

	Policy Title	Year 11 – 12 Summative Assessment Policy
	Release Date	2024
	Review Date	2025
	Domain	Learning

## 1. RATIONALE

The Servite College *Year 11 and 12 Summative Assessment Policy* reflects the philosophy of a Catholic School. It recognises the Gospel values of community, hope, justice and dignity for the individual. The assessment of student performance will be undertaken by means that are valid, explicit, fair, equitable, publicly accountable, reliable and is based on the School Curriculum and Standards Authority (SCSA) requirements as outlined in the *WACE Manual*. This policy applies to the assessment of all WACE courses.

All Year 11 and 12 students are enrolled in a combination of SCSA courses. Some students may also gain credit for WACE by undertaking Vocational Education and Training (VET) programs, Endorsed Units and/or University Readiness Courses.

## 2. RESPONSIBILITIES

### 2.1. Student Responsibilities

It is the responsibility of the student to:

- familiarise themselves with the Servite College *Year 11 and 12 Summative Assessment Policy* and learning and teaching documents for each course
- 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)
- 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
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed and marked written assessment tasks.

### 2.2. 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, and that provides students with opportunities for goal setting, growth and reflection
- provide students with access to a course outline and an assessment outline (see Section 3 for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement and modifications made to assessments and/or test conditions
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate
- utilise formative assessment (in conjunction with summative assessment) as assessment ‘for’ and ‘as’ learning
- engage in moderation processes, including external moderation, where required.

### **2.3. Parent Responsibilities**

It is the responsibility of the parent to:

- familiarise themselves with the Servite College *Year 11 and 12 Summative Assessment Policy* and learning and teaching documents for each of their child’s courses
- maintain communication with their child about assessment programs, curriculum content and the importance of submitting all work by due dates
- access SEQTA Engage to find out about upcoming events, assessments, content, homework requirements and teacher feedback
- inform the relevant school personnel of any changes to circumstance, conditions or arrangements which may impact the learning of their child, including absence from school
- respond to advice about course selections, methods of study and application to targeted skill development as provided by teaching staff.

### **3. INFORMATION PROVIDED TO STUDENTS**

Before teaching starts, the teacher will provide access 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 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

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 a disability, special education needs or cultural beliefs result 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.

Please note, students without internet access at home can request a hard copy of these documents from their teacher.

#### **4. ASSESSING STUDENT ACHIEVEMENT FOR 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.

The requirements for each assessment task will be clearly described in writing. The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.

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.

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 Head of Learning Diversity and relevant Head of Learning Area.

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

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

In some instances, it may not be possible for a student to complete an in-class assessment task or submit an out-of-class assessment task on the due date. 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. These absences will be documented as 'approved'. Acceptable reasons include:

- sickness or injury,
- significant personal circumstances,
- College endorsed events,
- State or National representative sports team or equivalent, **and/or**
- other, at the discretion of the Principal.

### 5.1. Procedures for Acceptable Absences

Where the absence is unplanned, the parent/guardian must:

- contact the College before 8.45am on the day of the in-class assessment task or due date for submission of an out-of-class assessment on (08) 6556 7599 or 0477 700 714 (SMS) **and**
- provide a medical certificate or other suitable evidence (where sick or injured) or a letter of explanation (for significant personal circumstances) immediately following the student's return to school. These can be submitted to the College via email on [studentreception@servite.wa.edu.au](mailto:studentreception@servite.wa.edu.au).

Where the absence is planned, the parent/guardian must:

- contact the College at the earliest possible time with a letter of explanation so that suitable arrangements can be made. Where a student will be absent due to a College endorsed event, the student should let their teachers know in advance so that arrangements for assessments can be made.

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

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within one of the first three Missed Assessment sessions following the student's return, and not before the original date), **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 SCSA requirements for the course and to enable a grade to be assigned). Standardised scores will not be given.

