



Mercedes College

ASPIRE EXCEL LEAD

YEAR 11 & 12 ASSESSMENT PROCEDURE

INTRODUCTION

The Mercedes College Assessment Procedure reflects the Mercy values of integrity, excellence, compassion and justice.

Assessment is an integral part of the learning process that assists schools to provide students, parents/guardians and teachers with information on student progress and inform future learning. It is therefore essential that assessment practices be fair, equitable, valid, reliable, and transparent. The purpose of this procedure statement is to articulate how Mercedes College ensures that its assessment practices meet these requirements.

The procedure is provided to all Year 11 and 12 students at Mercedes College and is based on the School Curriculum and Standards Authority requirements. Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation, Preliminary and VET courses. This procedure applies to the assessment of all WACE courses. Our Inclusive Education Department may adjust provisions herein as appropriate for the Preliminary courses.

TERMS OF REFERENCE

Approved Absence

Absence due to illness, bereavement or attendance at an endorsed College event. Approval may be granted only if appropriate documentation is provided. Please see Section 6 for further information.

Unapproved Absence

Absence from the College with no acceptable explanation and/or no documentation provided.

Standardised score

Score generated using the cohort mean and standard deviation with reference to the absent individual student's mean and standard deviation for all other assessment tasks in that course. The standardised score will be generated using SEQTA and adjusted at the end of the course when all other tasks are completed. In some circumstances the Head of Learning Area may use an alternate method to generate the score in the best interest of the students. In all cases a notation will be provided on SEQTA.

1. STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- maintain a sound record of attendance, conduct and progress (a student who has attendance below 90% is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension and other issues pertaining to assessment, prior to the assessment task due date
- complete all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- complete all assessment tasks outlined in the assessment program distributed at the beginning of the year, including all examinations (or in the case of Year 11 students risk a U notation), even if she does not intend to continue that subject in Year 12
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks until grades have been approved by SCSA (which may be March of the following year). To assist students, some teachers may choose to establish an assessment file for each student for each course/program (See Section 16 for details). Students are ultimately responsible for the assessment files.
- follow all of the College's policies, rules and procedures in regard to assessment, attendance, sickness, etc.
- check assessed work and school assessment records meticulously and ensure that any queries or issues are raised immediately when a concern arises.
- complete all ATAR examinations, or risk losing the grade that the College has awarded and possibly, therefore, the WACE.

2. COLLEGE RESPONSIBILITIES

It is the responsibility of the College to:

- develop a teaching and learning program that appropriately delivers the current syllabus for the particular pair of units
- provide students with access to a course syllabus, course outline, and an assessment outline (see Section 4 for details)
- ensure that all assessment tasks are fair, valid, and reliable
- provide students with timely assessment feedback and with guidance
- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress.
- complete all required assessment tasks within the time frame set by SCSA
- establish procedures and strategies to ensure that school marks and grades are comparable across all classes studying the same course
- advise students in cases where it is necessary to deviate from the assessment program published at the beginning of the year
- consider queries from students in regard to the marks achieved in assessments, provided such queries are made within 48 hours of work being returned. Students must respect their teachers' expertise and experience in this area. Any such queries need to be dealt with by teachers in the first instance, then Heads of Learning Area, following the principles outlined in Section 17: Assessment Review and Appeals Process
- follow up where there are reported breaches of this assessment procedure
- inform Year 12 students that school marks are subject to statistical adjustment by the Authority (including statistical moderation based on the overall performance of students in the WACE examinations) and that school marks may therefore be adjusted either up or down.

3. PARENT/ GUARDIAN RESPONSIBILITIES

It is the responsibility of Parents/ Guardians to:

- familiarise themselves with the Mercedes College Assessment Procedure.
- maintain communication with their child about assessment programs and curriculum content in order to support the learning process
- access SEQTA Engage to be informed of upcoming events, assessments, content, homework requirements and teacher feedback to assist in improvement
- inform the relevant school personnel (teacher, Head of Learning Area, Head of Year, Deputy Principal, Principal) of any changes to circumstance, conditions or arrangements which may impact on the learning of a student and the outcomes of that learning
- respond to advice about course selections, methods of study and application to targeted skill development as provided by teaching staff

4. COURSE INFORMATION PROVIDED TO YEAR 11 & 12 STUDENTS

Before teaching starts, the teacher will provide access to the following documents on SEQTA:

- School Curriculum and Standards Authority (SCSA) syllabus for the pair of units which includes the grade descriptions
- 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
- Assessment outline for the pair of units that includes:
 - the number of tasks to be assessed
 - a general description of each assessment task 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 assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

Note: the above information will be placed on the SEQTA cover page for each course.

