



APC Assessment Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact a member of the Leadership Team.

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Preamble

This policy documents the assessment and reporting activities that inform, support and measure student learning outcomes and growth at the College. This document is designed to provide students and parents with an overview of assessment and reporting processes.

Formative and summative assessment

At APC, curriculum is designed and delivered using a range of formative and summative assessment tasks. Students can view formative and summative assessment tasks on the portal for consistency across classes.



Formative assessment is designed to support students' development of skills and knowledge, whereas summative assessment is designed to assess student growth and performance against the learning outcomes.

Summative assessment in the VCE includes:

- Graded Assessments (GA)
- School Assessed Coursework (SAC)
- School Assessed Tasks (SAT).

Summative assessment in the VCE VM includes:

- Assessment Tasks

Summative assessment in the IB Diploma Programme include:

- School Based Assessments (SBA)
- Formal Assessments (Internal and External). All Formal Assessments contribute to students' overall score.

Unit 3 & 4 students and Year 2 IB students will complete formal practice exams throughout the year. All exams will be conducted as per the VCAA and IB guidelines.

Students will also complete external exams conducted by either VCAA or the IB. To prepare for these exams, students complete end of semester exams in Year 10 and 11.

VCE students' grades will be subject to statistical moderation with their final exams. IB students' results are also subject to external moderation.

Year 12 VCE VM students will not sit external exams facilitated by VCAA, though they will be required to complete the GAT.

Information regarding exams will be distributed to students via the Senior Years Hub.



Absence

Students in the Middle Years who are absent for an assessment should contact their teacher for the assessment to be rescheduled.

In the Senior Years, any student who is absent for an assessment due to illness will require a timely medical certificate. A copy needs to be provided within three days to the classroom teacher in order for the assessment to be rescheduled.

A student in Year 10-12, who is absent from class as a result of a holiday may not meet the minimum attendance requirements and will not be eligible for rescheduling an assessment.

For further information, refer to the APC VCE (incl VM) Policy for attendance expectations, including partial absence (late).

Feedback and reporting

Students receive feedback in a variety of ways. This can be verbal, written, digital or provided in informal conferences between students and their teacher. This may also include self or peer assessment. Feedback will be provided on summative assessment tasks within two school weeks of submission this is provided on Google Classroom. For the Senior Years, this may take slightly longer due to moderation.

Summative assessment feedback will include:

- Rubric measuring student performance
- Written comments which describe areas of achievement and strategies to improve
- A grade as per the marking scheme of the program.



Feedback will be presented in line with APC's approach to positive psychology, employing positive language with a focus on growth and progress.

Students will receive a report at the end of each semester and will be provided with opportunities for parent teacher interviews throughout the year.

Academic integrity

'Academic integrity' refers to the principle that all students act with honesty and integrity in the creation, development and application of ideas and their work. All students are expected to abide by the Academic Integrity Policy.

Breaches of academic integrity may include but are not limited to:

- Plagiarism
- Collusion
- Misconduct
- Duplication of work
- Breach of assessment conditions e.g. use of an electronic device such as a mobile phone or smart watch.
- Assisting other students to cheat

Breaches of academic integrity will be followed as per the Charter of Respect. This may include an interview where the student's eligibility for continued study in the VCE or IB Diploma Programme will be determined. Parents will be notified of all breaches and students will be supported throughout this process.

Moderation

Moderation is used to ensure consistent judgement regarding assessment standards in the Senior Years.



Assessment calendar in the Senior Years

Students in the VCE and IB should regularly check the Assessment Calendar on the Senior Years Hub for all dates of assessment. Parents will also be notified at least two weeks prior to an assessment via email.

Year 12 students who have three assessments in one day may contact the Senior Years Curriculum Leader and arrange to have one of these rescheduled.

Middle Years: Years 7-9

Assessment

For units of work that are four weeks or more, students can expect there will be at least two formative assessments and one summative task. For units of work that are less than four weeks in duration, there will be at least one formative and one summative assessment task.

The Select Entry Accelerated Learning (SEAL) program is designed to address the learning needs of gifted and talented students who are capable of working at a faster pace and higher level. As a result, assessment will be pitched approximately one academic year ahead.

Marking scheme

The marking scheme for Years 7 to 9 Victorian Curriculum is detailed below.

A	B	C	D	E
Mastering	Extending	Refining	Consolidating	Acquiring

Submission of assessment



Each assessment task will provide instructions on how students should submit their work. Work that is completed digitally should be submitted via Google Classroom. All assessment tasks are due at 4pm unless submission is scheduled during class time.

Non submission

Non submission of assessment tasks will result in the following actions, as per the Charter of Respect:

- Student will be reminded of school expectations
- Student and their teacher will negotiate a new submission deadline
- Parent/Carer will be notified via phone or email.

Students with special assessment needs

Students on ILPs/IEPs may have assessments modified as per the student support plan.

