

## Senior School Assessment Policy

This policy is provided to all senior secondary students at Cecil Andrews College and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the *WACE Manual 2020*.

All Year 11 and Year 12 students are enrolled in a combination of courses that contribute towards Western Australian Certificate of Education (WACE) including ATAR, General and/or Foundation. Some students are also gaining unit equivalence for the WACE by undertaking Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are available at the College. The VET qualifications are delivered and assessed in partnership with a registered training organisation (RTO).

This policy applies to the assessment of all WACE courses, adherence to these guidelines is mandatory.

### 1. Student responsibilities

It is the responsibility of students to:

- maintain a good record of attendance, conduct and progress. A student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result
- initiate contact with teachers concerning absence from class, missed assessment tasks, extension requests and other issues pertaining to assessment
- provide evidence to support absences, medical certificate, letter from parent/guardian
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- retain all marked written assessment tasks

### 2. Staff responsibilities

It is the responsibility of staff to:

- develop a teaching and learning program that meets the current syllabus requirements and ensure that all assessments are fair, valid and reliable
- provide students with access to a course outline and an assessment outline, detailing the teaching/learning program and assessment deadlines and weightings at the start of each course
- provide students with timely assessment feedback
- maintain and make available accurate records of student achievement, including maintaining records in Reporting to Parents
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate

Note: students without internet access at home can request a hard copy of these documents from their teacher.

### 3. Completion of course units

To complete a course unit, students must be provided with the opportunity to complete the school's structured educational program. Exemptions to these requirements are approved by the school in exceptional and justifiable circumstances.

Students are provided with an opportunity to present evidence supporting their reason for not completing an assessment task. Heads of Learning Area will decide whether or not the reason for non-completion is acceptable and apply an appropriate strategy.

If the student is deemed to be at risk of receiving a significantly lower grade than expected as a result of non-completion, the students and parent/guardian will be advised.

#### **4. School examinations**

School examinations are included in the assessment outline for the pair of units. The weighting, (i.e. proportion of the final mark) for these school-based examinations varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination. The examination timetable is issued to students prior to the start of the examination period.

In Year 11, written examinations are typically 2 to 3 hours in duration. In Year 12, all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit supporting evidence to the deputy principal. The College will determine whether the reason is acceptable.

If the reason is acceptable to the College, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, an exemption or predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

#### **5. Externally set tasks**

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course. The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units. The EST is a 50-minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable.

If the reason is acceptable to the College, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential),  
or
- not require the task to be completed and re-weight the students marks for other tasks

#### **6. Cheating, collusion and plagiarism**

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.
- utilises Artificial Intelligence to complete. Teachers and HOLA's will have access to students prior work, along with NAPLAN/OLNA data to inform of any discrepancies

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.
- Compass Chronicle Entry used to record conversation around the outcome.

The student and parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

## **7. Security of assessment tasks**

Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

## **8. Retention and disposal of student work**

Students are responsible for retaining all of their marked written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is required by the teacher when assigning grades at the completion of the unit/pair of units. The Authority may request access to these assessment files for moderation purposes as such assessment files must be retained until the College's grades are approved by the Authority, at the conclusion of student appeals.

Students will have access to the assessment file for revision purposes during class time and for study in the week prior to the Semester 1 and Semester 2 examination periods. The files will be available to students for collection at the end of the school year. All materials not collected, stored and securely disposed of by the College in line with department of education and authority guidance.

The College will not use the materials for any other purposes without the written permission of the student.

## 9. Modification of the assessment outline

If circumstances change during the teaching of a unit/s, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline.

## 10. Commitment to access and equity principles

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

Standards for RTOs state that access and equity policies and approaches are aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes. Where an individual's needs present a barrier to access participation and the achievement of suitable outcomes the teacher may make reasonable adjustments to support learners. This adjustment must be consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations and/or Externally Set Tasks these arrangements may differ from those the College has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

## 11. Absence from class / Missed assessment

If students are absent from class, their ability to achieve their potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements for completion of a subject.

### Scheduled assessments (including test and examinations):

Absence on the submission date of scheduled assessments (due date of projects, assignments and/or in-class test or examination) for illness or other circumstances (e.g. personal trauma, home circumstance etc) must be explained by both:

- A phone call on the day of absence to the College absentee team. Parent/guardian/carers must demonstrate awareness of scheduled assessment to allow absentee records to be annotated **and**

- A follow up letter from parent/guardian or medical certificate to be submitted to the College absentee team immediately upon return to school.