5. ATTENDANCE

Where attendance drops below 90% (equivalent to one day of absence in every ten-day cycle), learning will almost certainly be significantly affected. A student's attendance record is therefore an important consideration when decisions are made in regard to assessment of her learning and reporting.

It is important for parents to be aware that strong patterns of attendance often correlate to strong student performance, and the reverse is also true: high levels of absenteeism often lead to diminished progress, as it is difficult for students to learn the missed concepts.

It is an expectation of the College that parents will:

- organise holidays during holiday breaks only
- ensure students are present for the entire school day from the very beginning of term until the very end of term. Teachers are not able to provide extended tutoring for students who have missed lengthy periods of school time.

6. PROVISIONS FOR SICKNESS AND MISADVENTURE

Absence from class

Students take responsibility for determining what work has been missed, whether assignments or other work have been scheduled, and for catching up on work missed.

If a student is absent from an assessment because of an excursion or other school-related activity, they will complete the assessment or a comparable assessment upon their return to school. It is the student's responsibility to notify their teachers in advance of any such absence and negotiate arrangements in regard to missed assessments. The College will make no allowances for students who miss assessments due to appointments that could have been arranged outside of school hours. If a student is absent from class for a prolonged period of time over the course of Year 11, it is possible that there will be insufficient evidence for them to be graded; instead, their course enrolment may be recorded as UNFINISHED (U), signifying that they have not completed the requirements of the course. Please note the U will be adjusted to an E grade at the commencement of the following school year if there has been no further assessment data collected. In Year 12 students with insufficient evidence of achievement will receive an E grade (Very Low Achievement). Parents will be notified when a student is at risk on this criterion.

Approved Absence

Absence from a scheduled assessment task in Years 11 or 12 for reasons other than illness must be communicated to the College in advance by emailing Deputy.Principal@mercedes.wa.edu.au. An email reply will be provided noting whether the absence falls into the category of approved or unapproved leave.

Absence from a scheduled assessment task in Years 11 or 12 due to illness or injury must be ratified by a medical certificate only, obtained and submitted to Student Services within 48 hours of the day of the assessment. This includes days on which take-home assessments are due for submission. The medical certificate needs to be issued by a medical practitioner other than a close family member.

The student will then be temporarily excused from the assessment but will be asked to complete or submit it, on the day they return to school. If a student has been absent for a week or more prior to the in-class assessment, they may apply to their teachers prior to their return for an adjusted date to undertake the task (usually within 5 days of returning to school). In any procedure, matters of equity, validity and comparability will be considered and applied.

Students should not complete assessments or examinations when they are ill. If a student chooses to sit an assessment when they are covered by a Medical Certificate, or subsequently provide a Medical Certificate, having already sat the assessment, no review of results will be considered. Students who are ill and/or covered by a medical certificate and miss an assessment but who then elect to attend a school activity (e.g. sport training, drama rehearsal) on the same day as the missed assessment will nullify the cover of the medical certificate and may be awarded a zero for the missed assessment.

In the instance of an approved absence where the task cannot be completed by the student, one of the following scenarios may be applied as appropriate and at the discretion of the Deputy Principal and Head of Learning Area.

- provide a comparable task after it has been completed by the rest of the cohort.
- undertake a review at the end of the academic year, when all other assessment items have been completed.

If a professional judgement can be made based on the remaining tasks, the task may be removed from the calculation of the final mark or a standardised score applied. Professional judgement will evaluate whether the student has had the opportunity to demonstrate the knowledge, skills and understandings that should have been acquired: the remaining tasks must provide a comprehensive sampling of the syllabus unit. If the assessment outline is modified for a particular student, the student is informed and provided with the amended assessment outline.

Please note that if a standardised score is applied during the year, it may change when recalculated at the end of the course after the completion of all other assessment tasks.

Chronic or frequent illness

Whilst the College will undertake to accommodate the needs of students who suffer chronic or frequent illness that provide sufficient evidence and supporting documentation as required by SCSA, it is not possible to waive SCSA guidelines (see excerpt below) with respect to the completion of assessments.

Unit completion requirement

If a student is to be assigned a grade for a pair of ATAR, General or Foundation units (or unit, where a single Year 11 unit is studied), or to be deemed to have completed a Preliminary course unit, they must have completed the education program and the assessment program for the units. The education program refers to classroom activities that allow for full engagement with the delivery of the syllabus including the teaching of content and associated class activities, such as group discussion, team investigations, field trips and other similar processes.

