

40 Joseph Banks Boulevard, Banksia Grove
Perth Western Australia 6031
Telephone: +61 8 9303 7400
Email: josephbanks.sc@education.wa.edu.au
www.jbsc.wa.edu.au



POLICY

Year 11 and 12 School Assessment

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1 POLICY

At Joseph Banks Secondary College, we have high expectations of our Senior School students and provide a variety of personalised pathways for students to achieve success. This policy has been developed so students, parents and teachers are aware of their responsibilities in the assessment process and is based on School Curriculum and Standards Authority (SCSA) requirements. This policy applies to the assessment of all Year 11 and 12 WACE courses and is available on the school website, on SEQTA and, if required, as a hard copy from the school.

Responsibility for explaining the policy rests with the teacher and once the policy has been presented and fully explained to the student, responsibility for adhering to the policy rests with the student.

The aim of this policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim for students, parents and teachers to work together to allow students maximum opportunities to successfully complete their assessment program and enable them to achieve their future goals.

All Year 11 and Year 12 students are enrolled in ATAR or General courses and some students are also gaining credit 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 such as Workplace Learning which are available at the College.

Our VET qualifications are delivered and assessed in partnership with a registered training organisation (RTO).

1. WHERE DO I GET MY INFORMATION ABOUT COURSES AND ASSESSMENTS FROM?

1.1 COURSE INFORMATION FOR ATAR AND GENERAL COURSES

Your teacher will provide electronically to students, on SEQTA the following documents:

- The Authority syllabus for the pair of units which includes the grade descriptors
- A course outline that shows:
 - the sequence in which the content will be covered
 - the approximate time allocated to teach each section of content
- An assessment outline that shows:
 - the number of tasks to be assessed
 - frequency and approximate timing of assessments (courses which involve formal examinations will avoid setting assessments on examinable work in the week prior to the examination period, to ensure students receive feedback before sitting the examination.)
 - types and number of assessments with a general description of each assessment

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- o weightings to be applied to the various assessments
- o an indication of the content covered by each assessment

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be placed on SEQTA.

1.2 COURSE INFORMATION FOR VET COURSES

A copy of the qualification outline, units, assessment, length, pathways, rights and responsibilities will be issued to students electronically by each trainer at the start of the course. This information will also be available on SEQTA. These will clearly state the:

- sequence in which the content will be covered
- types of assessments and a general description of each assessment
- frequency and approximate timing of assessments.

2 WHAT ASSESSMENTS AND EXAMINATIONS WILL I NEED TO DO?

At Joseph Banks Secondary College all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year. Assessment tasks for ATAR and General courses will vary in type and length. They may include tests, examinations, essays, reports, investigations, exhibitions, productions, performances and presentations. Assessment tasks for VET courses may include short answer questions, reports, role plays as well as practical demonstrations of the skills assessed.

In Year 11 written examinations are typically 2 or 2.5 hours in duration. In Year 12 all written examinations are 3 hours' duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

Students will receive timely feedback with access provided to an explicit marking key for all assessment tasks, including examinations. This will be provided before students undertake subsequent assessments on similar content or of a similar type. Additional information is given under the heading *Access to Assessments Documentation and Marked Assessment Tasks*.

An examination timetable will be issued to students and placed on the school website and SEQTA two weeks prior to the start of the examination period.

The assessment outline provided to students at the beginning of the course will detail the timing and nature of the assessments and examinations.

Each assessment task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades.

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

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

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

3 WHEN ARE THE ASSESSMENTS AND EXAMINATIONS?

3.1 ASSESSMENTS AND EXAMINATIONS FOR ATAR COURSES

Written examinations will be held each semester. Semester One examinations will occur in Term 2, Weeks 5 and 6 for all ATAR courses. Semester Two ATAR course examinations will be held in Term 4, Weeks 5 and 6. Practical, performance and oral components of examinations will be scheduled before the written examinations in both semesters.