In cases where a student does not submit or attend a scheduled assessment and an acceptable reason is not provided, the teacher will advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade and negotiate a solution where possible. Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, preparation for the College ball).

### Extensions

A student may apply to the class teacher in writing for an extension prior to the due date. Extensions may be given at the discretion of a teacher in consultation and approval of the Head of Learning Area. If no extension is sought prior a penalty will apply.

Where the student provides a reason, which is **acceptable** to the college for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

### Late assessment

Where scheduled assessment task is not submitted/completed by the due date and the student **does not** provide a reason which is acceptable to the College, the following **penalties** apply:

- If possible, teachers will make a judgement on the evidence available by the deadline
- If there is no evidence a penalty of 5% per school day late up to 50%
- A mark of zero (if outstanding after two weeks)

In exceptional circumstances, the parent/guardian/carer may negotiate the development of an individual education plan, to be approved by the deputy principal.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

### ADDITIONAL OPPORTUNITY TO COMPLETE A TASK

In accordance with School Curriculum and Standards Authority guidelines, students enrolled in a School Curriculum

and Standards Authority subject may be provided with an additional opportunity to complete a task if:

- The teacher agrees that it is feasible.
- The student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome.
- The school agrees that it is feasible and desirable to provide an additional opportunity, so that a student may convert a **U** (unfinished) to a grade.
- The student attends a TAFE campus 1 or 2 days a week completing a qualification and is absent for assessment delivery.
- If an IEP stipulates a student may require more time to complete assessments, this will need to be considered by the teacher to implement and support the student/s.

### 13. Changing courses and/or units

If a student commences a unit or pair of units late, they may be at risk of being disadvantaged compared to others in the class. An application to change course can be made through the deputy principal, deadlines for course changes align with Authority schedules.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1.

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester 2, if they meet the literacy and/or numeracy standards in the March round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's *WACE Manual*.

Students who desire a move into a 2 year course for year 12 without completing the first year, will need to seek teacher/trainer approval and develop an IEP as to how the missed work will be caught up on. The relevant Head of Learning Area/VET coordinator along with the Deputy will approve/deny the change.

### 15. Reporting student achievement

The college reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a grade<sup>1</sup>
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark<sup>1</sup> (calculated from the weighted total mark).

*1 The Year 12 Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.*

At the end of the year, students will be provided with a statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian/carer) will be notified of any changes that result from the Authority's review of the student results submitted by the college.

### 16. Assessment review and appeal



If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a pair of units, then they should, in the first instance, discuss the issue with the teacher. If an assessment issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant Head of Learning Area responsible for the course.

The student or their parent/guardian can request, in writing, that the College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not conform to the syllabus requirements
- the assessment procedures used do not conform with the College's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

The principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

## Guidance

The **examination rules** listed below are based on those that are used by the Authority for ATAR course examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.



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## Requirements to achieve a WACE

Achievement of **WACE** acknowledges that at the end of schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE student must meet the following requirements:

### Breadth and depth

- Completion of a minimum of 20 units or the equivalent attained through VET and/or endorsed programs. This requirement must include at least:
  - a minimum of ten Year 12 units, or the equivalent
  - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
  - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/ science/technology).

NB: of the 20 units required for WACE, a maximum of **4 Year 11 units** and **4 Year 12 units** may be substituted by VET qualifications and/or endorsed programs.

### Achievement standard

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including **at least 6 C grades** (or equivalents) in **Year 12** units.
- Completion of at least four Year 12 ATAR courses or
- Completion of at least five Year 12 General courses (combination or equivalent) or
- Certificate II or higher in combination with ATAR, General or Foundation courses

NB: Students enrolled in a Year 12 ATAR course **must** sit the external exam. If not the grades for the pair of units completed will not contribute to the achievement standard, but will count in the breadth-and-depth requirement.

### Literacy and numeracy standard

- Completion of at least four courses of an English course post Year 10 and studied over at least two years
- Demonstration of the minimum standard of literacy and numeracy.

NB: The standard can be met by OLNA or by Band 8 in NAPLAN (reading, writing & numeracy)

A Western Australian Statement of Student Achievement **WASSA** is issued to all students at the completion of Year 12. It lists all courses, certificates and/or programs students have completed in Year 11 and Year 12.





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## Senior School Assessment Policy Flowchart

