CORPUS CHRISTI COLLEGE

YEARS 10 – 12

ASSESSMENT PROCEDURE
2023

TABLE OF CONTENTS

YEARS 10 – 12
ASSESSMENT GUIDELINES & PROCEDURES
2023

1.1 - INTRODUCTION

Assessment is an integral part of the learning process, providing students, parents, caregivers and teachers with information on academic progress and feedback to inform future learning. Assessment procedures need to be fair, reliable, valid and transparent. Corpus Christi College is committed to an assessment process which challenges students to engage with a range of relevant assessments that are mapped to the curriculum and provide valuable opportunities for feedback and feedforward.

1.2 - GENERAL ASSESSMENT INFORMATION TO BE RECEIVED BY STUDENTS

In accordance with the WACE Manual as distributed by the School Curriculum and Standards Authority (SCSA), every student studying a senior secondary course in Years 10 – 12 will be provided with:

1	The College's senior secondary assessment policy
2	The course syllabus
3	The course outline
4	The assessment outline
5	The grade descriptions for each course (WACE courses only)

These documents will be provided online (via SEQTA) for the convenience of teachers, parents and students.

1.3 - RESPONSIBILITIES OF STUDENTS, PARENTS AND TEACHERS

Students, parents and teachers have an essential range of responsibilities in ensuring the best conditions for assessment are maintained. These responsibilities include:

STUDENTS	PARENTS	TEACHERS
Familiarising themselves with the Corpus Christi College Assessment Procedure	Familiarising themselves with the Corpus Christi College Assessment Procedure	Consistently following the procedures herewith
Familiarising themselves with the learning and teaching documents for each course, including—but not limited to—the assessment outline	Familiarising themselves with the learning and teaching documents relating to their child's studies, including—but not limited to—the assessment outline	Ensuring the necessary learning and teaching documents are accurate and made available to students and parents
Recognising the important dates relating to assessments and to submit all work by the advertised dates	Supporting their children in managing the important dates relating to assessments	Referring closely to the assessment outline and providing fair and reasonable notice and support in the lead up to an assessment
Taking constructive ownership of their learning and completing all tasks to the best of their ability	Highlighting the importance of submitting all work by the advertised dates	Designing assessment tasks which are purposeful, valid and reflective of the syllabus
Proactively discussing difficulties regarding an assessment, absence from class, missed assessments or extension requests with their classroom teacher	Supporting their children in using a constructive approach to discussing any difficulties regarding assessment, absence from class, missed assessments or extension requests with their classroom teachers	Engaging in learning and teaching activities which provide students with opportunities for goal setting, growth and reflection
Retaining all marked assessments in Years 11 and 12	Following appropriate and due process when notifying the College of their child's absence and adhering to the procedures contained herewith	Providing timely feedback on assessments, ensuring work is returned to students within a **two-week** timeframe
Acknowledging the implications of actions which compromise the assessment procedure, such as cheating, plagiarism and collusion		Routinely updating SEQTA with assessment dates and marks, ensuring these are visible to students and parents
		Routinely corresponding with students and parents regarding academic performance and progress
		Engaging in fulsome moderation processes, including external moderation where required

2.1 - PROCEDURES FOR ASSESSMENT IN THE EVENT OF ABSENCE

When a student is absent for an assessment task, the reason for the absence must be determined and procedures followed in accordance with the nature of the absence.

2.2 - TERMS OF REFERENCE RELATING TO STUDENT ABSENCE

There are two types of student absence:

2.2A - ABSENCE DUE TO ILLNESS, BEREAVEMENT OR SPECIAL LEAVE:

This type of absence extends to students who are unwell, bereft, or representing the nation, state or College in an elite academic, sporting, cultural or spiritual pursuit. This type of absence is generally accompanied by a medical certificate or other type of supporting documentation.

2.2B - ABSENCE DUE TO TERM-TIME INTERRUPTIONS:

This type of absence occurs when students are absent during term-time due to family vacations or events which prevent them from accessing learning and assessments. Corpus Christi College requests that every effort is made to minimise this type of absence due to its significant impact on learning.

