



SOPHIA
MUNDI

The Inner City Steiner School P-12

ASSESSMENT & REPORTING MANUAL

**IB Classes 11 & 12
VCAL**

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Rationale

To comply with National Curriculum and IB Standards and Practices

The intent of the Manual is to assist student's coursework through their program of study by providing a clear and comprehensive statement of SMSS's policy and procedure on all aspects of assessment.

Note: If you are a VCAL student please read VCAL coordinator instead of IB coordinator throughout this manual.

TIMING AND NOTIFICATION OF ASSESSMENT TASKS

The IB Coordinator in consultation with the IB subject teachers will negotiate a suitable date (or dates) for each Assessment Task. Once determined the date(s) will be placed on the Sophia Mundi's School Calendar, which is available on the School's Website.

At least two (2) weeks prior to the actual conduct of any Assessment Task (other than formal Examinations), the subject teacher will give the specific date (or dates), and details of the Task, the Outcomes to be assessed, the marking criteria and any special arrangements to students in writing.

In some subjects, assessment takes place over a period of time. In such cases it will be sufficient for the teacher to have given students two (2) weeks' notice of the commencement of the period of Assessment.

In approving the dates for Assessment Tasks, the IB Coordinator will endeavour to act to avoid students having to undertake more than one Task on a given day. (However experience has shown, from other schools, that this cannot always be avoided, and it will not be grounds for appeal is a student has more than one Task on any day, or has several successive days of Assessments, providing that due notice has been given for each.)

VARIATION FROM PUBLISHED ASSESSMENT PROGRAMME

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the IB coordinator will negotiate a new date with staff and advise the students in writing. Wherever feasible the IB coordinator will endeavour to consult with the classes affected, but this will not always be possible. The three key principles in this procedure will be that

- a) The date will not generally be made earlier than that originally advised
- b) The weighting of the Task in the overall Assessment Programme will not generally be varied
- c) Every consideration will be given to ensure that students do not suffer disadvantage.

EXTENSIONS

Extensions will only be granted by the IB coordinator in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment Task, he/she must apply *in advance* in writing to the subject teacher and the IB coordinator involved. A pro forma is available for this purpose (appendix 3). The Senior IB faculty will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

Absence due to illness or misadventure

If a student is very ill on the day of an Assessment Task or Examination, they will not be able to attend. Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude his/her attendance. Such circumstances do *not* include family holidays (whenever booked), social engagements or other matters of a discretionary nature.

Parents of students who will be absent for an “in class” Assessment Task or Examination are requested to telephone the school and leave a message for IB coordinator on (03 9417 9229) as early as possible to notify staff of the circumstances. To ensure that the significance of the message is understood and conveyed, it is important that the message advise that an Assessment or Examination is involved.

Other circumstances relating to illness or misadventure

When a student presents himself or herself for an Examination or Assessment Task while ill, or falls ill during the course of the Examination or Assessment Task, they may make a claim for Misadventure. She/he must obtain a Doctor’s Certificate (from a medical doctor who is not a relative), covering the day of the Assessment. This should be submitted to the IB coordinator as soon as possible.

Similarly, should circumstances eventuate which may prejudice a student’s performance in an Assessment Task or Examination, the details should be given in writing to the IB coordinator as soon as possible.

Illness or misadventure in the days immediately preceding an Assessment Task or Examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the Assessment Task or Examination, and can be reasonably proven, may be accepted as grounds for a misadventure appeal.

Evidence requirements

Students who are absent due to illness or misadventure, or who wish to make a misadventure appeal on other grounds, must present the following evidence:

Illness

Provision of a Doctor's Certificate (from a medical doctor who is not a relative) covering the date(s) in question and clearly stating the nature of the illness.

Other cases of misadventure

Provision of a letter from a parent indicating in detail the nature of the difficulty and the reason it precluded attendance or affected performance.

These documents should be submitted to the IB coordinator on the day of the students return to School, or earlier in the case of a prolonged absence. The coordinator will communicate the matter to the relevant subject teachers, then place the documents in the student's file.