3.2 ASSESSMENTS AND EXAMINATIONS FOR GENERAL COURSES

During Semester One, all students studying a General Course will complete an Internally Set Tasks (IST) that will be conducted in Term 2 prior to the Examination Weeks, this task contributes to their final mark as outlined in the Assessment Outline.

All Year 12 students taking a General course are required to sit an Externally Set Task (EST) during Term Two; this contributes 15% to their final mark.

The EST is a 50-minute written assessment task developed by the Authority. It is completed in class under standard test conditions.

3.3 ASSESSMENTS AND EXAMINATIONS FOR VET COURSES

There are no examinations for VET courses. Students are assessed on a regular basis throughout the year and are required to successfully complete all assessments in order to achieve the full qualification.

4 HOW WILL I KNOW HOW I'M PROGRESSING IN MY COURSE?

The marks from the assessment tasks throughout the year will enable students to track their own progress and teachers are able to provide students with informal feedback if required.

4.1 REPORTING STUDENT ACHIEVEMENT

The college reports student achievement at the end of Semester One and at the end of Semester Two. The report provides for each course:

- a comment by the teacher
- a grade¹

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.

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- 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 Joseph Banks Secondary 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. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the college.

4.2 REPORTING FOR VET COURSES

Reporting of VET qualifications will indicate progress towards the competencies included in that qualification (not started, at risk, on track, in progress, not completed or competent).

On completion of the qualification the student's report will also indicate whether the qualification has been successfully achieved.

5 WHAT DO I NEED TO DO TO BE SUCCESSFUL IN MY COURSES?

5.1 ATAR AND GENERAL COURSE COMPLETION

A student must complete the structured educational and assessment program for each course. 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 and submit all out of class assessments tasks on or before the due date.

A student who, without acceptable reason, does not meet this requirement will be at risk of receiving a D or E grade. Grades below C may place the achievement of the Western Australian Certificate of Education (WACE) at risk. The class teacher will notify the parent in writing about the risk of failure for the student. If the matter is not resolved satisfactorily, there will be subsequent communication with the parent by the Domain Leaders and Leading Teacher.

Students with poor attendance are at risk of receiving a D or E grade and they will be referred to the Leading Teacher. Parents will be contacted and a plan developed and action taken in a collaborative manner. Chronic non-attendance may be referred to the regional office for intervention.

5.2 VET QUALIFICATION ACHIEVEMENT

To achieve certification for a full qualification, students must successfully complete all assessments in every unit of competency and demonstrate competence in each assessment task and the overall unit of competency. If the students receive an outcome for a task of not yet competent, they will be given **three chances to re-submit or re-do the task to achieve competence**. The assessor will identify the gaps and guide the student in how to address them to achieve competence when the student repeats the task. If the repeat outcome is still unsatisfactory the assessor may advise the student to re-enrol (if the student is in the first year of the qualification) or assess the student as not competent (if the student is in the final year of delivery) in the unit/qualification.

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6 WHAT HAPPENDS IF I'M NOT AT SCHOOL ON THE DAY OF ASSESSMENTS OR EXAMINATIONS?

6.1 FORMAL TESTS, EXAMINATIONS AND ASSESSMENT TASKS FOR ATAR, GENERAL AND VET COURSES.

Students are required to submit all assessments to the classroom teacher by the scheduled session on the due date. Students experiencing difficulty meeting a deadline must discuss this with the teacher at the earliest possible time, **before** the date on which the assessment is due. An extension of time for an individual student can give an unfair advantage and so, in general, extensions will not be granted.

Where health issues or other significant personal circumstances may prevent a student completing an in-class assessment task, formal test or examination, 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.

Where the student's reason for absence from a formal assessment can be shown to be reasonable in the circumstances and unavoidable, appropriate arrangements will be made to sit an assessment at a different time to obtain an alternative, equitable measure of achievement and to provide feedback on the student's performance. The alternative measure will be decided by the teacher in consultation with the Domain Leader and Leading Teacher and will be negotiated to be fair and consistent across all classes taking the course.