2.3 - INDIVIDUAL STEPS TO BE TAKEN IN THE EVENT OF ABSENCE (AS OUTLINED IN 2.2A & 2.2B)

ASSESSMENTS	ABSENCE DUE TO ILLNESS, BEREAVEMENT OR SPECIAL LEAVE:	ABSENCE DUE TO TERM-TIME INTERRUPTIONS:
In-class assessments (including tests and unseen essays)	Parents are required to submit an **Absence Lodgement Form** via the College website or app. A medical certificate or other type of supporting documentation should be forwarded to Student Sevices.	Parents are required to submit an **Absence Lodgement Form** via the College website or app prior to departing. Dates of departure and arrival will be requested, and the absence will be recorded and made visible to classroom teachers via SEQTA. Students and parents are required to liaise directly with classroom teachers about work that will be missed.
	The Head of Year will receive notification, and details of the absence will be made visible to teachers via SEQTA.	Students are required to arrange to sit valid versions of in-class assessments prior to departure where possible. If it is not possible to complete an assessment prior to departure, students are required to sit a valid version of the assessment within 7 academic days of their return. After this point, a zero will be recorded. Students have the opportunity to sit an assessment at a later point in the term at their discretion to achieve a maximum result of 50%.
	The teacher will record details of any assessments missed and will notify parents via SEQTA. They will then arrange for the student to complete an alternate and comparable version of the assessment when they are well and have returned to school. There are two Missed Assessment sessions which take place before and after school each week.	
	The validated task will be marked and the student's results entered on SEQTA.	Students will be able to continue their learning when way from school by accessing SEQTA and/or Teams and OneNote. Teachers will not prepare separate packs of work for students to complete during their time away.
	If a student refuses to sit the assessment upon their return to school a zero will be recorded.	
	In all instances detailed notes are to be recorded in SEQTA to acknowledge the process followed.	

ASSESSMENTS	ABSENCE DUE TO ILLNESS, BEREAVEMENT OR SPECIAL LEAVE:	ABSENCE DUE TO TERM-TIME INTERRUPTIONS:
Assignments (Including VET certifications)	Parents are required to submit an **Absence Lodgement Form** via the College website or app. There is an opportunity to submit a medical certificate or other type of supporting documentation at this point.	Parents are required to submit an **Absence Lodgement Form** via the College website or app.
	Details of the absence will be made visible to teachers via SEQTA.	Details of the absence will be made visible to teachers via SEQTA.
	Student to correspond with classroom teacher to confirm an appropriate due date. Where work has been completed and can be submitted electronically, it is preferred that work is submitted on the originally set date.	Students are required to communicate with their classroom teachers to arrange submission of assessments prior to their leave commencing. If this is not possible, students have 7 academic days commencing from their return to school to submit assessments.
	If the assignment is not submitted by the agreed upon date, the teacher will communicate with parents and deduct a penalty of 10% for each day of lateness for a total of five days. After this point, a zero will be issued	If students do not submit an assignment within 7 days of their return, a penalty of 10% for a maximum of 5 days will be applied to the student's eventual result. Teachers will communicate with parents on the day an assessment is due to inform them this process will be followed. After 5 days, the student will receive a zero for the task.
	Students will have the opportunity to complete the assignment at a later point in the term to receive a 50% result, otherwise the zero will remain.	The student will be given an opportunity to complete the assignment for submission later in the term for a maximum result of 50%.
		Detailed notes of the steps followed will be recorded by teachers in SEQTA and parents will be notified of the process followed.

ASSESSMENTS	ABSENCE DUE TO ILLNESS, BEREAVEMENT OR SPECIAL LEAVE:	ABSENCE DUE TO TERM-TIME INTERRUPTIONS:
Examinations	Parents are required to notify the College via phone before the commencement of the exam on the set day and promptly provide a medical certificate to Student Services. Please note a medical certificate is required to authorise an absence for an examination.	Missing an examination due to an unapproved absence, such as being on holidays, will result in a score of zero being recorded for that examination. Parents and students are therefore encouraged to make every effort to avoid such a situation.
	The student will receive a **standardised result** for the examination.	
	A time for the student to complete the exam as a formative exercise will be arranged. The student is required to genuinely attempt the task as their performance will be used to validate a standardised score.	
	At points of reporting (immediately following Semester 1 and Semester 2 exams), a standardised result will be generated for the student's examination and will be cross-referenced against their genuine formative attempt at the exam.	

STEPS TO BE TAKEN IN THE EVENT OF ABSENCE
(AS OUTLINED IN 2.2A & 2.2B OF THE CORPUS CHRISTI COLLEGE ASSESSMENT GUIDELINES)

Student is absent due to illness, bereavement leave or special leave.

Parents are required to submit an Absence Lodgement Form and provide supporting evidence. The absence will be visible to classroom teachers on SEQTA.

IN CLASS ASSESSMENTS:

- The teacher will record details of any assessments missed and will notify parents via SEQTA. They will then arrange for the student to complete an alternate and comparable version of the assessment when they are well and have returned to school.