Subsequent procedures in relation to illness or misadventure

Where a student has missed attending an Assessment Task or Examination, on the day of her/his return to School, they must see the relevant teachers, who will determine, in consultation with the IB coordinator, how to proceed. The senior faculty staff will determine if it is appropriate and possible for the student to undertake a similar Assessment Task or Examination; the student can be required to undertake the alternative on the day of their return to School. Alternatively it may be more appropriate to make an estimate based on other information about the student's performance.

Should a student be absent from an Assessment Task or Examination and fail to follow the procedures above they will be awarded zero (0) marks.

Where a student has attended an Assessment Task or Examination while ill or subject to the effects of other misadventure, and her/his appeal is upheld by the senior faculty, the following procedure will be followed:

1. Her/His paper will be marked along with all others.
2. The subject teacher in consultation with the faculty will then examine the marks awarded in relation to other Assessment data and other relevant evidence of the student's level of achievement.
3. If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted.

In cases where an estimate is awarded, the teacher will exercise his or her professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the teacher cannot predicate estimates on a student's potential or ability alone. The student's rank order in the course may not necessarily be maintained.

LATE ATTENDANCE AT AN ASSESSMENT TASK OR EXAMINATION

Students who arrive late for an Assessment Task, and who believe that circumstances beyond their control have occasioned the lateness, should report to the subject teacher concerned. The IB coordinator will determine an appropriate course of action.

Students who arrive late for a School Examination must report to the IB coordinator, the Senior School coordinator and or the Principal, who will determine an appropriate course of action. In general, the procedures of the International Baccalaureate will be followed, *i.e.* students may only be admitted to an Examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal School Assessments, the IB coordinator or Principal may exercise discretion in this regard; for IB Examinations no such discretion is available.

SUBMISSION OF ASSESSMENT TASKS

Assessment Tasks are extremely valuable and must be handed in responsibly. Tasks completed at home must be submitted directly to the student's teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment Tasks may be submitted to the IB coordinator (Appendix 4).

In the case of all Assessment Tasks completed at home, the student is required to keep a good copy of the submitted Task. A back-up copy on computer disk or a photocopy is acceptable. The copy must be produced on request, and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure backup copies are made. **Loss of a Task, either electronic or physical, will not generally be accepted as a valid reason for late submission.**

Electronic Submission of Assessment Tasks

Students are not to assume that they may submit Assessment tasks by email or by other digital media. However, on some occasions the IB coordinator may instruct or allow students to submit electronically during a given date and time frame window. Subject teachers may require subsequent provision of a printed copy of the task. Any such instructions will be clearly specified on the Assessment task. When this is required or permitted, the task may be submitted on CD or DVD, by email or via an electronic "drop box", but not on floppy disk or other medium (unless specifically authorised by the IB coordinator). When electronic submission does occur, the following rules will apply:

1. The School will not be responsible for unreadable, unusable or virus infected files or media.
2. The School will only accept Assessment Tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.

3. The Assessment Task should be readily identifiable on the medium.
4. An Assessment Task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The School will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledgement by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Only receipts generated by the School's email system will be considered valid. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
6. The School will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

LATE SUBMISSION OF ASSESSMENT TASKS

Should a student not hand in an Assessment Task by the date on which it is due (without extension or acceptable explanation), the following procedure will be followed:

Marks will be deducted as follows:

20% of the marks awarded for the first day late a further 20% of the marks awarded for the second day late a further 10% of the marks awarded for the third day late a further 10% of the marks awarded for the fourth day late.

No further penalty will be applied; however Assessment Tasks will not be accepted for credit more than seven (7) days late, work submitted after this time may be reviewed but no mark will be awarded for credit. Parents will be advised by the IB subject teacher or the IB coordinator as soon as possible of Late penalties which have been applied.

