



ASSESSMENT POLICY: SENIOR (11/12)

Aim

This Assessment and Reporting Policy is provided to all senior secondary students at Divine Mercy College and is aligned with the School Curriculum and Standards Authority (SCSA) requirements as outlined in the WACE Manual 2023.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, and VET courses. Some students are also gaining credit for the Western Australian Certificate of Education (WACE) by undertaking Vocational Education and Training (VET) qualifications, such as Business and/or Sport and Recreation, or by participating in the endorsed program Workplace Learning, which is available at the College. The VET qualifications are delivered and assessed in partnership with IVET and SSI, both of which are registered training organizations (RTOs).

This policy governs the assessment of all WACE courses and ensures that the assessment practices are consistent with the SCSA guidelines, maintaining academic rigour and transparency across all courses.

Information Provided to Students

Before teaching begins, teachers will make the following documents available on the college intranet for each pair of units:

- The **Authority syllabus** for the units, which includes the relevant grade descriptions.
- A **course outline** for the pair of units (or unit or semester), which will include:
 - The content from the syllabus, presented in the sequence in which it will be taught.
 - An approximate timeline indicating how much time will be allocated to teach each section of the syllabus content.
- An **assessment outline** for the pair of units, which will detail:
 - The number of assessment tasks.
 - The approximate timing for each assessment task (e.g., the specific week for each assessment or the start and submission weeks for any out-of-class extended tasks).
 - The weighting for each assessment task.
 - The weighting for each assessment type, as specified in the syllabus's assessment table.

- A general description of each assessment task.
- An indication of the content that will be assessed in each task.

Note: Students who do not have access to the internet at home can request a hard copy of these documents from their teacher.

Assessing Student Achievement

At Divine Mercy College, all students are enrolled in pairs of units, with each pair consisting of multiple assessment tasks throughout the year. This includes end-of-semester exams for all ATAR courses and an Externally Set Task (EST) for Year 12 General courses. These assessments provide evidence of student achievement, and the teacher uses the total weighted mark from all tasks to rank students in the class and assign grades.

Each assessment task will be clearly outlined in writing, including detailed instructions on what the student needs to do, and often specifying the steps involved for extended tasks. When appropriate, assessment criteria will be provided alongside the task to guide students in understanding how they will be marked.

Most assessment tasks are completed in-class, but some courses may also include out-of-class tasks. In these cases, the authenticity of student work will be validated to ensure integrity. Some courses may involve group tasks, and in such cases, teachers will implement strategies to assess each student's individual performance within the group. These details will be clearly identified in the task description provided at the beginning of the assessment.

If a student's disability, specific educational needs, or cultural beliefs may significantly impact their ability to complete an assessment task, the teacher will, in consultation with the relevant head of learning area or teacher-in-charge, make appropriate adjustments to the task.

School Examinations

School examinations are an integral part of the assessment for each pair of units and are included in the assessment outline. The weighting, or proportion of the final mark, assigned to these school-based examinations varies between courses and is specified in the respective assessment outline.

A **written examination** is held at the end of both **Semester 1** and **Semester 2** for all **ATAR courses**. A practical/performance/oral examination is also conducted in alignment with the course requirements for courses with practical, performance, or oral components.

In **Year 11**, written examinations typically range from 2 to 2.5 hours in duration, although some exams may extend to 3 hours. In **Year 12**, all written examinations are **3 hours** long, except for courses with practical, performance, or oral components, which are **2.5 hours**, plus a separate practical, performance, or oral examination.

The **examination timetable** is provided to students **three weeks** prior to the start of the exam period. If an error is found in an examination, or if questions are based on content outside the syllabus, or if there is a breach of security, the following steps will be taken:

- The question containing the error or outside content will be removed, or
- A new examination will be set if there is a breach of security affecting all students, or
- A **mark of zero** will be given to the students involved if the breach of security is limited to them.

Missing out on School Examinations

If a student is unable to complete one or more school examinations due to health issues or personal circumstances, the College will assess whether the reason is acceptable. **If the reason is deemed unacceptable, the student will be given a mark of zero for the affected examination(s).** If the reason is deemed acceptable, an alternate date may be set. If rescheduling is not possible, the student will not sit the examination. In this case, a predicted examination score will be assigned based on the student's performance in other assessments relative to the cohort's performance in the examination.

Externally Set Task (EST) for Year 12 General Courses

All students enrolled in Year 12 General courses are required to complete the Externally Set Task (EST) for that course. The EST is an essential component of the assessment for Units 3 and 4, and its weighting contributes 15% to the final mark for the pair of units.