- When returning from absence after missing an in-class assessment, students should complete the assessment in one of the two closest missed assessment sessions. If students do not complete the task during the allocated missed assessments sessions, then a zero score will be recorded. If students miss multiple assessments during their period of absence, they are required to complete the tasks in order of due date in consultation with the relevant Heads of Learning and classroom teachers.

ASSIGNMENTS & TAKE-HOME TASKS:

- Student to correspond with classroom teacher to confirm an appropriate due date. Where work has been completed, it is preferred that work is submitted on the originally set date electronically.

- If the assignment is not submitted by the agreed upon date, the teacher will communicate with parents and deduct a penalty of 10% for each day of lateness for a total of 5 days. After this point, a zero will be issued.

- Students will have the opportunity to complete the assignment at a later point in the term to receive a 50% result, otherwise the zero will remain.

EXAMINATIONS:

- The student will receive a standardised result for the examination.

- A time for the student to complete the exam as a formative exercise will be arranged. The student is required to genuinely attempt the task as their performance will be used to validate a standardised score.

- At points of reporting (immediately following Semester 1 and Semester 2 exams), a standardised result will be generated for the student's examination and will be cross-referenced against their genuine formative attempt.

Student is absent due to term time interruptions.

Parents are required to submit an Absence Lodgement Form no later than three weeks prior to the absence. The absence will be visible to classroom teachers on SEQTA.

IN CLASS ASSESSMENTS:

- Students are required to arrange to sit valid versions of in-class assessments prior to departure where possible. If it is not possible to complete an assessment prior to departure, students are required to sit a valid version of the assessment within 7 academic days of their return. After this point, a zero will be recorded. Students will be offered the opportunity to sit an assessment at a later point in the term to achieve a maximum result of 50%.

ASSIGNMENTS & TAKE-HOME TASKS:

- Students are required to communicate with their classroom teachers to arrange submission of assessments prior to their leave commencing. If this is not possible, students have 7 academic days commencing from their return to school to submit assessments.

- If students do not submit an assignment within 7 days of their return, a penalty of 10% for a maximum of 5 days will be applied to the student's eventual result. After 5 days, the student will receive a zero for the task.

EXAMINATIONS:

- Missing an examination due to an unapproved absence will result in a score of zero being recorded for that examination. Parents and students are therefore encouraged to make every effort to avoid such a situation.

WEEKLY MISSED ASSESSMENT SESSIONS:

Tuesday afterschool from 3:20pm in H01

Wednesday afterschool from 3:20pm in H01

Friday before school at 7:40am in H01

2.4 - THE CALCULATION OF STANDARDISED RESULTS

In instances where a student is absent due to an authorised absence – such as illness, bereavement or special leave – a standardised result may be calculated for an in-class assessment. A standardised score is a student's personalised estimate based on their performance in a course up to the task in question. It considers the student's performance across all completed assessments against the cohort average for the assessment in question to determine how the student is expected to have performed as a reflection of their typical achievement. This is a highly accurate personalised calculation for an individual student.

Please note that a personalised result cannot be calculation for the first task of a course as there is not sufficient data. If a student misses the first task in a course and is not able to complete a valid version upon returning, their standardised result for the task will be calculated at the point of Semester One reporting. Retrospective standardising of tasks at a later point in the year cannot be accommodated.

Students who are absent due to term-time interuptions (such as holidays) or an unauthorised absence are not entitled to standardised results.

3 - PROCESS FOR COMPLETING MISSED ASSESSMENTS

The priority is for students to be in the classroom with their teacher when returning from absence. To maximise time within the classroom and to ensure assessment conditions are fair, Corpus Christi College provides three times per week for missed assessments to be completed:

•	Tuesday afterschool from 3:20pm in H01
•	Wednesday afterschool from 3:20pm in H01
•	Friday before school at 7:40am in H01

When returning from absence after missing an in-class assessment, students should complete the assessment in **one of the three** closest missed assessment sessions (i.e., if a student is sick for an assessment on Tuesday, the tasks must be completed on Wednesday, Friday, or Tuesday of the following week at the latest). If students miss multiple assessments during their period of absence, they are required to complete the tasks in order of due date in consultation with the relevant Heads of Learning and classroom teachers.

Classroom teachers are required to co-ordinate dates and times for missed assessments with students and parents directly.

After a time of six missed assessment sessions (i.e., two weeks of missed assessment sessions being made available), a mark of zero will be recorded and the student will be required to sit the assessment for formative feedback. In all instances a detailed note will be kept on SEQTA as an accurate account of events.