FAILURE TO SUBMIT OR UNDERTAKE AN ASSESSMENT TASK

Should a student fail to undertake an Assessment Task, or fail to submit an Assessment Task for so long that it may no longer be accepted for credit, the subject teacher will advise the IB Coordinator, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of 0 marks for the Task.

IB students in Classes 11 and 12 are warned that failure to submit or undertake Assessment Tasks will result in the IB coordinator advising the International Baccalaureate Organisation (IBO) of their unsatisfactory completion of the respective course. This is a requirement of the IBO in which the coordinator has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student's eligibility for the IB Diploma or a certificate.

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Sophia Mundi Steiner School recognises the ongoing role of communication between teachers and parents concerning the well-being and academic progress of the students attending the school. It is to this end, that academic honesty is inherent in all aspects of a human being: values, personal integrity, role modeling and respecting cultural differences. These attributes must be evident and up held to the highest possible level at SMSS through taught skills and experiences. Please refer to SMSS's Academic Honesty Policy for finer details.

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

- identical material to the work of another person (eg. another student, a parent, a tutor)
- identical material to a published work unless the source is acknowledged in referencing.
- Students must not cheat (i.e. engage in a dishonest act to gain unfair advantage)

APPEALS RELATING TO ASSESSMENTS

Appeals relating to the appropriateness of the marks awarded for any Assessment Task should be directed to the IB coordinator at the time of the return of the Assessment Task. Should the matter not be satisfactorily resolved through the Coordinator and Senior Head of School, the student may make further application for reconsideration through the Principal. A form for this purpose may be obtained from the Principal's office. Students should note that marks may either go up or down in the process of remarking.

KEEPING OF MARKS

It must be noted that IB Internal Assessment marks and Predicted Grades submitted to the IB are strictly confidential and may not be communicated to students at any time. (This is not the case when applying for some international university systems)

SPECIAL EXAMINATION PROVISIONS

International Baccalaureate Organisation Arrangements

The IBO have established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem. Applications to IB, must be submitted *eighteen months* prior to the respective IB Examinations, that is *before May in Class 11*. As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible. Nevertheless the IB is as flexible as it is able to be.

IB application forms are available from the IB coordinator. Assistance in completing the form should be sought, in the first instance, from the Support Education Department staff, although the Head of Senior School, IB Coordinator and other staff may be able to assist in particular matters.

Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the IB. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on colored paper.

Once the IB has granted a special provision, the School will also endeavour to make the same provision during its own Examinations and Assessment tasks.

In circumstances where students have a temporary condition, such as an injury, which may affect School Assessments or Examinations but is not relevant for consideration by the IB, they may apply to the IB coordinator for the temporary grant of appropriate special provisions. Medical or other appropriate evidence will be required. The IB Coordinator may grant such provisions at her discretion, or may grant other special provisions deemed more appropriate to the circumstances.

Administration of Special Provisions within the School

Some Special Provisions, such as the provision of a Writer and/or Reader, require considerable personnel resources *which may, at times, be beyond the ability of SMSS to provide*.

To maximise the possibility of meeting the requirements of all students, the following procedures should be noted:

1. The Support Education Department will be responsible for the administration of all Special Provisions.
2. Students with approved Special Provisions are not required to take further action in relation to formal School Examinations. Support Education personnel will endeavour to ensure that the requirements of all such students are accommodated.