SCSA WACE Manual

Where possible, and following the guidelines set by SCSA, alternative assessments or assignments will be provided. Where possible, missed exams will be rescheduled in the exam period. To ensure comparability, there is a limit to how many alternative assessments can be undertaken. Please note missed examinations may be difficult to reschedule. Accommodations that may occur include:

- undertake a review at the end of the academic year, when all other assessment items have been completed. If a professional judgement can be made based on the remaining tasks, the task may be removed from the calculation of the final mark or a standardised score applied. Professional judgement will evaluate whether the student has had the opportunity to demonstrate the knowledge, skills and understandings that should have been acquired: the remaining tasks must provide a comprehensive sampling of the syllabus unit.
- record 'U' (Unfinished) status for Year 11 students if a professional judgement cannot be made based on the remaining tasks. The student may then have the opportunity to complete the necessary comparable tasks before the beginning of the next school year. The U notation can then be changed to an A-E grade. Teachers are not available to provide tuition / assistance during the holiday period while such students are catching up on assessments.

The ultimate decision on the extent to which a student who has suffered chronic or frequent illness can be provided appropriate accommodation in line with SCSA requirements will be made by the Senior Leadership Team in consultation with the Head of Year and Head of Learning Area.

Assessments impacted by a catastrophic event

If a catastrophic event (e.g. Pandemic) affects the completion of assessment tasks the college will determine the impact on the student(s) and implement one or more of the following as deemed appropriate:

- Arrange an alternative assessment task
- Apply a standardised score for the task where sufficient data is available
- Modify the assessment outline if required

In all the above instances students will be notified of changes and how their achievement will be determined.

7. PENALTIES

Unapproved Absence

If a student provides no reason or a reason which is not acceptable to the school for non-completion or non-submission of an assessment task, they will:

- receive a mark of zero for an in-class assessment task not undertaken on the set date.
- receive a 10% deduction in marks for submitting an out-of-class assessment task the day after the due date.
- receive a 20% deduction in marks for submitting an out-of-class assessment task two days after the due date.
- receive a 30% deduction in marks for submitting an out-of-class assessment task three days after the due date.

Each day of a weekend will be used in the calculation of the appropriate deduction where a student, when possible, fails to electronically submit a task or evidence of its completion.

No assessment work will be accepted for credit after the third day or after solutions have been discussed in class. A mark of zero will be recorded for that assessment.

If a student does not complete or submit an assessment task and is at risk of receiving a grade lower than expected, the student and the parent/guardian/carer will be advised by the teacher.

Please note that Oral Presentations and Practicals will be treated as Written assessments and the due date will be considered the first day that the presentations are due in class. If students are required to produce written evidence (notes, research, palm cards) on the first day and are unable to do so, a marks penalty will apply. Due to the nature of Oral assessments, not all students will be able to complete their assessment on the due date. If due to time restrictions, a student does not complete the assessment on the first day though in attendance and is subsequently absent on any day when the remainder of the orals are being assessed, the same conditions outlined above will apply. If a student knows she will be absent due to another co-curricular commitment, she must volunteer to complete her talk/presentation on the first day.

Refusal to complete an in-class assessment task will result in a mark of zero.

8. AUTHENTICATION OF STUDENT WORK

Out of class assessments

Teachers will ensure, to the best of their ability, that an out-of-class assessment is completed by the student.

To authenticate that a student has completed an out-of-class assessment task without unfair assistance teachers may use strategies such as:

- teacher monitoring of student progress at regular intervals.
- administration of the task in class with open access to reference notes
- validation of student achievement by an in-class assessment task under test conditions after the submission of an out-of-class task
- completion of the task partially at home and partially at school
- requiring a signed student declaration stating that all unacknowledged work is the student's own
- on task submission, requiring students to complete questions on the research process undertaken (this need not contribute to the mark on a task – its purpose is to authenticate that the student carried out the research required for the task)

Assessing Individual performance in group tasks

The assessment of individual performance in a group task is acceptable when the purpose of the assessment task is to assess the individual's knowledge, understandings and skills while in the group situation (rather than to assess the student's capacity to work in a group). In such tasks, all students within the group will have the same opportunities to demonstrate the knowledge, understandings and skills that the task aims to assess. Strategies will be used to ensure the marking of the group assessment task takes account of different achievement of individuals within a group. To monitor individual performance on a group task, teachers may use strategies such as:

- teacher monitoring of group and individual progress
- use of a teacher-monitored logbook to document the stages in the development of the task
- peer evaluation

Cheating, collusion and plagiarism

Students engaging in cheating, collusion or plagiarism 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 any work which is prepared or substantively contributed to by another person (e.g. student, teacher, parent, tutor or expert)
- submit for marking any work which is copied or downloaded from the internet without acknowledging the source, including AI.
- submit for marking any work which paraphrases or summarises the work of others
- disclose information about assessments to others that have yet to sit the task
- use or be in possession of any unapproved items during an assessment task
- talk or interact with other students during an assessment task

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. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour.