4 - REQUESTING AN EXTENSION

To qualify for an extension, the student must apply within 3 days of the planned due date via email to the relevant Head of Learning. This application requires a justification for the requested extension, as well as parental acknowledgement. If the request is deemed reasonable, an extension may be granted by the Head of Learning. Requests for extensions on the day of an assessment or due date cannot be granted.

5 - PROVISIONS FOR STUDENTS WHO DO NOT HAVE THE OPPORTUNITY TO COMPLETE THE ASSESSMENT PROGRAM

Some students may not be able to complete the assessment program for a unit (or course) due to injury, illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability. If the reason for non-completion or non-submission of an assessment is acceptable to the Deputy Principal, and sufficient evidence is available, then the teacher, in consultation with the Head of Learning, can make a professional judgement of the grade for a pair of units, or unit, in an ATAR, General or Foundation course, or unit completion for a unit in a Preliminary course.

If the reason for non-completion or non-submission is acceptable to the Deputy Principal, but sufficient evidence is not available, then the teacher (in consultation with the Head of Learning) may:

•	Modify the task so that it can be completed by the student, or
•	Provide an alternative assessment task that conforms with the assessment requirements of the course (e.g., modify the task but maintain the same standards), or
•	Extend the due date for an out-of-class assessment task or delay an in-class assessment task

5.1 - PROLONGED OR FREQUENT ABSENCE:

In instances where a student is unable to attend classes for a lengthy period due to injury or illness, the College will endeavour to provide support regarding their learning and assessment program. In such circumstances, each case will be treated on an individual basis by the Deputy Principal, in consultation with the Vice Principal. However, such absences may have a significant impact on the student's academic achievement.

Where a student is frequently absent from College due to chronic or frequent illness, it will be necessary to involve the parents and appropriate school support services to develop a commensurate support plan.

5.2 - ABSENCE AS A RESULT OF ISOLATION REQUIREMENTS DUE TO COVID-19 PANDEMIC:

Reasonable efforts will be made to support students who are required to isolate for a set period of time due to testing positive for COVID-19. Parents and/or students are required to submit an **Absence Lodgement Form** via the College website or app, and medical evidence should be forwarded to Student Services. Formal lodgement of illness with evidence will result in the leave being recognised as per point 2.2A of this procedure (p.3).

The Head of Year will receive notification and the absence will appear on the roll for classroom teachers. Students who are away due to COVID-19 related illness will have the opportunity to attempt a validated version of the assessment when they are well and have returned to school in accordance with section 2.3 of this procedure.

Given the evolving nature of governmental policies and regulations, the College reserves the right to revise and amend this section of the assessment procedure should processes for COVID management change.

6 - ASSESSING STUDENTS WITH SPECIAL EDUCATION NEEDS

6.1 - EDUCATION SUPPORT STUDENTS

Students with Education Support needs are primarily taught by specialist teachers in the Education Support Centre and receive an individualised learning program. When students participate in mainstream classes, the curriculum, including all assessments, is modified to cater for their learning needs. The students follow a modified Teaching and Learning program and have a modified assessment outline, referred to as an Individualised Education Plan (IEP).

6.2 - LEARNING SUPPORT STUDENTS

The Director of Learning Support identifies students who may be eligible for equitable access adjustments, such as extra time in assessments and exams. When assessing students with learning support needs, the Director of Learning Support will consider the functional impact of the disability, which may prevent the student completing an assessment task under standard arrangements. The Director of Learning Support oversees the distribution of relevant information to teachers, relating to the support individual students need through their Individualised Adjustment Plan (IAP).

Given their specialist knowledge curriculum, teachers may appropriately vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing the way students present evidence of completion of assessment tasks. The teacher will ensure that students with learning support needs studying ATAR, General or Foundation units complete assessment tasks under appropriate conditions. Conditions approved by SCSA for the ATAR course examinations will be used as a guideline. The type of support will vary according to the particular needs of the student and the nature of the task. In all cases, course requirements must be met.

The Director of Learning Support and College Psychologists are responsible for completing applications to SCSA for Equitable Access Arrangements for the WACE Examinations. Where possible, it is important that parents inform the Director of Learning Support of any specific learning requirements their child has before they reach Year 12. The College cannot be held responsible for assisting students with Equitable Access Arrangements for the SCSA examinations if advice of these requirements has not been received prior to the commencement of Year 12.

7 - AUTHENTICATION OF STUDENT WORK, INCLUDING CHEATING, COLLUSION, AND PLAGIARISM

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student or not. Examples of cheating, collusion and plagiarism include, but are not limited to:

•	Gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage (including sharing information between classes)
•	Gaining and or distributing a copy of an assessment or marking key prior to its release
•	Presenting a response to an assessment which is not one's own work, including through the use of AI tools, such as ChatGPT
•	Talking during a silent assessment task
•	Using a mobile device or smart watch during an assessment
•	Accessing prohibited materials during an assessment or exam (such as pre-prepared concealed notes).