Year 10 including Pre IB

Assessment Requirements

Year 10 students are expected to:

- Attend all classes and participate in all school events as per the APC Attendance Policy.
- Complete all coursework prior to the assessment date.
- Complete and submit assessments on time.
- Pass assessments, any UG grades will require resubmission to demonstrate a student's knowledge and skills. These will be coordinated by the classroom teacher.
- Follow all school rules and comply with the Academic Integrity Policy.



- Complete semester based exams.

Assessment tasks are designed to reflect the Victorian Curriculum curriculum standards and are marked against an A+ - UG scale.

The purpose of resubmission at Year 10 is on student growth and improvement. Students are given the opportunity to implement teacher feedback to improve their understanding of knowledge and skills. Original grades will stand for the purpose of reporting.

VCE

Award of the VCE and VCE VM

To receive a Satisfactory (S) grade for a Unit students must:

- Attend all classes including VET and participate in all school events, refer to APC Attendance Policy
- Complete all coursework prior to the assessment date
- Pass assessments
- Comply with the Academic Integrity Policy and submit work on time
- Observe the [VCAA](#) examination and School Rules

A Not Satisfactory (N) grade is awarded when:

- The student does not demonstrate achievement of the Outcome/s through both coursework and assessment
- The student has not met the deadline and does not have a medical certificate
- The student's work cannot be authenticated

Students will be considered At Risk if they are not meeting all of the requirements to receive a S grade. Parents/carers will be notified and the student will be supported by a member of the Senior Years Team.



Marking scheme

The marking scheme for the Senior Years is detailed below. In Unit 3&4 studies, students will receive a grade band as their result is moderated against their final exam grade and the GAT and is therefore subject to change.

A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
100-90%	89-80%	79-75%	74-70%	69-65%	64-60%	59-55%	54-50%	49-45%	44-40%	<40% Ungraded	Not Assessed

Submission

Most Senior Years assessments are completed by students in class time, under examination conditions. School Assessed Tasks (SATs) are completed by students in and outside of class time. Where an assessment is completed digitally and is required to be submitted outside of class time, students will be required to submit by 4pm on the due date via Google Classroom.

In addition to the [VCAA examination rules](#) students must follow the following instructions for the completion of all assessment tasks:-

- All assessment tasks are to be completed by students according to the instructions and guidelines provided by their teachers.
- Students need to complete work in accordance with the principles of Academic Integrity.
- Students entitled to special provisions will have these same conditions replicated in their assessments where possible.
- Students must sign an authentication record for all work they complete outside of class time that is submitted for assessment.
- Students are not eligible for extensions for the submission of SATs.
- A student cannot submit the same piece of work in more than one study.
- Students will have an analog clock in the room where they complete assessments.



Non submission, non completion of coursework and redemption

Incomplete coursework, an ungraded (UG) result in the VCE, or an N in the VCE VM will result in the following actions, as per the Charter of Respect:

- The student will be reminded of school expectations and eligibility requirements for the VCE.
- Students will need to apply to complete a redemption task to demonstrate their understanding of the Outcome. Students can apply via the Senior Years Hub. VCE students can only apply for **one** redemption per unit.
- The student will be deemed At Risk and the parent/carer will be notified via phone or email.

Under VCAA guidelines, students cannot re-submit or re-sit SACs or SATs for improved numerical grades. The first score must be used to calculate the student's study score.

Special Provisions

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory completion of the VCE, or from being assessed against the outcomes for a study. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances.

Special Provision does not include the development of alternative courses of study with standards of achievement that are different from those specified in VCE study designs. Special Provision cannot be used to compensate for learning that has not occurred.



There are three types of Special Provision available to students completing the VCE:

- School-based Assessment
- Special Examination Arrangements
- Derived Examination Score (DES)

Please note that only in School-based Assessment is the school responsible for determining eligibility and the nature of the provision; in all other areas of special provision it is VCAA who is responsible.

Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time while studying the VCE or VCE VM, they are adversely affected in a significant way by:

- Acute or chronic illness (physical or psychological)
- Any factors relating to personal environment
- An impairment or disability, including learning disabilities.

A student is eligible for special provision for: coursework, school-assessed tasks, examinations, and the GAT.

These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities or school events. For example, a student who misses a significant amount of school due to involvement in sport, will not be approved for special provisions.

Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship that may result in prolonged absence.

Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a unit. Students absent from school for prolonged periods must still comply with the school's authentication



procedures to demonstrate that they have completed the work and that the work is their own.

If a student is entitled to Special Provision the VCE Coordinator should be contacted directly. Responsibility for providing Special Provision to students for Unit 1 and 2 studies and all VCE VM studies lies with APC, however the study of Unit 3 and 4 Special Provision is managed by VCAA.

Special provision for Unit 3 and 4 must be requested at the end of Unit 2. The Senior Years Curriculum Leader will inform teachers of any students with special provision requirements.