If an 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, the following penalties may apply:

- afterschool classes to complete the task or complete an alternative task, or
- receiving a mark of zero.

Students are advised to submit assessments on the due date, even if incomplete, to avoid a penalty. In cases where a student is at risk of failure, there may be a requirement to submit additional work or to resubmit work until it meets the required standard.

All absences from assessments need to be covered by written evidence. Students who are absent due to illness, injury or similar mitigating factors are required to submit a medical certificate or letter of explanation within 24 hours of the student returning to school.

If the student is absent for a reason other than illness, the leading teacher is to be contacted by phone on the day of the assessment. Absences for non-essential activities will not be accepted as a valid reason for missing assessments and students may be asked to substantiate the reason for any non-medical absences.

Copies of certificates and other documents are to be submitted to:

the teacher concerned, in the case of formal tests and assessment tasks

the leading teacher in the case of examinations

Family holidays during the term or examination period are not considered a valid reason for non-completion or non-submission of assessment tasks. In exceptional circumstances and with sufficient notification, the parent may negotiate the development of an individual educational plan with the Leading Teacher to cater for the missed learning and assessment program.

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If a student misses a large number of tests, examinations, or assessment tasks, even if the absences are covered by medical certificates, further investigation and appropriate action will be taken to ensure that any grades/marks issued by the school are valid.

Where a catastrophic event (e.g. a pandemic, school closure) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by school staff of modifications to the task requirements and/or the assessment outline, including the due date.

6.2 NON-COMPLETION OF YEAR 12 EXTERNALLY SET TASKS

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 the Authority requires the college to submit the EST marks, then the college will determine if the reason for non-completion is acceptable. If it is not acceptable, the student will be allocated a mark of zero. If the reason is acceptable to the college the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- a predicted EST 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 EST.

7 HOW DOES THE SCHOOL ENSURE CONSISTENT MARKING?

7.1 IN-CLASS AND INDIVIDUAL ASSESSMENT TASKS FOR ATAR, GENERAL AND VET COURSES.

To ensure the reliability of the school's marks when making a judgement about a student's performance on an assessment task, the school must be confident that the work is the student's own. It is important that the student is the original author of all work presented for assessment and others should not provide more than a minor degree of support to produce the task. All courses will have tasks that are completed under supervision and can be vouched for as demonstrating the student's unassisted ability and these may be used to make comparisons to unsupervised work.

In the case of multiple classes of the one course, learning areas will conduct assessment tasks in a manner that ensures there is no transfer of information which could advantage some students. This may require the use of extended school hours. If past papers are used, they will be modified to such an extent as to prevent advantage to any students who may have prior access to the papers.

Individual in-class assessments form a part of the continuous assessment for each student. To ensure accurate and fair assessment, each student is expected to be present for every in-class activity. Assessment for students absent from in-class activities will be in accordance with the policy outlined under Formal Tests, Examinations and Assessment Tasks.

7.2 GROUP TASKS FOR ATAR, GENERAL AND VET COURSES

If students are working as a member of a group on an assessment task, they have a responsibility to that group.

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A process that identifies individual performance will be part of the group assessment structure, so that a group is not penalised for an individual's failure to complete an assessment and to enable an individual student's work to be independently assessed.

8 WHAT INFORMATION WILL I RECEIVE AT THE START OF EACH ASSESSMENT?

Assessment documentation and marked assessment tasks for ATAR and General courses.

In all courses the assessment criteria should be made explicit to students prior to the assessment to focus their attention on what they have to achieve. This is done by providing students with an outline which details the specific knowledge, skills and understandings that will be covered in the assessment.

A marking key for each assessment task, other than an Externally Set Task, will be provided to the students to make clear and explicit the criteria used to award marks. Marking keys should:

- help to ensure a consistent interpretation of the criteria that guide the awarding of marks
- provide the basis of feedback to students
- result in the effective ranking of student achievement/performance

A review of student performance must occur in class. At these time students must have access to the marked assessment task, the Task Outline and/or the marking key, on which students can annotate particular areas of weakness and methods of addressing these.