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher in consultation with the Head of Learning will investigate whether the evidenced behaviour constitutes cheating, collusion or plagiarism. The student will be provided with the right of reply during this investigation. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the Head of Learning will inform the Head of Year, the student and their parents of the result of the investigation and the penalty.

The penalty imposed will be a mark of zero for the test, assessment or task in which the cheating, collusion or plagiarism has occurred. In instances where students have been found to contribute to collusion (such as by sharing their work), they will be required to resubmit for a maximum mark of 50%.

7.1 - APPROPRIATION AND ATTRIBUTION AS FORMS OF PLAGIARISM

The terms appropriation and attribution are forms of plagiarism and extend to:

•	Submitting the work of another as one's own work
•	Downloading artwork, graphics or other material from the internet and presenting it as one's own, without appropriate acknowledgement
•	Submitting work to which another person—such as a parent, teacher or expert—has contributed substantially. The practice of having others significantly assist in the preparation of submitted work is a form of plagiarism but it is also a form of fraud if it involves significant and/or improper third-party assistance

Students are required to attribute all appropriated, re-worked or borrowed ideas and images used in their work. For the WACE practical examinations for Visual Arts, Design and Drama, the name of the work, text and artist/creator/author must be included in the appropriate acknowledgement form and in the candidate's statement.

7.2 - AUTHENTICATION OF OUT-OF-CLASS ASSESSMENT TASKS

Student achievement in out-of-class assessment tasks is authenticated by the teacher using a range of strategies including, but not limited to:

•	Monitoring of student progress during regular observations, reflections and feedforward opportunities
•	Use of plagiarism monitoring software, where practicable
•	Validation of achievement by a subsequent in-class assessment task under test conditions
•	Completion of the task partially at home and partially at school
•	Requirement of a signed student declaration stating that all unacknowledged work is the student's own

7.3 - ASSESSING INDIVIDUAL PERFORMANCE ON GROUP TASKS

The assessment of individual performance within a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while operating in a group context. In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, skill and understanding that the task aims to assess. To do this, the teacher may choose to use various strategies including, but not limited to:

•	Monitoring of group and individual progress
•	Use of a teacher-monitored logbook to document the stages in the development of the task
•	Peer evaluation and self-reflection exercises

8 - MANAGING ASSESSMENT MATERIALS AND SECURITY

8.1 - RETENTION AND DISPOSAL OF STUDENT WORK

Students' work must be marked and returned within two weeks of the submission date. Once marked, assessed work will either be:

•	Retained by the student on the understanding that they need to make this work available to the College if requested or
•	Retained by the class teacher in an individual assessment file for each student, which can be accessed and/or copied by the student as appropriate (particularly for revision purposes).

The College may use examples of student work to develop portfolios to exemplify standards, for moderation and standardisation purposes. For Year 12 students, any work retained by the College will be kept until the results are accepted by SCSA after which time it will be securely disposed of. For Year 11 students, any work kept by the College will be retained until at least February of the following year.

8.2 - SECURITY OF ASSESSMENT TASKS AND VALIDITY MEASURES

As best practice, Corpus Christi College will ensure that the re-use of an assessment task does not pose an undue advantage or disadvantage to a particular group of students. Learning areas must refresh assessment tasks from year to year to avoid the potential for students to gain an unfair advantage from copying past assessments.

To ensure fairness to all students, teachers under the direction of leaders of learning, may:

•	Develop parallel and comparable assessment tasks for use by different classes
•	Use common timing of the assessment task for different classes where practicable
•	Collect and retain assessment tasks and all student responses to the task until all of the classes have administered the task
•	Modify assessment tasks before reusing them in the future
•	Develop alternate versions of the assessment for instances of missed assessments and validation purposes as outlined in Section Two of this procedure

