay satisfactory completion and apply it where appropriate.



Principles of VCE assessment



School-based assessment

For all VCE units, schools must inform each student in writing at the beginning of each VCE unit of the following:

- ✓ all set work and assessment tasks they must complete to achieve an S for the unit and the conditions under which the work is to be completed
- ✓ all school-based assessment they must complete for the assessment of levels of achievement and the conditions under which the school-based assessment is to be completed
- ✓ requirements for class attendance
- ✓ instructions on how to submit work
- ✓ timelines and deadlines for completing work.

Satisfactory Completion Vs Graded Assessment

- Teachers will separate S and N judgements from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessment) related to the outcomes.

(Handbook: Page 126)

Satisfactory Completion Vs Graded Assessment

Two decisions teachers need to make

- Has the student met the Outcome? (S/N)
- What level of achievement did they get?

The decision to award an S for the unit must be distinct from the assessment of levels of achievement.

The VCAA encourages teachers to use a range of measures other than numerical performance on assessment tasks when determining the result of an outcome.

(Handbook: Page 6)

Satisfactory completion



To satisfactorily complete a VCE unit (including VCE VM units), students:

- must demonstrate their achievement of the set of outcomes as specified in the study design
- receive an **S** (satisfactory) for a unit if the teacher determines that the student has:
 - produced work that demonstrates they have met the outcomes for that study
 - submitted work that is clearly their own.

Not Satisfactory Completion

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- ✘ the work does not demonstrate achievement of the outcomes
- ✘ the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a Special Provision or both)
- ✘ the work cannot be authenticated, for example, through lack of attendance
- ✘ there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

Redemption

- When a student has received an N for an outcome, they must be given the opportunity to redeem the outcome.
- The teacher **must** provide **further and alternative** opportunities
- Can include:
 - Class work, or
 - homework, or
 - additional tasks or
 - discussions

Satisfactory Completion Vs Graded Assessment

- The decision to award an S or an N should not be determined by a score or a percentage.
- Whatever score a student achieves, no matter how low, is the score.

<https://www.vcaa.vic.edu.au/administration/research-and-statistics/performance-senior-secondary/Pages/2023-grade-dist.aspx>

English

Graded Assessment 1 COURSEWORK UNIT 3 2023

Table of Grade Distribution by Gender

Grade		UG	E	E+	D	D+	C	C+	B	B+	A	A+	NR	Total
Male	n	38	10	24	242	1,293	2,419	3,292	3,337	2,994	2,598	2,035	0	18,282
	%	0.2	0.1	0.1	1.3	7.1	13.2	18.0	18.3	16.4	14.2	11.1	0.0	100.0
Female	n	35	16	16	124	930	1,778	3,273	3,659	3,798	3,681	3,136	0	20,446
	%	0.2	0.1	0.1	0.6	4.5	8.7	16.0	17.9	18.6	18.0	15.3	0.0	100.0
Gender X	n	0	0	0	4	12	14	36	31	28	39	34	0	198
	%	0.0	0.0	0.0	2.0	6.1	7.1	18.2	15.7	14.1	19.7	17.2	0.0	100.0
Total	n	73	26	40	370	2,235	4,211	6,601	7,027	6,820	6,318	5,205	0	38,926
	%	0.2	0.1	0.1	1.0	5.7	10.8	17.0	18.1	17.5	16.2	13.4	0.0	100.0
Score Ranges		0-9	10-12	13-15	16-28	29-42	43-51	52-59	60-66	67-73	74-82	83-100	N/A	Max 100

For privacy reasons, a gender with less than 5 students assessed has been assigned to the category of NR (Not Reported).

Questions?

Contact us:

vcaa@education.vic.gov.au or +61 3 9032 1629

© Victorian Curriculum and Assessment Authority 2025

The copyright in this PowerPoint presentation is owned by the Victorian Curriculum and Assessment Authority or in the case of some materials, by third parties. No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968 or with permission from the Copyright Officer at the Victorian Curriculum and Assessment Authority.

Subscribe to our newsletters

VCAA Bulletin

Early Years Update

F–10 Update

Senior Secondary Update

Season Update

Follow us on social media



@Victorian Curriculum and Assessment Authority



@vcaa_vic



@Victorian Curriculum and Assessment Authority

Thank you