

This policy is provided to all Year 11 and 12 students at Warwick Senior High School and is based on the School Curriculum and Standards Authority (SCSA) requirements.

The aim for all Year 11 and 12 students is to attain the Western Australian Certificate of Education (WACE). They are enrolled in a combination of ATAR, General, and VET industry specific courses. Some students are also gaining credit for the WACE by undertaking one of the many Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are available at the school. The VET qualifications are delivered and assessed in partnership with a range of registered training organisations (RTOs).

This policy applies to the assessment of all WACE courses and VET qualifications.

1. STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- attempt all in class assessment tasks on the scheduled date and submit all out of class assessment tasks by the due date;
- 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); and
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues relating to assessment.

2. TEACHER RESPONSIBILITIES

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current SCSA syllabus for the particular pair of units (or unit);
- provide students with a course outline and an assessment outline at the start of the course (see Section 3 below for details);
- maintain student assessment files for each pair of units (or unit) studied which contains all completed assessment tasks and make this file available whenever required by SCSA (see Section 9 below for details);
- ensure that all assessment tasks are fair, valid and reliable;
- provide students with timely assessment feedback (within two weeks) and guidance about how best to undertake future tasks;
- maintain accurate records of student achievement in the Report to Parents (RtP) system;
- meet school and external timelines for assessment and reporting; and
- inform students and parents of academic progress, as appropriate, via phone call, email or Connect

3. PARENT/CARER RESPONSIBILITIES

- Monitor progress and make contact with the school/course teachers as required.
- Attend parent information and report evenings.
- Encourage and support their child to realise their potential.
- Ensure contact details are accurate and up to date.
- Provide their child with necessary equipment and textbooks.
- Monitor student's completion of homework and revision.
- Notify the school regarding absence
- Regularly check Connect to monitor student progress.
- Respond to staff enquiries/requests.

4. INFORMATION PROVIDED TO STUDENTS

Before teaching starts, the teacher will provide access (either in hard copy and/or via Connect) to the following documents:

- the SCSA syllabus for the pair of units which includes the grade descriptions
- 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
- an assessment outline for the pair of units that includes:
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as specified in the assessment table of the syllabus
 - a general description of each assessment task
 - an indication of the content covered by each assessment task

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

5. ASSESSING STUDENT ACHIEVEMENT

At Warwick SHS, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester examinations in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses (see Sections 6 and 7 below for details).

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Head of Learning Area/Teacher In Charge responsible for the course.

6. YEAR 11 AND 12 ATAR 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 can be determined from the assessment outline. All school ATAR examinations will take priority over other school/student commitments.

A written examination will be held in all ATAR courses for both Semester 1 and Semester 2. A practical/performance/oral component will also be held in those courses with a practical, performance or oral ATAR examination. The examination schedule may see students required to sit an examination during a designated school holiday period or after school hours. Sufficient notice will be given when this occurs. The examination timetable is issued to students at least three weeks before the start of the exam 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.

If an examination contains an error or questions based on content that is outside the syllabus or there is a breach of security the school will:

- remove the question containing the error or based on content outside the syllabus, or
- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable (see Section 14 below for details) and, if not acceptable, the student will be given a mark of zero. If the reason is acceptable to the school an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be reweighted.

7. YEAR 12 GENERAL AND FOUNDATION COURSE EXTERNALLY SET TASK (EST)

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 SCSA requires the school to submit the EST marks, then the school will determine if the reason for non-completion is acceptable (see Section 14 for details).

If the reason is not acceptable to the School, the student will be allocated a mark of zero.

8. 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, including artificial intelligence applications (AIA) generated responses, without acknowledging the source
- paraphrases or summarises the work of others.

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 responsible for the course. As part of this process, the student and the parent/carers 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.

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

9. SECURITY OF ASSESSMENT TASKS

Where there is more than one class studying the same pair of units at the school, 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 school uses the same assessment task or examination as other schools, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

10. RETENTION AND DISPOSAL OF STUDENT WORK

Students are responsible for retaining all of their notes, handouts and coursework. Teachers will retain all marked written assessments and non-written assessment tasks (typically as audio or video recordings or digital products). These assessment files are required by the teacher when assigning grades at the completion of the pair of units and may be required by SCSA for moderation purposes.