9 - PROCEDURES FOR ASSESSING STUDENTS TRANSFERRING BETWEEN COURSES, UNITS OR SCHOOLS

NATURE OF TRANSFER	PROCEDURE FOLLOWED
Students transferring early in a course (Years 10 to 12)	• Student is withdrawn from their initially enrolled units and no grade is assigned.
	• The teacher of the course the student has transferred to may provide them with learning materials to cover the content of the program thus far.
	• The student may be required to complete outstanding assessment tasks (or alternate assessment tasks if the work has already been marked and returned to the class).
	• Alternatively, the teacher of the course may remove the assessments from the student's individual assessment outline and adjust the weightings of any forthcoming assessments, ensuring that all assessment types and weightings are correct
Students transferring late in a course (Years 10 to 12)	• The student's results in their initial course will be maintained and learning and assessment will continue in their new course
	• Student will complete the next assessment as practicable in their new course
	• The Head of Learning and Deputy Principal will review results at the next reporting point to ensure accuracy of reporting.
Year 11 student transferring late in a course	• Requests to transfer at a late stage in a Year 11 course must be formally made to the Deputy Principal. The Deputy Principal will then consider the dates set by SCSA in the *WACE* Activities *Schedule*
	• If the dates set by SCSA have passed, careful consideration will be given to the circumstances of the request and the benefit to the student's educational outcomes. The Deputy Principal will consider the learning demands joining a course at a late stage will place on the student, the expectations for assessment and the demands the transfer will place on classroom teachers
The transfer of a student following the completion of one Year 11 unit	• Students typically enrol in a pair of units in Year 11 courses but may transfer to another course after the completion of one unit. The College must report on all completed Year 11 units
The transfer of a student from another school	• In instances where a student transfers from another school into the same course at Corpus Christi College, the relevant Head of Learning must establish what course content has been covered by the student and the assessment tasks they have completed. This information will be used to determine the content and assessment tasks the student needs to complete (as relevant at the date of transfer).
	• In instances where the transferring student has not completed one or more assessments the Head of Learning must determine whether the student completes the full assessment program or a tailored version which includes alternative tasks
	• Where the student is transferred to a course not previously commenced a tailored assessment program may need to be development which meets the assessment requirements of the syllabus and provides the student with the opportunity to demonstrate achievement in the course. This process will allow teachers the opportunity to collect sufficient information to ensure the student's marks are comparable with the marks of the cohort and will enable a grade to be assigned. In these instances, the student will be provided with an individualised assessment outline which shows how their school mark for the pair of units (or unit) will be determined

10 - RULES FOR THE CONDUCT OF EXAMINATIONS AND EXTERNALLY SET TASKS (ESTS)

As per the *WACE Manual*, breaches of examination rules and maximum penalties that might apply include but are not limited to:

•	Impersonation of a candidate: cancellation of all the candidate's practical and/or written raw examination marks and exclusion from remaining examinations in that year. The matter will be reported to the police.
•	Collusion between candidates: cancellation of that practical and/or written raw examination marks of each of those candidates involved, together with an inspection of prior papers/recordings in any common examination for evidence of collusion.
•	Possession or knowledge of examination questions before an examination: cancellation of all the candidate's practical and/or written raw examination marks. The matter will be reported to the police.
•	Possession of unauthorised materials during the examination: cancellation of part or all of the candidate's practical and/or written raw examination marks where unauthorised materials are considered to be relevant to the course being examined (whether or not actual use is established).
•	Possession of mobile technologies (e.g. smart watch, mobile phone, iPod) and/or calculator in an examination for which it is not approved: cancellation of all or part of the candidate's practical and/or written examination mark.
•	Markings on authorised materials in the examination room: cancellation of part or all of the practical and/or written raw examination mark where markings in tables, data books or dictionaries etc. are considered to be relevant to the course being examined (whether or not actual use is established).
•	Unauthorised removal of examination materials: unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) of the candidate's practical and/or written raw examination mark relating to the materials being removed. The matter will be reported to the police.
•	Examination room behaviour: blatant disregard of examination room regulations will result in the removal of the candidate from the examination room.
•	Failure to follow examination instructions: cancellation of part or all of the candidate's practical and/or written raw examination mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over others.

An EST is conducted for each General and Foundation course in Year 12. This assessment is set by SCSA and is compulsory for all students enrolled in general Units 3 and 4. The EST is administered by the College under invigilated conditions within the protocols set by SCSA. The EST is a valid part of the College's assessment program and the aforementioned procedures and penalties for breaches of conduct apply.

