FCC YEAR 11 AND 12 ASSESSMENT POLICY

1. Introduction

This policy is provided to all Year 11 and 12 students at Fremantle Christian College (FCC) and is based on the School Curriculum and Standards Authority (SCSA) requirements as outlined in the West Australian Certificate of Education (WACE) Manual. This policy applies to all WACE courses.

All assessments carried out in Years 11 and 12 must be done in accordance with this document.

2. College and Teacher Responsibilities (Section 2.3 & 2.4 WACE Manual)

The SCSA clearly outlines certain requirements that must be met by the College and individual teachers as a part of the assessment process. These include:

- Providing students with access to a hard or electronic copy of the current accredited syllabus for the pair of units which includes the grade descriptions. These may be accessed on the SCSA website: https://senior-secondary.scsa.wa.edu.au/
- Developing a teaching and learning programme that appropriately delivers the current SCSA syllabus for the particular pair of units.
- Providing students with a course outline for the pair of units that shows:
    - all the content from the syllabus in the sequence in which it will be taught
    - the approximate time allocated to teach each section of content from the syllabus
- Providing students with an assessment outline for the pair of course units. The assessment outline must include the following:
    - the number of tasks to be assessed
    - a general description of each assessment task (a title is not enough)
    - the assessment type as prescribed in the syllabus
    - an indication of the syllabus content on which each task is based
    - the approximate timing of each task (e.g. identify the week the task is conducted or the start and submission dates for an extended task)
    - the weighting of each assessment task
    - the weighting placed on each assessment type as specified in the assessment table of the syllabus
- Ensuring that assessments are fair, valid and reliable.
- Meeting school and external time frames for assessment and reporting.
- Informing students and parents of academic progress by following the Secondary School Reporting procedures.
- Providing students with timely assessment feedback, identifying what was done well, what needs to be improved and guidance including specific strategies about how best to undertake future tasks.
- Clearly explaining assessment requirements and processes to students.

- Providing a week's notice of any changes of assessment dates.
- Informing students of the consequences of late submission of work and of the failure to submit or complete assessment tasks as outlined in the College Assessment Procedures.
- Maintaining accurate records of student achievement in SEQTA and keeping a personal back up of assessment data.
- Informing parents by SEQTA immediately should a student fail to submit or complete an assessment due to an unacceptable reason. This provides information to the parent and the opportunity to encourage their child to complete the assessment in accordance with the time constraints of the assessment policy.
- Informing parents via SEQTA should a student's progress be of concern due to failure to submit work, failure to complete assessment tasks without providing appropriate notification from parents, poor attitude, failure to complete homework, poor academic performance or a noticeable decline in performance over time.
- Providing a copy of the College's assessment procedures, which details the procedures used for assessment and grading, and details of how they may appeal against school assessment. This will be distributed by the Deputy Principal of Curriculum.

3. Retention of Assessed Student Work (Section 2.8.3 WACE Manual)

The College is required to provide SCSA officers with access to teachers' assessment documentation and all marked assessment tasks of students.

The SCSA requires students to maintain marked assessment tasks and make them available on request:

- for school moderation visits and validations
- as evidence in the event of a student appeal over their school assessment
- for inclusion in the student assessment files required for consensus moderation meetings
- for inclusion, where applicable, in the external assessment folios required for some courses

For Year 11 and 12 at FCC, the SCSA requirements will be met in either of the following ways, depending upon the preference of the teacher concerned.

Regardless of the approach followed students must be given the opportunity to take assessed work home to assist in course revision.

Students must maintain a file of all marked assessment tasks for the course and provide this on the request of the teacher. The students will accept the consequence of not having done so.

Teachers must maintain a file of marked assessment tasks for the student. In this circumstance students and parents will have the opportunity to take home assessed work to view and for revision purposes on request. Having done so, the work will be returned to the teacher for safekeeping.

The assessment documentation and all marked assessment tasks should be retained at least until the College's final grades are approved by the SCSA (end of November for Year 12 students and end of December for Year 11 students). Assessment records, including teachers' marks books, will be retained in accordance with the State Records Act 2000.