The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The school retains the files until the marks have been accepted by SCSA. The written assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the school. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

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

11. MODIFICATION OF THE ASSESSMENT OUTLINE

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 notified and provided with access to the modified assessment outline.

Where a 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/carer.

12. STUDENTS WITH A DISABILITY

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/Teacher In Charge responsible for the course. These adjustments will be consistent with those described in SCSA's Guidelines for disability adjustments for timed assessments, which can be accessed from SCSA's website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings

13. COMPLETION OF A PAIR OF UNITS

A grade (A, B, C, D or E) is assigned for each pair of units completed. Students are required to:

- attempt all in class assessment tasks on the scheduled date
- submit all out of class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant Head of Learning Area.

Where health issues or other personal circumstances may prevent a student completing an in class assessment task, the student (or the parent/carer) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable (see Section 14 below for details).

Where the reason for not submitting an assessment task or attending a scheduled in class assessment task **is acceptable** to the school (see Section 14 below for details) the student's assessment outline will, where possible, be adjusted and the student may be exempt from completing the task.

If a student does not submit an out of class assessment task or attend a scheduled in class assessment task, without providing an acceptable reason, the teacher will inform the parent/carer of the possible impact of the penalty on the student's grade.

Where an out of class assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason, which is acceptable to the school (see Section 14 below for details), the following penalties apply:

- One day late: 10%
- Two days late: 20%
- Three days late: 30% and so on
- Failure to submit after seven (7) days will result in a mark of zero.

Where an in class assessment task is missed and the student does not provide a reason which is acceptable to the school (see Section 14 below for details) the student will receive a mark of zero.

Certificate qualifications require students to submit 100% of the unit evidence by a set date and failure to do this may result in a student not achieving the assessed unit of competency and therefore not receiving the full qualification.

14. ACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION OF AN ASSESSMENT TASK

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in class assessment task (including school examinations and the Externally Set Task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out of class assessment task prevents completion or submission by the due date

In such cases, the parent/carer must:

- contact the school before 9.00 am on the day of the in class assessment task or due date for submission of an out of class assessment **and**
- provide either a medical certificate immediately following the student's return to school if the absence is three or more days

Where the student provides a reason, which is **acceptable** to the school 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's requirements for the course and to enable a grade to be assigned).

Activities that are considered not acceptable reasons for the non-completion or non-submission of an assessment task include **sitting a driver's licence test, preparation for the school ball or going on a family holiday.**

In exceptional circumstances, the parent/carer may negotiate with the relevant Head of Learning Area and Associate Principal the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

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 school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

15. TRANSFER BETWEEN COURSES AND/OR UNITS

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Associate Principal in writing. A meeting may be held with the parent/carer to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Warwick SHS the deadline for student transfers in **Year 11 and Year 12 is Friday of Week 3 in Term 1** as the majority of courses are assessed as a pair of units.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. Students studying a Foundation course can transfer to a General course after the OLNA results are received from SCSA.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the student and provided to the parent/carer.

16. TRANSFER FROM ANOTHER SCHOOL

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with evidence of all completed assessment tasks. An Associate Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught;
- the assessment tasks which have been completed;
- the marks awarded for these tasks.

The Head of Learning Area responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Warwick SHS.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the student and provided to the parent/guardian.

17. REPORTING STUDENT ACHIEVEMENT

The school issues a Progress Report in Term 1. The school reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

Year 11 and 12 Semester 1

- an interim grade in each Foundation, General and ATAR course studied
- the percentage mark in the school based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark)
- OLNA results

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

All final grades are subject to approval by SCSA at the end of the year. Students (and parent/carer) will be notified of any changes from SCSA's review of the students' results submitted by the school.

18. REVIEWING MARKS AND GRADES

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/carer should approach the relevant Head of Learning Area responsible for the course.

The student or their parent/carer can request, in writing, that the school 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 school'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/carer.

If this review does not resolve the matter, the student or parent/carer may appeal to SCSA using an appeal form which is available from the Associate or SCSA's website. SCSA representatives will then independently investigate the claim and report to SCSA's student appeal committee.

If the committee upholds a student appeal, the school 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 reissue reports and/or the Statement of Results as necessary.