11 - PROCEDURES TO BE IMPLEMENTED IF ASSESSMENT IS AFFECTED BY A CATASTROPHIC EVENT

If the assessment of individual students or cohorts of students is affected by a catastrophic event (e.g., if a pandemic causes a number of staff and/or students to be absent from school for an extended period) the Vice Principal, in conjunction with the College's Emergency Response Team and Heads of Learning, will decide on the appropriate actions, which may include:

•	The use of standardised results in cases where sufficient assessment data has been collected
•	Modifications to the assessment outline for students affected by the event (including adjusting the number of assessments and assessment types in accordance with SCSA directives)
•	Increased use of formative assessments to ensure students receive valid feedback on the work they are completing remotely
•	Reasonable adjustments to the delivery of content and assessment (e.g. in the case of students who require remote access to resources in periods of quarantine)

The College will proactively communicate with all parents and students impacted by a catastrophic event and will provide details on any changes to assessment and the delivery of content, including the provision of updated programs and assessment outlines for each course. Corpus Christi College has a robust COVID-19 Mitigation Plan and remote learning framework which can be deployed in the event of unexpected interruptions to teaching and learning programs. Also refer to Sections 2 and 5 of this policy which outline processes for seeking an approved absence due to illness and provisions for students who do not have the ability to complete the intended assessment program.
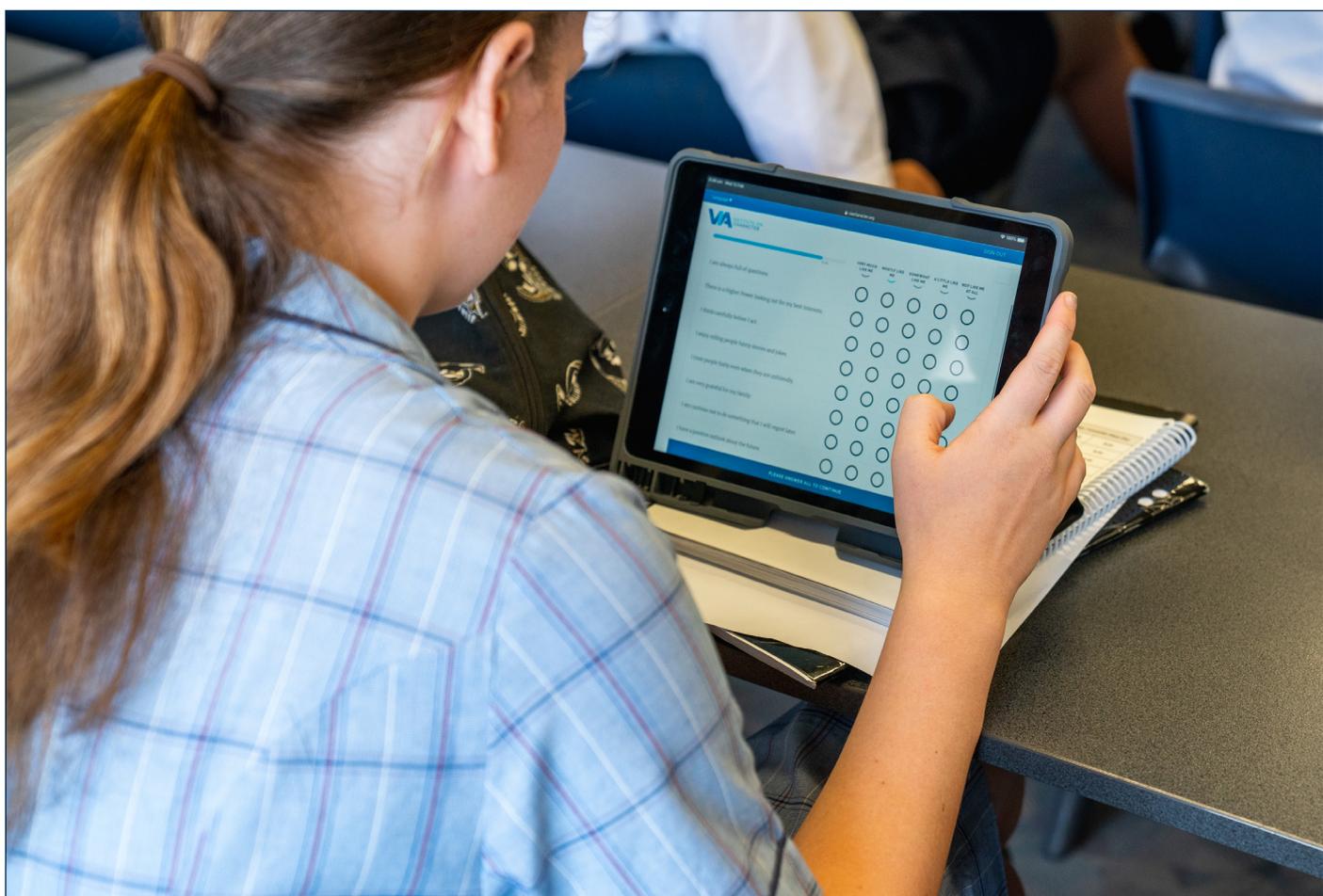
12 - PROCESSES FOR THE REPORTING OF STUDENT ACHIEVEMENT (GENERAL AND ATAR COURSES)

Student achievement is reported at the end of Semesters 1 and 2. The reports includes an overview of student engagement with the course (except for the Statement of Results in Semester 2, Year 12), the student's unit %, the cohort average % and an end of unit grade. For ATAR courses, the student's semester exam % and the cohort average exam % are also included. All courses are concurrent and therefore Semester 1 grades are indicative.