3. Students requiring extra time for Assessment Tasks (such as in-class tests) should notify their teacher as soon as such an Assessment Task is notified. It will be the responsibility of the subject teacher to liaise with the Support Education team and the IB coordinator to accommodate the student's extra time internally. Separate supervision will not be provided.
4. For students requiring a Reader and/or Writer or the use of a personal computer (or another provision requiring extra personnel) for Assessment Tasks, it is the responsibility of the student to advise the IB coordinator at least 2 weeks (10 working days) of their need for this assistance. Failure to give adequate notice may prejudice the School's ability to meet the request. Students requiring assistance of this sort may be required to undertake the Assessment Task at a different time (such as after School hours) from the remainder of the class to suit the requirements of the people assisting them.
5. Where the use of a personal computer is allowed, the IB coordinator will provide a computer. She will ensure that there is no inappropriate material stored on the computer, and will, so far as is possible, disable functions which are not permitted in Assessment situations. The following rules will apply:
 - a) Students may not use functions such as spell checking or grammar checking, or other computer functions which may give them an advantage over candidates sitting a pen and paper examination. Cutting/copying and pasting, however, are permitted.
 - b) Students are not to format their work beyond simple paragraphing and other conventions which would be accessible to students sitting a pen and paper examination.
 - c) A computer calculator is not an approved calculator for the purposes of the IB.
 - d) Simple drawing Programmes are permitted where students are required to draw diagrams etc. for an Assessment Task.
 - e) The choice of software made available on computers used for this purpose will be made by the School.

For the purposes of ensuring compliance with these rules, students using personal computers may be closely supervised. The School will not be responsible for technical failures which may occur at the time of an Assessment Task or Examination.

ASSESSMENT: Class 11 IB Diploma

The award of **satisfactory** completion for an IB subject is based on the teacher's decision that the student has demonstrated achievement of the objectives for the subject as specified in the subject specific IB Syllabus.

Demonstration of achievement of objectives will be based on the student's:

- Performance on a selection of assessment tasks, which enable students to demonstrate their understanding of key knowledge and skills.
- Ability to produce work that meets the required standards.
- Ability to submit work by the required deadline.
- Ability to submit work that is genuinely their own.

IB ASSESSED COURSE WORK COMPONENTS

The School Assessed Coursework consists of the following components:

IB Internal Assessment - The student's level of achievement will be determined according to the assessment criteria achievement level descriptors published in the subject specific IB Syllabus. The IB internal assessment will be reported as a score out of 7.

General Assessment Tasks – the teacher will determine the student's level of achievement for the selected general assessment tasks and these will be reported as a percentage or where applicable NA, ABS, UG (Not applicable, Absent and ungraded).

- The student's level of achievement for the IB internal assessment will be determined according to the assessment criteria achievement level descriptors published in the subject specific IB Syllabus. The IB internal assessment will be reported as a score out of 7.
- A student at risk of not satisfactorily completing the IB objectives and assessment requirements may be given the opportunity to complete further work to demonstrate satisfactory achievement on the condition that the student has observed the Senior School policies in relation to work submitted for assessment.
- At SMSS all students completing IB subjects will be required to complete mid-year and end of year examinations to determine the student's overall level of achievement for the unit(s).

Note:

Throughout the completion of a subject, students should be exposed to a variety of tasks that form the basis for **formative** assessment to be used for diagnostic and monitoring purposes, and which provides students and parents with feedback on areas of concern and suggestions for ways of improving their work.

ASSESSMENT: Year 12 IB Diploma

The overall level of achievement (reported as a score out of 7) for year 12 IB subjects is determined by the IB and is based on two components – Internal Assessment (coursework) and External Assessment (examinations).

The percentage contribution of each assessment component is specified in the subject specific IB Syllabus.

Class 12 IB internal assessment is based on subject specific assessment tasks, which are described in the IB syllabus.

Class 12 IB internal assessment will be based on the student's:

- Performance on a selection of assessment tasks, which enable students to demonstrate their understanding of key knowledge and skills.
- Ability to produce work that meets the required standards.
- Ability to submit work by the required deadline.
- Ability to submit work that is genuinely their own.
- Observation of SMSS Policies as described in the assessment and reporting policy.

For each assessment task the teacher will determine the student's level of achievement according to the assessment criteria achievement level descriptors published in the subject specific IB Syllabus.

At SMSS all students completing Class 12 IB subjects will be required to complete trial examinations at the end of Term 3.

Teachers will be required to provide the IB with a score representing the student's internal assessment component and a predicted grade (out of 7) for the subject as a whole.