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

- a mark of zero for the whole assessment for an in-class 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 for a take home task.

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

9. YEAR 11 AND 12 ATAR COURSE SCHOOL EXAMINATIONS

School examinations are included in the assessment outline for the pair of units. As such they must be completed even if a student intends to withdraw from the course the following year. The weighting 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. Students are expected to attend and complete all scheduled examinations in courses that they are studying. Under no circumstances will a student be allowed to sit an exam prior to the assigned time.

It is the responsibility of each student to ensure that they understand all instructions relating to the examinations. The examination rules and penalties listed below used will be applied to all 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.
- Collusion between students: cancellation of the practical and/or written examination marks of each of the students involved.
- Possession or knowledge of examination questions before an examination: cancellation of all the student's practical and/or written examination marks.
- Possession of unauthorised materials during the examination: cancellation of part or all of the student's practical and/or written examination marks where unauthorised materials are considered to be relevant to the course being examined (whether or not actual use is established).
- Possession of mobile technologies (for example, smart watch, mobile phone, iPod) and/or calculator in an examination for which it is not approved: cancellation of all or part of the student's practical and/or written examination mark.
- Markings on authorised materials in the examination room: cancellation of part or all of the practical and/or written examination mark where markings in tables, data books or dictionaries etc. are considered to be relevant to the course being examined (whether or no actual use is established).
- Unauthorised removal of examination materials: unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) of the student's practical and/or written examination mark relating to the materials being removed.
- Examination room behaviour: blatant disregard of examination room regulations will result in the removal of the student from the examination room.
- Failure to follow examination instructions: cancellation of part or all of the student's practical and/or written examination mark where the student's failure to follow the instructions is considered to have given the candidate an advantage over other candidates.
- False declarations: cancellation of part or all of the practical and/or written examination mark where the student falsely declares that the work presented for external assessment is their own and/or that it conforms to the specifications of the course.

If an examination contains an unrectified error or there is a breach of security, the College will:

- remove the question containing the error, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

10. YEAR 12 GENERAL AND FOUNDATION COURSE EXTERNALLY SET TASK

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. 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 6 for details).

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

- allocate a predicted standardised 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.

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

11. STANDARDISED TESTING

OLNA

Students required to sit the OLN will be notified at the start of the school year. Student and parents will be provided with information and a schedule of testing prior to the testing window for each round of OLN.

12. SPECIAL EDUCATIONAL NEEDS

Students who have diagnosed special education needs will be provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus. Standards for student achievement must be applied in the same way as for all students enrolled in a course. The College will implement special arrangements where a student with disability cannot complete an assessment task (written or practical) under the standard conditions. 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.

A student with special educational needs, who has a modified assessment program, must be assessed against the specific standards for the course. 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/carers will be advised of this and its implications.

Preliminary courses are designed for students who have been identified as having a learning difficulty and/or an intellectual disability. Assessment is based on completion rather than a specific standard.

Where a student with special education needs is enrolled in an ATAR, General or Foundation course and is on a modified assessment program, the program will:

- meet the assessment requirements of the syllabus
- provide the student with the opportunities to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
- provide the teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the course at the school and will enable a grade to be assigned.

Students with a diagnosed disability will, where their disability, impairment or medical condition significantly affects 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 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 in class.

Year 12 students with a diagnosed disability which has functional impact on their performance will need to apply to SCSA for Equitable Access Adjustments (special exam arrangements) for ATAR courses. The Head of Inclusive Education and school Psychologist will assist with this process.

Formal application for special ATAR examination provisions needs to be made to SCSA very early in Year 12. Students making an application may be required to sit specialised tests set by SCSA to assist in its assessment and decision. SCSA does not automatically adopt a specialist's advice or recommendations. It is imperative to ensure that the following criteria are met:

- Evidence that the candidate has either a permanent or temporary disability, illness and/or specific learning disability that could disadvantage them in demonstrating their knowledge, skills and understandings in timed assessments.
- Intervention – details of the strategies that have been recommended and implemented to assist in the remediation of the underlying disability and the efficacy of these strategies over time (i.e. student's response to intervention). A history of the disability and the functional impact will need to be documented and detailed.
- Assessment of the residual functional impact of the disability, based on all documented interventions (through specialist reports).