Year 12 results are not finalised until approved by SCSA. For ATAR courses the College marks are statistically moderated by SCSA. These adjustments reflect the standardised WACE examination marks of students at the school, and there may be a significant difference between these two marks.

12.1 - 1 VET QUALIFICATIONS STUDENT ACHIEVEMENT IN VET

Qualifications will be reported in the following ways:

•	In Semester 1 and 2 of Year 11 and Semester 1 of Year 12, each unit of competency will be shown, and the level of achievement will be indicated for each unit
•	In Semester 2 of Year 12, the Statement of Results will indicate the qualification students have been working towards and the RTO will assess and confirm the final achievement of the qualification at a later date and inform students

13 - ASSESSMENT REVIEW AND APPEAL PROCESSES

SCSA informs students of their grades in their WASSA generally at the completion of Year 12. Year 11 students who are exiting a course and sitting the ATAR examination do not receive a statement of achievement until the end of Year 12.

The College will provide students and their parents/guardian with the marks and grades to be submitted to SCSA, by means of a Statement of Results, within a sufficient timeframe to provide an opportunity for the school assessment marks or grades to be queried and for any issues to be resolved. Assessment reviews and appeals are used to determine whether:

•	The College's assessment outline conforms with syllabus requirements
•	The College's assessment procedure conforms with SCSA guidelines
•	The College's assessment procedures conform with its own assessment policy
•	There are any procedural or computational errors in the determination of results

All efforts will be taken to ensure that students, teachers and parents collaborate to ensure the best assessment and learning outcomes and that accurate records of performance are kept. However, there may be instances where students and/or parents request an assessment be reviewed.

13.1 - REQUESTS FOR AN INTERNAL REVIEW OF AN ASSESSMENT:

•	In the first instance, the student is encouraged to engage in a constructive dialogue with their classroom teacher to discuss the assessment in a timely manner. Parent collaboration at this point is welcomed and the teacher may provide further feedback, annotations or seek moderation from other teachers of the course where practicable.
•	If this does not resolve the matter, a written request for further review is required. The matter is then escalated to the relevant Head of Learning who will review the assessment and provide a written outcome. The review process at this stage could include seeking external moderation or reviewing all assessments completed by the student and informing the Deputy Principal of the request.
•	In all instances, documentation of the review process will be maintained on SEQTA and parents will receive written correspondence regarding the process. Following consultation with the Head of Learning, students and/or parents may dem it appropriate to request further review from the Deputy Principal if they feel the matter is still unresolved. The Deputy Principal will engage in further forms of validation, which could include liaising with external course advisors. The Deputy Principal will provide a written outcome to conclude the review.

Student appeals and requests for assessment review will be treated with procedural fairness and in accordance with Corpus Christi College's Code of Conduct. Students and parents must be aware of the reasonable timeframe for appeal (as outlined in the WACE Activities Schedule) and that, given the stringent process outlined for review, a request of this nature does not guarantee a change in outcome. In this instance, the Deputy Principal will advise the student and/or parent with details of how to lodge an appeal to SCSA. It must also be acknowledged that teachers and Heads of Learning are unable to change results and this must be set as a written directive from the Deputy Principal following stringent investigation.

13.2 - STUDENT APPEALS TO SCSA

Where the school's assessment review does not resolve the student's concerns regarding their assessment, the student may appeal to SCSA. Student appeals are not considered until an assessment review has been completed by the school. An appeal against a student's school assessment must be lodged at SCSA by the student and/or parent with the required fee and the school's written assessment review by the closing date specified in the *WACE Activities Schedule.*

When a student appeals to the Authority against their school assessment for one or more courses, the school is required to provide the Authority's Student Appeal Against School Assessment Committee with:

•	The school's senior secondary assessment procedure
•	The school's assessment outline
•	The assessment records for all students in the school who are enrolled in the pair of units concerned, with the appellant's results indicated
•	Any other relevant information required by the appeals committee

SOURCES OF AUTHORITY			
CECWA Policy:	Education	Executive Directive:	Curriculum Assessment and Reporting
VERSION CONTROL			
Version:	1.1	Reviewed by:	Jenny Miraudo, Deputy Principal Teaching and Learning
Effective date:	August 2023	Next review:	January 2024