Note:

Throughout the completion of a subject, students should be exposed to a variety of tasks that form the basis for formative assessment to be used for diagnostic and monitoring purposes, and which provides students with feedback on areas of concern and suggestions for ways of improving their work.

GAT

The General Achievement Test (GAT) is a test of general knowledge and skills in writing, mathematics, science and technology; humanities, the arts and social sciences. The GAT is a part of the Victorian assessment procedures.

The GAT is also used by the Victorian Curriculum and Assessment Authority to check its own marking of school-assessed work and of examinations. These checks are an important part of ensuring that the IB diploma is fair to everyone. Therefore, if you are enrolled to study the IB Diploma, you must sit the GAT unless the school Principal exempts you. There must be a good reason for this.

This test is taken in June of Class 12.

REPORTING: Year 11 IB Diploma

STUDENT CYCLIC REVIEWS

To maintain regular monitoring of students academic performance and progress in each subject, teachers will be required to complete a cyclic review on students every 5 weeks. The review is a snap report that provides information of the student's academic performance, attitude and behaviour, organisational skills and effort in a subject. These will be presented to the IB faculty meeting on Friday mornings.

The purpose of the cyclic review is to:

- Identify students who may be 'at risk'.
- Provide advice and counseling to students.
- Implement strategies to assist students in reaching their full academic potential.
- Maintain regular communication with parents and students.

TERMS 1 & 3 INTERIM REPORTS

Interim reports are completed during the latter part of terms 1 and 3. The interim reports are a progress report that provides information of the student's academic achievement, attitude and behaviour, organisational skills and effort in a subject.

The student's academic achievement is reported as a letter grade ranging from A to E. The student's personal attributes and organisational skills are reported using descriptors ranging from excellent to more effort needed, and N (Not Satisfactory).

Reports are distributed to parents. Parents and students have the opportunity of discussing the interim report with individual subject teachers who will provide advice and strategies to both parents and students to assist students in reaching their full academic potential.

SEMESTER 1 & 2 REPORTS

Semester 1 & 2 reports are completed during the latter part of terms 2 and 4. The reports provide a comprehensive assessment of the student's academic performance and progress in the subject.

The following information is reported:

The **School Assessed Coursework** consists of the following components:

- **IB Internal Assessment** - determined according to the assessment criteria achievement level descriptors published in the subject specific IB Syllabus. The IB internal assessment will be reported as a score out of 7.
- **General Assessment Tasks** – the teacher will determine the student's level of achievement for the selected general assessment tasks and these will be reported as a percentage or where applicable NA, ABS, UG.
- Level of Achievement for overall School Assessed Coursework for the semester reported as a percentage or where applicable NA, ABS, UG.
- Examination Mark for the unit reported as a percentage.

Personal attributes and organisational skills reported using descriptors ranging from excellent to very poor:

7	Excellent	3	Mediocre
6	Very Good	2	Poor
5	Good	1	Very Poor
4	Satisfactory		

REPORTING: Class 12 IB Diploma

STUDENT CYCLIC REVIEWS

Legend for Coursework Assessment

NA Not Applicable

ABS Absent

UG Ungraded

To maintain regular monitoring of students academic performance and progress in each subject, teachers will be required to complete a cyclic review on students every 5 weeks. The review is a snap report that provides information of the student's academic performance, attitude and behaviour, organisational skills and effort in a subject. These are presented and discussed during the weekly IB faculty meeting.

The purpose of the cyclic review is to:

- Identify students who may be 'at risk'.
- Provide advice and counseling to students.
- Implement strategies to assist students in reaching their full academic potential.
- Maintain regular communication with parents and students.

TERMS 1 & 3 INTERIM REPORTS

Interim reports are completed during the latter part of terms 1 and 3. The interim reports are a progress report that provides information of the student's academic achievement, attitude and behaviour, organisational skills and effort in a subject.

The student's academic achievement is reported as a letter grade ranging from A to E. The student's personal attributes and organisational skills are reported using descriptors ranging from excellent to more effort needed, and N (Not Satisfactory).