The EST is a 50-minute written assessment developed by the School Curriculum and Standards Authority (SCSA), based on content from Unit 3. It is administered in-class under standard test conditions, and the task is designed to assess the student's understanding of key course content.

Missing out on the EST

If a student is unable to complete the EST on the scheduled day, they must complete the task at the first available opportunity, typically within two days of their return to school. If the student misses the EST and cannot complete it before the submission deadline set by SCSA, the college will evaluate whether the reason for non-completion is acceptable. If the reason is deemed unacceptable, the student will receive a mark of zero for the EST.

If the reason for non-completion is deemed **acceptable**, the teacher will:

- **Decide on an alternate assessment task**, provided that the task remains confidential and can be administered to the student, or
- **Assign a predicted EST score**, based on the student's performance in other assessments relative to that of the cohort and the cohort's performance in the EST.

Academic Integrity and Misconduct

Students must maintain academic honesty and refrain from any dishonest practices aimed at gaining an unfair advantage. All work submitted for assessment must be the student's own original work. Students are prohibited from submitting any work that is:

- Prepared or significantly contributed to by another person (e.g., another student, teacher, tutor, or external expert).

- Copied or downloaded from the internet without proper acknowledgment of the source.
- Paraphrased or summarized from the work of others without appropriate citation.
- Generated using artificial intelligence (AI) or any automated tools, unless properly acknowledged and submitted as the student's own original work.

If a student is suspected of cheating, collusion, plagiarism, or submitting AI-generated work, the teacher will refer the matter to the relevant **Head of Secondary** or **Teacher-in-Charge**. As part of the process, the student and their parent/guardian will be notified of the suspected misconduct, and the student will be given the opportunity to respond to the allegations.

If it is determined beyond a reasonable doubt that the student has engaged in cheating, collusion, plagiarism, or the use of AI-generated work, the following penalties will apply:

- A **mark of zero** for the entire assessment task, or
- A **mark of zero** for the specific part of the task where the work is identified as not the student's own.

The student's **parent/guardian** will be informed in writing of the decision, the penalty applied, and any further disciplinary actions that may be taken in accordance with school policy.

Security of Assessment Tasks

At Divine Mercy College, most subjects are taught in single classes, but for some subjects, assessments are coordinated with other schools or purchased from professional organizations. In these cases, when the same assessment task or exam is used across multiple schools, the exam papers and student responses will be securely retained by the teacher until all participating schools have completed the assessment.

To maintain the integrity of the assessment process, all assessment materials, including question papers, will be collected at the end of each lesson and retained by the teacher until all students have completed the task. **Students are prohibited from discussing the nature of the assessment questions with students from other schools or classes until after the task has been completed. Any discussion of the assessment questions before this time will be considered collusion, and those involved will face penalties accordingly.**

If a student becomes aware that an exam paper has been leaked or adopted from another school, or if they learn that exam content has been posted on social media by students from other schools, they are required to immediately report this to the teacher-in-charge or the Head of Secondary. Failure to report this information may result in disciplinary action, as it could be seen as complicity in the misconduct.

If such an issue is reported, the teacher or Head of Secondary will investigate the matter and take appropriate action. This may include disqualifying the exam or taking other steps as necessary to maintain the fairness and security of the assessment process. The procedure ensures that all students are assessed equitably, and the integrity of the examination process is upheld.

Retention and Disposal of Student Work

Students are responsible for retaining all of their marked written assessment tasks. The college will retain all non-written assessment tasks (typically audio or video recordings or digital products). The teacher requires this material when assigning grades at the completion of the pair of units and may require it 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 Authority has accepted the marks. All assessment tasks are available to students for collection after that time. The college securely disposes of all materials not collected by the end of the school year.

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

Please note that the RTO audits VET workbooks and, therefore, has them in its possession. This is to validate each student's completion of each unit.

Modification of Assessment Outline

If circumstances change during the teaching of a pair of units that require adjustments to scheduled assessment tasks, students will be notified promptly. The modified assessment outline will then be made available on the college intranet for reference.

In cases where a student's disability, specific educational needs, or cultural beliefs significantly impact their ability to complete one or more assessment tasks, the assessment outline will be adjusted to provide equitable access. These adjustments will be made in consultation with the relevant teacher, Head of Learning Area, and other support staff. The modified assessment outline will be provided to the student and their parent/guardian to ensure fair assessment conditions are maintained.