Students are then able to retain one or more of the following (which ones are at the discretion of the teacher):

- their marked assessment task (or copy)
- the annotated marking key
- the annotated task outline

Access to students' marked assessment tasks and related marking keys retained by teachers must be made available to students under supervised conditions at times suitable to both parties.

The only exception to the above requirements for retention of material by students is Maths Investigation or Practical Application tasks where, due to the nature of the tasks, teachers are required to provide effective feedback but may retain all work and marking keys.

8.1 ASSESSMENT DOCUMENTATION AND MARKED ASSESSMENT TASKS FOR VET COURSES

VET Certificate qualifications are required to comply with RTO requirements for that individual qualification. These RTO requirements take the place of the school based requirements.

8.2 Assessing STUDENTS WITH SPECIAL EDUCATION NEEDS

Where students have specific learning disabilities that do not allow them to demonstrate their ability within the usual assessment arrangements, then some allowances can be made.

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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. Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Documentary evidence will be required to inform the school of this as soon as the disadvantage is identified. Such evidence should be given to the Leading Teacher.

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

It is the responsibility of the student and parent to monitor that the correct provisions are made. Where a parent is concerned that a student has not received the appropriate support, or that the support needs to be reviewed, then it is most effective to make direct contact with the Leading Teacher.

There are times where a student cannot complete work in the form that has been chosen by the teacher. In such cases the teacher may, in consultation with the domain leader and Leading Teacher modify the set task to accommodate the individual requirements of the student. If these requirements are ongoing in nature, then an individual education plan should be devised. Students who require additional assistance in assessment tasks and examinations are provided with arrangements consistent with those approved for ATAR course examinations by the SCSA.

For VET qualifications, reasonable adjustments will be provided for applicants/students with special learning needs (such as disability or a learning difficulty) according to the nature of the learning need and the requirements of the relevant Training Package.

9 HOW LONG DO I HAVE TO KEEP MY ASSESSMENTS FOR?

Students are responsible for retaining all of their marked written assessment tasks. The college will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, the college establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The college retains the files until the marks have been accepted by the Authority. All assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the college.

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

10 CAN I CHANGE COURSE?

It is important that students monitor their progress in a course and if necessary, they are encouraged to seek changes to their courses as early as possible in first term. The final date to submit course change requests is the end of **Week 2, Term One**. The deadline for entry into available certificate qualifications is the end of Week 4, Term One. Students need to

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enter into discussion of progress prior to this so that decisions regarding course or certificate changes can be made in a timely manner.

All student and parent requests to change courses will need to be approved by the College, and checked to ensure they meet WACE requirements.

Where the teacher has concerns for the student's ability to succeed after the change of course, they will contact the student's parents to discuss the situation and inform the Domain Leader and Leading Teacher.

11 WHAT HAPPENS IF I CHANGE COURSE OR SCHOOL AND I'VE MISSED SOME ASSESSMENTS?

Assessments missed because of a transfer from another school

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

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

The Domain Leader and Leading Teacher will:

- determine how the marks from assessment tasks at the previous school will be used

[Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Joseph Banks Secondary College.]

- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

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

Assessments missed because of a change of course within Joseph Banks Secondary College

Students must be aware that they may be disadvantaged by late arrival in a course. When a student does have a late entry to a course or qualification, it is essential that they acquire from the teacher, a course outline and assessment schedule that clearly indicates:

- course work covered prior to their entry
- assessments already completed and the proportion of the total mark allocated to these
- missed or additional work that the teacher recommends to be done for success in the course, with revised due dates that are manageable in the circumstances

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment

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tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks will need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class or tasks will be remarked to meet the assessment requirements of the new course.

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

12 WHAT ARE THE RULES WHEN SITTING ASSESSMENTS OR EXAMINATIONS?

Students will receive a more detailed document containing the rules for sitting assessment and examinations. The most important points are summarised below.