Reports are distributed to parents during reporting day (last day of terms 1 & 3). Parents and students have the opportunity of discussing the interim report with individual subject teachers who will provide advice and strategies to both parents and students to assist students in reaching their full academic potential.

Note: The Term 3 Interim Report is the final report the student receives from the school.

SEMESTER 1 REPORTS

Semester 1 reports are completed during the latter part of term 2. The reports provide information related to the student's performance in year 12 IB subjects.

The following information is reported:

- IB Internal Assessment Indicator – Indicative mark determined according to the internal assessment criteria achievement level descriptors published in the subject specific IB Syllabus. The IB internal assessment indicator will be reported as a score out of 7.
- Overall Progress Indicator – Indicative mark determined by the teacher to report on overall progressive achievement and reported as a score out of 7.
- Personal attributes and organisational skills reported using descriptors ranging from always to rarely.

Note:

- The IB supervises the assessment of all students undertaking IB Diploma.
- The IB reports the student's level of performance in each subject as a numerical mark ranging from 1 to 7.
- The student's overall achievement is reported as a numerical mark out of a total of 45.

Legend for Coursework Assessment

IB Diploma

7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Ethical Marketing

Care will be taken to ensure all information provided is accurate, clearly stated in plain English, honest and as comprehensive as is possible. Information or advice given to students must not be false or misleading, especially in relation to

- employment or career outcomes associated with any course
- automatic acceptance into another course or by another provider
- possible migration outcomes or
- any other claims for outcomes associated with any course.

Enrolment

Pre Enrolment

SMSS has a responsibility to ensure that a student's qualifications, experience and English language competency are appropriate for the level of enrolment being considered. Prior to accepting a student, or an intending student for enrolment, SMSS will provide, in print or through referral to an electronic copy, current and accurate information regarding:

- requirements for acceptance into the year level proposed, including whether the student has the required degree of English language proficiency and educational qualifications
- course content and duration, modes of study and assessment details
- course related fees including possible fee changes within the student's study timeframe' and applicable refund policies
- information about the grounds by which a student's enrolment may be deferred, suspended or cancelled
- a description of the English as a second language framework (See Support Education documentation)

Concurrently with, or prior to, accepting course money from the student, SMSS will enter into a written agreement with the student's guardian/parents which, with related documentation, will:

- identify the course in which the student is enrolled and any conditions of enrolment
- provide an itemised list of course money payable by the family
- provide information in relation to refunds of money
- set out the circumstances in which personal information about the student may be shared between the school and the Commonwealth Government and designated authorities. This information includes personal and contact details, course enrolment details and changes.
- advise the parents/guardians of their obligation to notify the school of a change of address while enrolled in the school.
- in relation refunds of money in case of student or school default:
 - amounts that may or may not be repaid to the student’s family (including any course money collected by education agents on behalf of SMSS)
 - processes for claiming are fund
 - a plain English explanation of what happens in the event of a course not being delivered o a statement that “This agreement, and the availability of complaints and appeal
 - processes, does not remove the right of the student to take action under Australia’s consumer protection laws’.

Please refer to fee schedule, enrollment documentation and table of disbursements.

Predicted Grade

The International Baccalaureate requires the School to provide a Predicted Grade for each student in each subject presented for the IB (except Theory of Knowledge). In some subjects an Internal Assessment is also required.

A Predicted Grade requires the teacher to exercise a professional judgment to predict the final outcome of the course. This professional judgment will be based on the teacher’s professional knowledge and assessment of the student, and will be influenced by the whole range of assessment tasks and other work presented by the student during the IB Diploma Programme. Should the student suffer some misadventure at the time of the IB Examination, the Estimated Mark may become the basis upon which the IB provides a course result.

An Internal Assessment mark is based on the course Assessment Programme and will be moderated by the International Baccalaureate to ensure consistency of standards across the world-wide candidature. The moderated Internal Assessment then contributes directly to the student’s final result for the subject (the percentage differs from subject to subject).