4. Student Responsibilities

It is the responsibility of each student to:

- read the College Assessment Policy and adhere to its requirements
- read, adhere to and understand specific assessment requirements of individual courses, such as requirements to attend course camps, out-of-College excursions or out-of-College activities that may form part of the assessment program.
- complete the prescribed work requirements in each course by the due date
- complete all assessment tasks on or by due dates
- maintain an assessment file for each course and to make it available whenever required
- maintain 'good standing' which includes an excellent record of attendance and conduct. Students who are absent from a class for 5 periods or more a term for any given Course may be deemed to be at risk and may not meet the assessment and completion requirements of the course. Absence due to College sanctioned activities is excluded.
- initiate contact with teachers concerning absence from class, missed assessments, requests for extensions and other issues relating to their assessment as soon as possible, ideally prior to the due date
- to catch up on missed class work when absent from the College due to illness or other appropriate reasons

5. Student Absence – In-Class Assessments (Section 2.4.3 WACE Manual)

To provide the most accurate and comprehensive record of achievement it is a requirement that students complete all assessment items on the scheduled date.

If a student is absent from a scheduled in-class assessment, the parents are informed by the teacher on the day of the assessment via a SEQTA Entry.

Students must sit the missed assessment at the next available time, provided that completed assessments have not been returned to other students and that in the opinion of the course teacher, the validity of the task has not been compromised. The assessment must be completed within five days of their return to school.

A medical certificate is not necessary unless in the cases of students who have a history of absenteeism from assessments or have missed one assessment for the course that year. Significant personal, family or pastoral issues may be considered as valid reasons, with support from the Learning Enhancement Team.

Some reasons are not considered appropriate and include, but are not limited to, the following examples: family holidays; driving lessons and tests; preparation for a school ball or other out-of-College events; appointments with health care professionals that could be scheduled in out-of-College hours. College sanctioned representational events are considered valid reasons.

Records of all missed assessments will be maintained in SEQTA.

To have the missed assessment marked without penalty, students must have a reasonable cause agreed by the classroom teacher.

If it is not possible for the student to sit the original assessment because of legitimate extended absence, then one of the following strategies may be used:

- An alternate assessment task may be administered (if, in the opinion of the teacher, the original assessment is no longer confidential.)

- Re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned).
- Where a student is unable to attend the College to complete a specially scheduled assessment task, and where appropriate supervision can be provided and assured, the student may be given permission to complete the task in an alternative venue.

When students are absent for in-class assessments and do not follow the procedures outlined above, teachers will immediately contact parents via SEQTA to provide adequate time for the student to sit the missed assessment, even with penalty.

When no written satisfactory explanation is provided the following will apply:

- A penalty of 10% is subtracted from the total mark awarded, for each day that a student delays completing an assessment that was missed for which no satisfactory explanation has been provided. A weekend will count as two days.

For example, an assessment completed two days late and given a mark of 80% will lose 20% of this and be awarded a result of 60%.

Any assessment completed late without an agreed extension will be given a reduced mark with an allowance of up to five days provided. After this point the teacher will award a mark of zero.

6. Submission of Work Completed Out-of-College (Section 2.6.1 WACE Manual)

It is the responsibility of students to submit work on the due date published by teachers. Students who are aware that they will be absent on the due date should arrange with the teacher to submit their work early.

Where adjustments are made to the assessment schedule, it must be done in close consultation with all students and clearly publicised.

To assist students to complete out-of-College or longer term assessments on time, and to provide teachers with evidence of the task being attempted, teachers must scaffold work for students and indicate key interim dates when elements of the assessment tasks must be submitted or checked. By keeping students continually informed of their progress, the students will be better placed to submit all work by the required date.

6.1. Extensions

Extensions for submission of work may be given at the discretion of a teacher in consultation where necessary with Head of Learning Area (HoLA) or Deputy Principal of Curriculum. It is the student's responsibility to apply for an extension by communicating with their teacher stating the reason for requesting the extension. If the extension is granted by the teacher, the due date of the assessment will be updated and the reason noted. Acceptable and unacceptable reasons are the same as those that apply in the case of missed in-class assessments.