The granting of special examination arrangements by SCSA 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. Once a ruling has been made by SCSA to approve or decline a particular special provision in the WACE examinations, this decision will be applied to the internal special provisions that the College makes.

Students who have been granted special examination arrangements should be aware that their ATAR course examinations may be held at alternative venues.

Detailed information in regard to Special Provisions can be found on the School Curriculum and Standards Authority website.

13. REPORTING STUDENT ACHIEVEMENT

Student achievement is reported at the end of each semester. Reports for ATAR courses will include the following:

- mark
- grade
- exam percentage
- cohort average mark
- attributes relating to student engagement

Reports for General courses will include the following:

- mark
- grade
- cohort average mark
- attributes relating to student engagement

School reports for school delivered Certificate courses, Preliminary courses and SCSA Endorsed Programs will have student engagement attributes only. Completion of these courses will be indicated on the Statement of Results generated at the end of Year 12.

All ATAR and General courses are run concurrently therefore the semester one mark and grades are indicative as they are not finalised until the pair of units is completed.

For Year 12s the semester two report will be the Statement of Results. Successful completion of any VET qualifications, Certificate courses and SCSA Endorsed Programs are also listed on the Statement of Results.

The Year 12 grades reported by the school are not finalised until approved by SCSA. The school marks for ATAR Year 12 pairs of units are statistically adjusted (moderated) by SCSA. These adjustments reflect the standardised WACE examination marks of students at the school.

Students will be notified of any changes from SCSA's review of the students' results submitted by the College.

14. TRANSFERRING BETWEEN COURSES/UNITS

Year 11 and 12 Units are taught concurrently at Mercedes College. 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 Deputy Principal. Change of Course Application Forms are available through Student Services and on SEQTA. A meeting will be held with the student and the parent/guardian to discuss the request. Please note:

All subject changes depend on the ability of the College to accommodate the request; must follow the guidelines of SCSA; and must be supported by parents/guardians.

- Subject changes for a pair of units in Years 11 and 12 must be completed by the end of Week 5, Term 1 (preferably sooner).
- It is the responsibility of the student to catch up on content missed when transferring between courses. SEQTA will contain the details of content and lessons missed.
- No subject change will be permitted if it will disadvantage the student in the satisfactory completion of the course of study. Changes can only be accommodated within the structure of the timetable that is already operating.

A student cannot be given credit for work that has not been completed in a subject. However where possible students will:

- be given an opportunity to complete assessments and gain credit, or
- will be provided with an altered assessment outline to ensure the student meets the syllabus requirements for the course. The individual assessment outline will show how a school mark for the pair of units will be determined.

In Year 11, students can transfer at the completion of Unit 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. Please note that as Year 11 courses are run concurrently at Mercedes College the Semester 2 exam will have content from Unit 1 and Unit 2. Students entering a new course in Semester 2 will need to complete the Semester 2 examination which will include questions that refer to course content from Unit 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 first round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in SCSA's WACE Manual.

15. TRANSFERRING BETWEEN SCHOOLS

It is the responsibility of any Year 11 student who transfers into a class from the same course at another school, prior to SCSA's recommended last date for student transfers between pairs of Year 11 units, to provide the College with evidence of all completed assessment tasks from the previous school. This information will be used by the College to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade in the pair of units for the course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to SCSA. The student would then be enrolled in a single unit for Semester 2.

Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.

If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to SCSA's Year 12 course enrolment deadline. After that date, Year 12 students will not be permitted to enrol in Year 12 courses. Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

A meeting will be held with the student and 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.

16. RETENTION AND DISPOSAL OF STUDENT WORK FOR SCSA VALIDATION / MODERATION PROCESSES AND STUDENT APPEALS

Students are responsible for retaining all of their marked written assessment tasks. To assist students, some teachers may establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The file is ultimately the responsibility of the individual student. SCSA may request access to students' assessed work during the school year and non-provision of assessed work by a student for the purpose of grade validation or moderation processes may impact on the approval of a student's final grades.

The College is responsible for recording and retaining evidence for non-written formal assessment tasks (typically as a combination of audio recordings, video recordings, digital products or detailed notes).

Where teachers have provided assessment folders students will have access to the assessment file for revision purposes during class time and for home study upon request. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College.

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

17. ASSESSMENT REVIEW AND APPEALS

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.

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 procedure 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 Deputy 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 SCSA using an appeal form which is available from the SCSA website. SCSA representatives will then independently investigate the claim and report to the Authority's student appeal committee.

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.