In exceptional circumstances, the parent/guardian may negotiate the development of an individual education plan with a Head of Community. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

## **5.2. Requesting an Extension**

To qualify for an extension, the student must contact their teacher within three days of the planned due date. This contact must include a justification for the requested extension, as well as parental acknowledgement. If the teacher, in consultation with the Head of Learning Area, deems the request reasonable based on the acceptable reasons listed above, an extension may be granted.

## **5.3. Catastrophic Events and the COVID-19 Pandemic**

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.

If a student is learning from home due to COVID-19 isolation requirements, adjustments will be made to assessment conditions so that they are not disadvantaged and are still able to complete assessment tasks at the same time as their peers. Adjustments made will be determined by the teacher in consultation with the relevant Head of Learning Area, and then communicated with students and parents/guardians. These adjustments will be documented by the teacher. All aspects of the *Year 11 and 12 Summative Assessment Policy* apply.

Please note, students who isolate for personal precautionary measures will be deemed as an ‘unapproved’ absence (see Section 6 for details).

## **6. UNACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION OF AN ASSESSMENT 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 advise the student and the parent/guardian/carer of the possible impact of the penalty on the student’s grade. Associated absences will be deemed as ‘unapproved’.

Events that can be rescheduled are not a valid reason for non-completion of an assessment task. This includes family holidays. If significant personal circumstances requires the need for an extended family absence, this should be requested in writing to the Principal and Deputy Principal Teaching and Learning by completing a [Student Extended Absence Request Form](#). They will either deem the absence ‘approved’ or ‘unapproved’ based on the information provided.

Failure or breakdown of technology is not an acceptable reason for non-submission of work.

## 6.1. Penalties

- 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 5 for details), the following penalties apply:
- 10% reduction in the student's assessed mark will be deducted each day, for up to 5 calendar days, **and**
- if not submitted after 5 calendar days, the student will be required to complete the task in the nearest Missed Assessment session and submit to their teacher for marking.

In the case of missing an in-class assessment due to an 'unapproved' absence, the student will need to sit this assessment immediately upon their return to school within one of the first three Missed Assessment sessions that occur.

Where an out-of-class assessment task is not submitted following the guidelines above, and/or where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College (see Section 5 for details), the student will receive a mark of **zero**.

## 7. CHEATING, COLLUSION AND PLAGIARISM

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

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- is copied or downloaded from the internet without acknowledging the source, including work generated by artificial intelligence
- 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. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

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

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

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

## 7.1. Authentication of Student Work

To ensure that an out-of-class assessment task is completed by the student, teachers must use suitable strategies to authenticate that the work is the student's own. To authenticate student achievement, the teacher may:

- monitor student progress throughout the task
- administer the task in class with open access to reference notes
- validate student achievement by an in-class assessment task under test conditions after the submission of an out-of-class task
- ask for the completion of the task partially at home and partially at school
- require a signed student declaration stating that all unacknowledged work is the student's own
- require students to complete questions on the research process undertaken
- check originality using plagiarism checking software
- employ other acceptable authentication processes not listed above.

## 7.2. Turnitin

To assist the teacher in detection of plagiarism, students may be required to submit their assessment through *Turnitin*, an internet-based software which identifies and detects plagiarism in student assessments. The level of similarity acceptable will vary depending on the assessment task in question and will be decided by the teacher in collaboration with other staff, including the Head of Learning Area. Work submitted that breaches the agreed upon similarity percentage will be subject to the penalties described in Section 7 above.

Please note, work submitted through *Turnitin* will be included as a source document in a restricted access databased owned by *Turnitin* solely for the purpose of detecting possible plagiarism.

## 8. YEAR 11 AND 12 ATAR COURSE SCHOOL EXAMINATIONS

School examinations are included in the assessment outline for the pair of units. 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.

In Year 11, written examinations are typically 2 or 2.5 hours in duration. In Year 12, all written exams 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.