If a student does not apply for or receive an extension, then the same consequences will apply as those that apply for missed assessments when there is no satisfactory explanation of an absence.

6.2. Late Work

Where a student is absent on the due date, they may submit the work on the day of their return to the College, provided a medical certificate (for students with a history of absenteeism or who have previously submitted work late) or a written reason from parents in the case of significant personal/family problems or critical events is provided and the

reason agreed to by the teacher concerned. Where necessary, the Deputy Principal of Curriculum may, in consultation with parents and staff, determine if work is to be accepted without penalty.

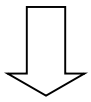
Acceptable and unacceptable reasons are the same as those that apply in the case of missed in-class assessments.

When students fail to submit work by the due date and have not arranged for an extension, teachers will notify parents immediately via SEQTA to provide adequate time for the student to submit the assessment even with penalty.

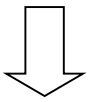
When students fail to submit work by the due date and have not arranged for an extension then a penalty will apply, as for the penalty for absence from in-class assessment. The penalty will be documented in Teacher Feedback for the Learning Task.

6.3. Process for Communicating a Missed in-Class Assessment or out-of-Class Assessment

The student must communicate with the course teacher on the day of the assessment, or prior to the due date for submission of an out-of-class assessment explaining the reason for the absence or lateness.



Teacher completes a **SEQTA email - Missed Assessment (Parent/Guardian email)** so as to provide adequate time for the student to submit the assessment, even with penalty.



The course teacher will negotiate an adjusted time and date to sit the missed in-class assessment or out-of-class assessment with the student. Typically missed in-class assessments will be completed on the day the student returns to class.

- Where a student provides an acceptable reason for the absence or late submission then the course teacher will negotiate an adjusted time to complete the assessment with no penalty.
- Where a student provides an unacceptable reason for the absence or late submission then the course teacher will negotiate an adjusted time to complete the assessment with a penalty.

7. Prolonged Absence From College

Where a student is unable to attend school for an extended period due to injury or illness (supported by current documentation from an appropriate professional) or representative tours, the College will endeavour to provide support for the student's learning program through the provision of work to be completed. The student is, however, expected to make every effort to complete course requirements by completing all scheduled assessment tasks.

Where students are absent from the College on personal/family holidays, staff will not be required to provide work to be completed or to arrange for the completion of assessments.

8. Cheating, Collusion and Plagiarism (Section 2.3.1 WACE Manual)

Cheating

Cheating is behaving deceitfully or dishonestly by copying from another student during a test or examination or bringing information into an assessment which is not permitted and gives them an unfair advantage.

Collusion

Collusion is knowingly allowing another student to access your work for an assessment, submitting work for assessment which is not your own or sharing information about assessments to other students to give them an unfair advantage.

Plagiarism

Plagiarism is the act of presenting the words, ideas, images, sounds, or the creative expression of others as your own. It is where students use someone else's work without their consent. It is work that is essentially copied.

As an integral part of the assessment process teachers should make it clear to students what constitutes plagiarism, collusion and cheating.

It is important that it is clearly explained to Year11 and 12 students what cheating, collusion and plagiarism is, and that the College does not condone such behaviour.

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrased or summarises the work of others

If a student is believed to have been engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning Area/teacher-in-charge who is responsible for the course. As part of this process, the student will be provided with the right of reply.

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

- a mark of zero for the whole assessment task
- 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

The parent/guardian will be informed of the penalty and any further action.

9. Frequency and Timing of Assessments

Assessment tasks must not dominate the teaching/learning process.

Staff must attempt to space assessment tasks using the Term Assessment Calendar and be careful not to set an excessive number of assessments within a short period of time.

Assessment free periods are identified on the Term Assessment Calendars and are set for week before Semester 1 examinations, the final week of Term 3 and the week before end of year. Year 11 examinations are key times and the focus of students at this time must be on preparation for examinations.

10. Student Appeals Against College Assessments (section 2.9 WACE Manual)

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units (or unit) 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) must approach the 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 Year 11 and 12 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.