12.1 CHEATING AND PLAGIARISM IN ASSESSMENTS

Cheating occurs when a student acts dishonestly or unfairly in order to gain an advantage over other students (Oxford Living Dictionaries). This is a serious offence and can result in zero marks being awarded for part or all of the assessment. Students who cheat in formal tests and examinations will be penalised.

Plagiarism is stealing phrases from writings of another and publishing or claiming them as one's own (Learnthat.org). It can be deliberate or due to lack of care. Students who plagiarise will be dealt with by the Domain Leader and their assessment mark adjusted to reflect the degree to which the work is not their own. All work submitted must be the original work of the student, unless any original content is clearly noted and the source acknowledged in the appropriate manner.

Any activity that allows a student to have an unfair advantage over other students is unacceptable. All work submitted, including practical assessments must be the students own work. Cheating and/or plagiarism can result in further disciplinary action which may affect the student's grades.

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

- Identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- Identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Leading Teacher. As part of this process, the student will be provided with the right of reply.

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

- A mark of zero for the whole assessment task
- A mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own

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12.2 TALKING DURING ASSESSMENTS AND EXAMINATIONS

Students should enter the assessment or examination room in silence. The teacher will read out the instructions for completing the assessment. Students with questions at the start or during the assessment or examination should raise their hand and the teacher will assist the student appropriately. Students are required to remain silent for the duration of the assessment.

12.3 ASSESSMENT PROCEDURE FOR MOBILE TECHNOLOGIES

All mobile phones must be turned off and left at the front of the room in bags or as directed by the teacher in charge, together with any mobile technologies such as a smart watch, iPod, MP3/4, computers, tablets and laptops that may provide an unfair advantage. No responsibility will be accepted by the teacher or supervisor for your personal property.

If students are found with a mobile phone or other unauthorised device on their person during a test, assessment or examination regardless of whether use has been established, the student may have their marks cancelled or reduced.

13 CAN I CHECK MY RESULTS?

13.1 ASSESSMENT REVIEW PROCEDURES

Students are entitled to check their results if they consider there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units. This may relate to a single task or assessment, or to the end of semester marks and grades. Students who wish to do this must initially approach the course teacher.

If the issue is not settled, the student and parent should address their concerns in writing to Domain Leaders and the Leading Teacher. Where this does not resolve the issue, an appeals panel consisting of Domain Leaders or their nominee, the Leading Teacher and Associate Principal may be formed.

Appeals will only be considered in the context of this assessment policy and within a two-week period of the student receiving the result.

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 meet 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 School Curriculum and Standards Authority using an appeal form which is available from the

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Associate Principal or the Authority website. Authority 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.

14 EVERYTHING IN A NUTSHELL

14.1 STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the school
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- 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
- ensure all work is their own and not plagiarised.

14.2 TEACHER RESPONSIBILITIES

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with the syllabus, course outline and assessment outline at the beginning of the course
- provide students with the examination timetable two weeks prior to the start of the examination period
- 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
- meet college and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate
- advise parents when a student is at risk of achieving below a C grade.

14.3 PARENT RESPONSIBILITIES

It is the responsibility of the parent to:

- monitor student progress and make contact with the school/teachers as required
- monitor the assessment outline for important dates
- attend parent information and reporting sessions
- encourage and support your child to realise their potential

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- notify the school of any reason or extenuating circumstances that may impact their child's assessments
- ensure contact details are accurate and up to date
- provide a suitable homework/study area at home
- provide a medical certificate when absent from an assessment
- support your child's regular attendance at school.

15 RELATED DOCUMENTS

Category	Document title
Related Department Policies	<ul style="list-style-type: none"> • Curriculum Assessment and Reporting In Public Schools
Joseph Banks Secondary College Policies	<ul style="list-style-type: none"> • N/A

16 CONTACT INFORMATION

Title	Contact
Policy Owner	Liz Smith Associate Principal 9303 7400

17 HISTORY OF CHANGES

Effective date	Last updated	Policy Version	Notes
12/02/2018	12/02/2018	1	First Version
27/02/2019	27/02/2019	2	Second Version

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