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

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

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:

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is 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 significant personal circumstances prevent a student from completing one or more school examinations, the student's parent/guardian must submit a medical certificate, other suitable evidence and/or a letter of explanation to the Deputy Principal Teaching and Learning. The College will then determine whether the reason is acceptable (see Section 5 for details).

If the reason is acceptable, 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 may 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, a remaining examination task will be re-weighted.

If the reason is not acceptable, the student will be given a mark of zero.

## **9. 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 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 school). If this is not until after the date that SCSA requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable (see Section 5 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 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.

## **10. STUDENTS WITH A DISABILITY**

Students with a diagnosed disability will, where their disability, impairment or medical condition 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 Head of Learning Diversity and relevant Head of Learning Area 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 the SCSA website. Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

Please note, for Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to SCSA for consideration of special examination arrangements. The granting of special examination arrangements by SCSA is not automatic. Where SCSA 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. SECURITY OF ASSESSMENT TASKS AND STUDENT WORK**

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 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 (see Section 7 for details).

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.

### **11.1. Retention and Disposal of Student Work**

Following the completion of an assessment and the release of marks and feedback, all written assessments will be returned to the student. Students are responsible for retaining all of their marked written assessment tasks. To assist students, teachers may establish an assessment file for each student for each course/program. Where this occurs, students will be able to take a copy of their assessment for their own retention and will have access to their assessment file at any point during the year. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products). At the end of the year, all materials retained by the College are securely disposed of.

All assessment material is required by the teacher when assigning grades at the completion of the pair of units. SCSA may request access to these assessment files for moderation purposes so students must retain their files until the College's grades are approved by SCSA, at the conclusion of student appeals at the end of Term 4.

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

## **12. TRANSFER BETWEEN COURSES AND/OR UNITS WITHIN AND BETWEEN SCHOOLS**

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 Teaching and Learning. 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. A form will accompany this process, and will require the student to obtain signatures from teachers and Heads of Learning Area involved, the Deputy Principal Teaching and Learning, and parents/guardians.

At Servite College, the deadline for student transfers in Year 11 and 12 is determined by the SCSA *Activities Schedule* each year, and is recommended to occur before Friday of Week 5 in Term 1. A student transferring by the due date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment program that differs from other students, the student will be provided with an additional assessment outline showing how a school mark for the pair of units will be determined.

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

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

### **12.1. Transfer from Another School**

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.

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 (usually the first week of April). 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.

## **13. REPORTING STUDENT ACHIEVEMENT**

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

- attributes, as assigned by the teacher
- a grade
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark).

Please note, 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.

At the end of the year, students will be provided with a Servite 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

SCSA. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by SCSA at the end of the year. Students will be notified of any changes from the SCSA review of the students' results submitted by the College.

### **13.1. Vocational Education and Training**

Students enrolled in a Vocational Education and Training (VET) qualification will be required to comply with specific conditions as mandated by the Registered Training Organisation (RTO). Students are expected to follow the pre-determined 'Delivery Plan' for each program which ensures the volume of learning is sustainable and achievable within the allocated timeframe. Failing to submit assessments in line with the 'Delivery Plan' may result in failure to complete all units of competency and achieve the qualification.

## **14. 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 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 SCSA using an appeal form which is available on the SCSA website. The SCSA representatives will then independently investigate the claim and report to SCSA'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.

## 15. RELATED DOCUMENTS

- [SCSA WACE Manual 2023: Information for Senior Secondary Schooling](#)
- [SCSA Year 12 Information Handbook 2023: Information for All Students \(Part 1\)](#)
- [SCSA Year 12 Information Handbook 2023: Examinations \(Part 2\)](#)
- [SCSA Activities Schedule 2024](#)
- [SCSA Guidelines for Disability Adjustments for Timed Assessments](#)
- [SCSA Applications and Order Forms](#)

## 16. REVIEW HISTORY

Year of Review	Reviewed By	Amendments
2022	College Executive	
2024	College Executive	Changes to Section 5, Section 6 and Section 7. Links updated in Section 15.
2025		Due for review