If this review does not resolve the matter, the student or parent/guardian may appeal to the SCSA using an appeal form which is available from the Deputy Principal of Curriculum or the SCSA website at https://www.scsa.wa.edu.au/forms/forms

If the committee upholds a student appeal, the College will make any required adjustments to the student's mark and/or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

SCSA representatives will then independently investigate the claim and report to the SCSA student appeal committee. If the committee upholds a student appeal the College will make any required adjustments to the student's marks and/or grades and where required, the marks and/or grades of other students and re-issue reports as necessary.

11. Year 11 and 12 ATAR Course College Examinations (Section 2.4.1.2 WACE Manual)

College 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 or oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

In Year 11, written examinations are typically 2 or 2.5 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.

The examination timetable is issued to students prior to the start of the examination period along with the examination rules. These rules are based on those that are used by the SCSA for ATAR course examinations.

11.1. Year 11

Year 11 ATAR students will sit for two major sets of written examinations:

- **Semester 1 Examinations - June of academic year**
- **Semester 2 Examinations - November of academic year**

Courses with a practical component may also hold practical examinations.

General courses may also have examinations or assessment tasks of a written or practical nature during the examination period**.**

11.2. Year 12

Year 12 ATAR students will sit for two major sets of written examinations:

- **Semester 1 Examinations - June of academic year**

Courses with a practical component may also hold practical examinations.

- **Semester 2 'Mock' Written Examinations - October school holidays of academic year**

Students must sit for examinations at the allocated time. In exceptional circumstances, special alternative arrangements may be made. If a student is unable to sit for an examination on the due date, the College must be notified immediately, and a satisfactory explanation given (a medical certificate may be required). In this case, provision may be made for students to sit the missed examination provided that it can be arranged within the examination period. If not, the grade will be determined by the Head of Department/Course teacher in consultation with the Deputy Principal of Curriculum**.**

Participating in family holidays will not be accepted as an exceptional circumstance.

A score of zero will be given for an examination if:

- students copy from another student
- students bring into the examination unauthorised materials relevant to the course being examined
- students knowingly allow access to their work
- the examination is missed, and no acceptable reason is offered

Rules and requirements for students associated with sitting examinations will be published separately at the time of examinations

12. Externally Set Tasks (Section 3.4.2 WACE Manual)

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 SCSA 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 the College). If this is not until after the date that the SCSA requires the college to submit the EST marks, then the College will determine if the reason for non-completion is acceptable. If

not acceptable the student will be allocated a mark of zero. 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)
- allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

13. Students Changing Courses

Students wishing to change from one course to another need to negotiate this with the Deputy Principal of Curriculum as appropriate. There are strict cut-off dates and procedures which must be followed, and all changes depend on the availability of and space available in suitable alternate classes.

To apply for a change of course, students must collect a 'Change of Subject Form' from the Deputy Principal of Curriculum. This must be completed fully and signed by appropriate teachers and parents before it can be finalised.

Generally, students cannot be given credit for work not completed in a course. However, where possible:

- Students will be given the opportunity to complete assessments missed and gain credit. Students changing courses must be informed of the need for them to complete the assessment program in a course, although this may not mean completing all assessment tasks, and the risks they are taking in starting a course late.
- Alternative assessments may be modified from those used with the rest of the class if the teacher feels that the reliability and integrity of the assessments is compromised.
- Recognition of comparable achievement will be given and credit granted where possible.
- Credit will be given for work in the same course for students new to the College upon the student supplying the appropriate evidence.
- **For Year 11, student-initiated course changes must be completed by week 8 of term 1 of academic year**
- **No changes will be possible after these dates.**
- **For Year 12, student-initiated course changes must be completed by week 8 of term 1 of academic year**
- **No changes will be possible after these dates unless students are withdrawing from courses.**

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, and then another mark and grade for the unit completed in Semester 2.

14. Modification of the Assessment Outline (Section 2.3.3 WACE Manual)

If circumstances change during the teaching of a pair of units, 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.

Where disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and provided to the student and parent/guardian.

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 modifications to the task requirements and/or the assessment outline.

