

This policy is provided to all senior school students at Darling Range Sports College and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the *WACE Manual*.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, and/or VET industry specific courses. Some students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are available at the College.

This policy applies to the assessment of all WACE courses.

1. Student responsibilities

It is the responsibility of the student to:

- 1.1. maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result)
- 1.2. 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 pertaining to assessment, prior to the assessment task due date
- 1.3. attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- 1.4. maintain an assessment file for each pair of units studied which contains all completed written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program.

2. Teacher responsibilities

It is the responsibility of the teacher to:

- 2.1 develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- 2.2 provide students with easy access to the course outline and the assessment outline before teaching starts (see Section 4 for details)
- 2.3 ensure that all assessment tasks are fair, valid and reliable
- 2.4 provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- 2.5 maintain accurate records of student achievement on Reporting To Parents (RTP)
- 2.6 meet ALL College timelines and deadlines for assessment and reporting
- 2.7 inform students and parents of academic progress, including students at risk and as appropriate.
- 2.8 notify all students of any changes to the course or assessment outline if and when the changes occur

3. Parent responsibilities

It is the responsibility of the parent to:

- 3.1 provide information to the college on enrolment about students with special needs so that a student's special needs can be discussed to ensure that the College can provide the most appropriate program
- 3.2 contact the teacher in the first instance (then the HOLA) if there are concerns about performance in a specific course
- 3.3 contact Student Services if there is a general academic, social or emotional concern. Early identification is vital particularly where students are diagnosed with a learning disability or disorder
- 3.4 make appointments with teachers for parent nights and at other times as needed

4. Information provided to students

By the end of the FIRST WEEK of school, the teacher will provide all students with easy access to the following documents:

- 4.1 the Authority syllabus for the pair of units which includes the grade descriptions
- 4.2 a course outline for the pair of units that shows:
 - 4.2.1 all the content from the syllabus in the sequence in which it will be taught
 - 4.2.2 the approximate time allocated to teach each section of content from the syllabus
- 4.3 an assessment outline for the pair of units that includes:
 - 4.3.1 the number of tasks to be assessed
 - 4.3.2 a general description of each assessment task
 - 4.3.3 the assessment type, as prescribed in the syllabus
 - 4.3.4 an indication of the syllabus content on which each task is based
 - 4.3.5 the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
 - 4.3.6 the weighting for each assessment task
 - 4.3.7 the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

Note: This material **MUST** be easily accessible to students at all times. Students without internet access at home can request a hard copy of these documents from their teacher.

5. Year 11 and 12 ATAR course 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.

The examination timetable is issued to students prior to the start of the examination period. The examination rules for DRSC listed below. These rules are based on those that are used by the Authority for ATAR course examinations.

- 5.1 Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- 5.2 Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- 5.3 Knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- 5.4 Possession of unauthorised materials (calculator type) or technologies (mobile phones, smart watches, ear buds) during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
- 5.5 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).
- 5.6 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).
- 5.7 Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

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

- 5.8 remove the question containing the error or based on content outside the syllabus, **or**
- 5.9 set a new examination if there is a breach of security that affects all students, **and/or**
- 5.10 penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero)
- 5.11 any decision on action taken will be at the discretion of the Principal

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a DRSC sickness/misadventure (Appendix A) form to the Associate Principal. The College will determine whether the reason is acceptable (see Section 12 for details).

If the reason is acceptable to the College/Associate Principal, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a 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, or in consultation with the Associate Principal, the College will exclude the assessment.

If the reason is not acceptable to the College in consultation with the Associate Principal, the student will be given a mark of zero

6. Year 12 General course externally set task

All students enrolled in a Year 12 General 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 are still required to complete the task. 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 (see Section 12 for details).

If the reason is acceptable to the College, the teacher in consultation with HOLA will:

- 6.1 decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- 6.2 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 in consultation with the Associate Principal **or**
- 6.3 exclude the EST from assessment in consultation with the Associate Principal and re-issue an amended assessment outline

If the reason is not acceptable to the College in consultation with the Associate Principal, the student will be allocated a mark of zero

7. Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in an 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:

- 7.1 is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- 7.2 is copied or downloaded from the internet without acknowledging the source
- 7.3 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/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:

- 7.4 a mark of zero for the whole assessment task, **or**
- 7.5 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/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

8. 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 (see Section 7).

9. Modification of the course and/or assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to program or scheduled assessment tasks, then students will be informed and provided with a copy of the amended course and/or assessment outline immediately.

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 course and/or assessment outline will be modified and provided to the student and parent/guardian.

10. 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 the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority 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.

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, 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. Completion of a pair of units

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

- 11.1 attempt all in-class assessment tasks on the scheduled date
- 11.2 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 front office, who will date and time stamp it.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 12 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College (see Section 12 for details), the student's assessment outline will, where possible, be adjusted and a grade assigned.

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 advise the student and the parent/guardian/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 College (see Section 12 for details), the following penalties may apply:

- 11.3 10% reduction in the mark for each day it is late to a maximum of 50%
- 11.4 If not received by the fifth day or no arrangement is made with the teacher, a mark of zero will be applied
- 11.5 any change to the above is at the discretion of the Principal

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College (see Section 12 for details), the student will receive a mark of zero. Any change to this will be at the discretion of the Principal.

12. 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 College. 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/guardian must:

- 12.1 contact the College before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- 12.2 provide either a medical certificate or a letter of explanation with evidence immediately following the student's return to school.

Where the student or parent provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher in consultation with the HOLA will:

- 12.3 negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task **or**
- 12.4 decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- 12.5 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).

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).

In exceptional circumstances, the parent/guardian may negotiate the development of an individual education plan with the year co-ordinator. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline and must be approved by the Associate Principal.

Any alternative decisions about the information in Section 12, may be at the discretion of the 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.

13. Transfer between courses and/or units

If a student commences a pair of units late, they may 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. A meeting will be held with the student and the parent/guardian to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

14. Reporting student achievement

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

- a comment by the teacher
- a grade¹
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark¹ (calculated from the weighted total mark).

At the end of the year, students will be provided with a Darling Range Sports College 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. Students will be notified of any changes from the Authority's review of the students' results submitted by the College.

¹ The 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.

15. 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/guardian should approach the relevant head of learning area/teacher-in-charge 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.

If this review does not resolve the matter, the student or parent/guardian may appeal to the Authority using an appeal form which is available from the Associate Principal or the Authority website.

As with all College Policy, the final decision rests with the Principal.