Students do NOT have grounds for Special Provision if they:

- Are absent from school or study for prolonged periods without evidence of significant hardship.
- Are comparatively unfamiliar with the English language as their only disadvantage.
- Are affected by teacher absence and other teacher-related difficulties.
- Are affected by faulty technology in the preparation of work.
- Misread an examination timetable or an examination paper.

IB Diploma Programme

Award of the IB Diploma

In addition to completing all required tasks and assessments as per the IB requirements for each study, students must:

- Attend all classes and participate in all school events as per the APC Attendance Policy
- Complete all coursework and SBAs to the expected standard
- Submit work on time
- Comply with the Academic Integrity Policy



- Observe the IB and School Rules

Students will be considered At Risk if they are not meeting all of the requirements. Parents/carers will be notified and the student will be supported by a member of the Senior Years Team.

School Based Assessment

School Based Assessments (SBAs) are formative and summative assessment tasks designed to assess students' skills, knowledge and understanding of coursework. Students will receive feedback on these tasks.

SBAs are completed by students in the first year of the programme. Students' results for SBAs will be included on their reports.

Formal assessment

'Formal assessments' are summative assessment tasks, the results of which contribute directly to a student's final result. There are two types of formal assessments: internal assessments and external assessments. Most formal assessment tasks are completed by students in Year Two of the programme.

IB appointed assessors mark work produced for external assessment. Work produced for internal assessment is marked by APC teachers and externally moderated by the IB.

Submission

Students will submit all formal assessment tasks for the Diploma Programme via ManageBac by 9am on the due date. Students must keep a copy of all work submitted on ManageBac in Google Drive.



SBAs completed during class time will be submitted directly to the teacher. Where SBAs are completed digitally and are required to be submitted outside of class time, students will be required to submit by 4pm on the due date via Google Classroom.

Rules for the completion of all assessment tasks in the IB:

- All assessment tasks are to be completed by students according to the instructions and guidelines provided by their teachers and submitted on time.
- Students complete all work in accordance with the principles of Academic Integrity and are required to upload a [Declaration of Authenticity Form](#) when producing work for assessment.
- Students entitled to inclusive access arrangements will have these same conditions replicated in their assessments where possible.
- Students are not eligible for extensions for the submission of Internal Assessments.
- A student cannot submit the same piece of work in more than one study.
- When students submit work for assessment it must be formatted according to the requirements outlined by their teachers.

Non submission and non completion of coursework

Non submission of assessment tasks and non completion of coursework will result in the following actions, as per the Charter of Respect:

- The student will be reminded of school expectations and eligibility requirements for the Diploma.
- A UG grade will be awarded for all assessments that are not submitted by the deadline.
- Students who are unable to submit due to medical reasons will need to provide a medical certificate to the IB Coordinator.
- Students who are aware that they will not meet the deadline due to



extenuating circumstances need to contact the IB Coordinator prior to the deadline.

- Students will still be required to complete the task to demonstrate their understanding of the coursework and the completion of these tasks will be scheduled after school.
- Where a student does not meet the deadline for a formal assessment item they will be required to present to an IB Panel.
- The student will be deemed At Risk and a discussion about eligibility and continuation in the IB program will be held with the parent/carer and student.

Marking scheme

Assessments in the IB Diploma Programme are marked on a 1-7 scale. The grade a student receives on their assessment tasks is a reflection of the student's current performance and not a prediction of how they might perform at the end of the course.

Grade	Descriptor
7	The student demonstrates a thorough knowledge and understanding of factual information and is able to apply concepts and principles appropriately and shows great insight or originality.
6	The student has a very broad knowledge and understanding of factual information and is able to construct explanations to most new or more difficult material and occasionally shows some original insight.
5	The student has a broad knowledge and understanding of factual information, shows sound understanding of most concepts and principles and is able to construct explanations to most basic and some new or difficult situations. Communicates clearly with little or no irrelevant material.



4	The student demonstrates reasonable knowledge and understanding of factual information and has adequate comprehension but possibly limited ability in applying basic concepts and principles.
3	The student has limited knowledge and understanding of factual information, shows partial comprehension of basic concepts and principles, and weak ability to apply them. Communicates with a lack of clarity and uses some irrelevant material.
2	The student demonstrates little knowledge or understanding of factual information, shows weak comprehension of basic concepts and principles, and gives little evidence of ability to apply them. Offers responses which are often incomplete or uses irrelevant material.
1	The student demonstrates very little knowledge or understanding of factual information and demonstrates little or no understanding of any concepts or principles.

Inclusive access arrangements

Students may be eligible for inclusive access arrangements if the following apply:

- Long-term learning support requirements
- Temporary medical conditions
- Adverse circumstances

Please note these arrangements are determined by the IB and medical evidence will be required. Prolonged absence from school or study is not in itself grounds for inclusive access arrangements. The College will support students in their applications. Parents and/or students should contact the College if they believe they may be eligible.

Evaluation



This policy will be reviewed on an annual basis by the Assistant Principal, Curriculum and the Curriculum Leading teachers.

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