Students with Disabilities and Assessment Adjustments

Students with a diagnosed disability, impairment, or medical condition that may significantly affect their ability to complete a particular assessment task will have their written and/or practical assessment tasks (including school examinations) adjusted. These adjustments will be made by the teacher in consultation with the relevant Head of Learning Area or Teacher-in-Charge responsible for the course.

The adjustments will align with the **SCSA guidelines for disability adjustments** for timed assessments, ensuring that the student is provided with fair access to assessment opportunities. Adjustments may include but are not limited to, the use of special equipment, provision of a scribe, or additional time to complete the task.

If a student is unable to complete an assessment task due to their disability, they will be provided with alternative opportunities to demonstrate their knowledge, skills, and understanding, ensuring they have equitable access to assessment requirements.

Completion of Pair of Units

Year 11:

A grade (A, B, C, D, or E) is assigned for each unit completed (Unit 1 and Unit 2) based on the student's performance in assessments and coursework throughout the year.

For **Semester 1**, the report will include:

- An **indicative grade** for the unit.
- A **mark** based on the weighted combination of marks from all assessment tasks in the unit, including the **Semester 1 exam** if applicable.
- The **mark in the Semester 1 exam**, if applicable.

For **Semester 2**, the report will include:

- A **grade** for the unit.
- A **mark** based on the weighted combination of marks from all assessment tasks in the unit or both units, depending on the student's enrolment, including the **Semester 2 exam**, if applicable.
- The **mark in the Semester 2 exam**, if applicable.

All grades in Year 11 are reported in alignment with the **SCSA grade descriptors** for each course. **Semester 1 grades** are indicative, and **Semester 2 grades** will be reported to **SCSA** for both units studied during the year.

Vocational and Education Training (VET) courses are reported against each **Certificate's Units of Competency**, with the time taken to complete each unit depending on the duration of the course.

Year 12:

In Year 12, a grade (A, B, C, D, or E) is assigned for each pair of units completed (Units 3 & 4). The assessment process for Year 12 includes:

- **Semester 1:** The report will include an **indicative grade**, a **mark** based on the weighted combination of all assessment tasks, including the **Semester 1 exam** if applicable, and the **mark in the Semester 1 exam** if applicable.
- **Semester 2:** The report will include a **grade** for the unit or units, a **mark** based on the weighted combination of all assessment tasks, and the **mark in the Semester 2 exam**, if applicable.

In Year 12, students are required to complete both units in the pair and must sit the **ATAR exam**. Withdrawal from a subject after the commencement of Year 12 is not permitted, and failure to sit for the ATAR exam means the entire year will not count towards their final results.

All grades for Year 11 and Year 12 are subject to **SCSA approval** at the end of the year. Students and their parent/guardian will be notified of any changes to the results following **SCSA's review** of the student's results. Students studying a **modified curriculum** will be provided with a modified report outlining their progress against the identified objectives.

Information about calculating the **ATAR** for university entry is available on the **TISC website** at www.tisc.edu.au.

Year 11 and 12 Requirements:

To meet the requirements for Year 11 and 12 courses, students must:

- Maintain a minimum attendance rate of **80%** for each course.
- Attempt all in-class assessment tasks on the scheduled date.
- Submit all out-of-class assessment tasks on or before the due date.

If health issues or other personal circumstances prevent a student from completing an in-class assessment task, the student (or their parent/guardian) must inform the teacher at the earliest opportunity, ideally before the scheduled assessment date. The college will assess whether the reason for the absence is acceptable. If the reason is deemed acceptable, adjustments to the student's assessment outline may be made, and a grade will be assigned based on the modified arrangements.

If a student fails to submit an out-of-class assessment task or attend a scheduled in-class assessment task without providing an acceptable reason, the teacher will contact the **parent/guardian** to discuss the potential impact on the student's grade and work together to prevent future occurrences.

Where an out-of-class assessment task is submitted after the due date or not submitted at all, and no acceptable reason is provided, the following penalties will apply:

- **10% reduction** in the mark if submitted one school day late.
- **20% reduction** per day, including weekend days, for up to five days.
- A **mark of zero** if the task is submitted more than one week late or is not submitted at all.

If a student misses an in-class assessment task without a valid or acceptable reason, the assessment will be marked **ZERO**.

Examples of **unacceptable reasons** for non-completion or non-submission of an assessment task include reschedulable events such as:

- Personal or social events (e.g., birthday parties or sleepovers) that interfere with the completion of assessments.
- **Holiday trips** are taken during the school term.