15. Completion of the Assessment Program (Section 2.4.3 WACE Manual)

Some students may not be able to complete the assessment program for a course unit because they are unable to complete/submit one or more assessment tasks because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability.

If the reason for non-completion or non-submission is acceptable to the College, and sufficient evidence is available, then the teacher can make a professional judgement of the grade.

If the reason for non-completion or non-submission is acceptable to the College, but sufficient evidence is not available, then the College may:

- modify the task so that it can be completed by the student
- provide an alternative assessment task which conforms to the assessment requirements of the course (e.g. modify the task but maintain the same standards)
- extend the due date for an out-of-class assessment task or delaying an in-class assessment task
- submit a notation of 'U' (Unfinished) for a non-final year student, if insufficient evidence is available to make a professional judgement of the grade, and there will be an opportunity to assign a grade after providing more time to complete further assessment tasks (typically early in the next semester). Note: a 'U' notation cannot be submitted for a Year 12 student unless the student will be returning to Year 12 in the following year to continue the course unit; or, to a non-final year student who is exiting the course.

Where a student is frequently absent from school due to chronic or frequent illness, it may be necessary to involve the parent/guardian and appropriate College support services. Through this process it may be agreed that the student:

- attempts fewer course units in a year allowing the WACE to be achieved over a longer period
- completes some or all of the course units through the School of Special Educational Needs: Medical & Mental Health (formerly Hospital School Services) with the support of the College's teachers
- transfers to the Schools of Isolated and Distance Education (if the student meets the enrolment requirements)

15.1. Students who do not take advantage of the opportunity to complete the assessment program.

If a student has been provided with the opportunity to complete the assessment program for a course unit but does not use this opportunity for reasons that are not acceptable to the College (e.g. absence on the date of an in-class assessment task or examination, absence on the due date of an out-of-class assessment task or late submission of an assessment task without exceptional and justifiable circumstances), then the College applies the appropriate strategy from its Senior Secondary Assessment Policy.

Special considerations and arrangements follow SCSA guidelines and may include the provision of:

- additional working time to complete timed assessments
- additional non-working time to overcome the effects of a wide range of disabilities and medical conditions
- specialised equipment
- separate supervision

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

16. Assessing Students with Disability (Section 2.4.5 WACE Manual)

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 College examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the SCSA Guidelines for disability adjustments for timed assessments, which can be accessed from the SCSA website, www.scsa.wa.edu.au. 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.

Special education needs must be substantiated with current evidence from an appropriate independent professional. The severity of the impairment and its demonstrated functional impact in an assessment situation will be considered when determining a suitable level of provision.

The following principles guide the College when making decisions about the nature and appropriateness of special considerations and special arrangements:

- Students who have special educational needs will be provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus.
- Standards for student achievement will be applied in the same way as for all students. Students with special educational needs will be assessed on what they know and can do and not on what they might do if they did not have their disability and/or specific learning disability.
- If it is considered likely that a student with special educational needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's parents/guardians will be advised of this, and its implications.
- The College will implement special arrangements where a student with a disability cannot complete an assessment task (written or practical) under the standard conditions.
- The College's Senior Secondary Assessment Policy for non-completion/submission of assessment tasks will be followed where a student, because of the nature of their disability, is frequently absent from the College.

17. Reporting (Section 2.5 WACE Manual)

Students will be kept informed of their progress during their enrolment in a course.

Teachers will assess completed tasks and relay assessment information to the student promptly. Parents/guardians will be informed about a student's progress regularly via student reflection and/or teacher feedback on Learning Tasks in SEQTA.

17.1. Year 11

Formal reporting includes:

- a parent/teacher/student Interview
- a full Semester 1 report that includes an interim unit mark and grade
- a full End of Year report that includes a unit mark and grade

17.2. Year 12

Formal reporting includes:

- a parent/teacher/student interview
- a full Semester 1 report that includes an interim unit mark and grade
- a statement of results at the beginning of term 4

In addition to this, teachers will contact parents in writing at other times should they have concerns about a student's progress.

END OF DOCUMENT