Transfer Between Courses and/or Units

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

At Divine Mercy College, the deadline for student transfers in Year 11 and Year 12 is Friday of Week 4 in Term 1, as all courses are assessed as a pair of units.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur and after the completion of one unit (typically unit 1). The grade for the one unit will be reported to SCSA.

Year 12 students cannot transfer to another ATAR course, only to a General or VET Course. The dates for withdrawal of ATAR subjects at the end of Term 2.

Continuation in Year 12 ATAR Courses

For students enrolled in **Year 12 ATAR courses**, they must achieve a minimum of **60%** in each **individual Year 11 ATAR course** by the end of Year 11 to continue in that specific Year 12 ATAR course. If a student does not meet the 60% minimum in any of their Year 11 ATAR courses, they will be required to **drop that course and transition to a General or VET course** in Year 12.

If a student is enrolled in fewer than **four ATAR subjects** as a result, they will no longer be considered as part of the **ATAR Pathways**. To pursue university or tertiary study, they will need to enter through an **Alternative Pathway**.

Divine Mercy College provides support through a **Career Advisor** and **Transition Coordinator** to assist students with pathway inquiries and to help guide them in making informed decisions about their future educational and career options.

Roles and Responsibilities

Role	Responsibilities
TEACHERS:	<p>It is the responsibility of the teacher to:</p> <ul style="list-style-type: none">➤ develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units➤ provide students with access to a course outline and an assessment outline➤ ensure that all assessment tasks are fair, valid and reliable

	<ul style="list-style-type: none"> ➤ 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. ➤ Keep up to date with the most current WACE manual including but not limited to assessment and reporting practices
<p>PARENTS/CAREGIVERS:</p>	<ul style="list-style-type: none"> ➤ Regularly review the assessment and reporting policy to understand the assessment practices, timelines, and expectations for your child’s learning. ➤ Actively monitor your child's progress through reports, XUNO updates, and any other communication provided by teachers. Attend parent-teacher meetings and seek clarification on any concerns regarding your child's performance. ➤ If your child misses an assessment or school event due to illness or other personal reasons, ensure that the appropriate documentation (e.g., medical certificates or letters of explanation) is submitted promptly to the school. ➤ Support your child in meeting assessment deadlines and encourage the submission of work on time. If an extension is needed, ensure that it is requested in advance with valid reasons, and follow the necessary procedures. ➤ Encourage your child to develop good study habits and to seek assistance when necessary. Provide a supportive environment for learning, ensuring your child is engaged and motivated. ➤ If you have concerns about your child’s academic performance or any issues related to assessments, communicate directly with the relevant teacher or Year Coordinator to resolve the matter as early as possible. ➤ Ensure that your child attends school regularly, particularly during assessment periods. Understand that extended holidays during term time may impact

	<p>their assessments, and follow the appropriate procedures for seeking approval if necessary.</p> <ul style="list-style-type: none"> ➤ Reinforce the importance of academic honesty and ensure your child understands the consequences of cheating, plagiarism, or other forms of academic misconduct. ➤ Review all written reports provided to you, paying attention to the feedback on academic achievement, effort, and personal development. Discuss the report with your child and identify areas of strength and opportunities for improvement. ➤ Maintain open communication with teachers regarding your child's progress, learning needs, or any concerns that may impact their academic success. ➤
<p>STUDENTS:</p>	<p>It is the responsibility of the student to:</p> <ul style="list-style-type: none"> ➤ 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 (see Section 9 below for details) ➤ 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.

Inclusive Practices for Diverse Learners

Divine Mercy College is committed to ensuring that all students, regardless of their learning needs, have equitable access to assessment and learning opportunities. We recognise and support the diverse range of learners within our school, including students with additional learning needs, those requiring extra support, and those with exceptional talents.

Differentiation in the Classroom:

DMC implements differentiation in each classroom to cater to the varied learning needs of students. Teachers adapt their teaching methods, materials, and assessments to ensure all students can access the curriculum and demonstrate their learning in ways that are appropriate for their individual needs.

Educational Support:

Our Learning Education Support teacher is available to work with students who require additional assistance. Specialised support is scheduled as needed to provide targeted intervention for students with educational needs. This may include adjustments to assessment tasks, additional time for completion, or other strategies to ensure these students can succeed.

Opportunities for Gifted Students:

DMC recognises the talents and abilities of gifted students and offers them opportunities to extend their learning beyond the standard curriculum. Gifted students are invited to participate in enrichment activities, including competitions such as the **International Competitions and Assessments for Schools (ICAS)**. These initiatives allow gifted students to further challenge themselves and broaden their knowledge in subjects such as mathematics, science, and English.