Throughout the 4 semesters (eight terms) of the IB course, the School will conduct an Assessment Programme in each subject.

Tasks undertaken in Year 12, in particular, will be used to determine the Internal Assessment mark submitted to IBO, as well as significantly influencing the Predicted Grade determined by the teacher.

CONDITIONS for the Award of the IB Diploma

Article 15: Award of the Diploma

- 15.1 All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in section VII “Special cases C: incomplete assessment” of these general regulations.
- 15.2 The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:
- a) numeric grades have been awarded in all six subjects registered for the IB Diploma
 - b) all CAS requirements have been met
 - c) at least a Grade D has been awarded for both Theory of Knowledge and an Extended Essay
 - d) there is no grade 1 in any subject
 - e) there is no grade 2 at higher level
 - f) there is no more than one grade 2 at standard level
 - g) overall, there are no more than three grades 3 or below
 - h) at least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
 - i) at least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
 - j) the final award committee has not judged the candidate to be guilty of malpractice.
- 15.3 The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:
- a) numeric grades have been awarded in all six subjects registered for the IB Diploma
 - b) all CAS requirements have been met
 - c) at least a Grade D has been awarded for both Theory of Knowledge and an Extended Essay
 - d) there is no grade 1 in any subject
 - e) there is no more than one grade 2 at higher level
 - f) there are no more than two grades 2 at standard level
 - g) overall, there are no more than three grades 3 or below
 - h) at least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level)
 - i) at least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)
 - j) the final award committee has not judged the candidate to be guilty of malpractice.
- 15.4 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

Appendix 1 - Forms

SMSS Proforma to advise of an ASSESSMENT TASK

Subject: _____

Assessment Task: _____

Due Date: _____

Assessment Task Outcomes to be assessed, the marking criteria and any special arrangements and details:

Teachers Signature: _____

Date: _____

Teachers please note that this needs to be given to students two weeks before the assessment task.

SOPHIA MUNDI Limited
19 Years, International Curriculum
1 St Helens Street, Adelaide Hills District 5167 Australia
T 08 9439 9229 F 08 9439 9833 E enquiries@sophiamundi.co.uk.au www.sophiamundi.co.uk.au
AUSTRALIA 011 61 800 011 994

ASSESSMENT TASK REPORT

Students Name: _____

IB Candidate Number: _____

Name of Subject Teacher: _____

Assessment Task: _____

Date Completed: _____

Results: _____

Comments: _____

Teachers Signature: _____

Date: _____

IB Coordinators signature: _____

Date: _____

Students Signature: _____

Date: _____

Parent/Guardian signature: _____

Date: _____

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APPLICATION FOR AN EXTENSION FOR AN ASSESSMENT TASK

Students Name: _____

IB Candidate Number: _____

Name of Subject Teacher: _____

Assessment Task for which Extension is sought: _____

Date due: _____

Number of days extension sought: _____

Reason for Extension is: _____

Supporting documentation attached:

Doctor's Certificate (if illness) _____

Parent's letter (misadventure) _____

Other (Specify) _____

Extension granted: Yes/No _____

If granted, new Date Due: _____

Teachers Signature: _____ Date: _____

IB Coordinators signature: _____ Date: _____

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Assessment Task Cover Sheet

Student name: _____ Student ID: _____

Teacher Name: _____ Course: _____

Unit: _____ Assessment task: _____

Due Date: _____

I understand the policies on plagiarism of Sophia Mundi Senior School. I certify that:

(a) the work that I have submitted is my own work and has not been submitted for assessment before;

(b) I have kept a copy of this assignment and all relevant notes and reference material that I used in the production of the assignment;

(c) I have given references for all sources of information that are not my own, including the words, ideas and images of others.

Students Signature/s: _____ (For hand copy submissions)

Student name (printed): _____

Date Submitted: _____

Were you granted an extension? Yes / No (circle)

If yes, attach completed Extension Approval behind this sheet

This sheet must be attached to your completed Assessment Task before handing in. Students are reminded that:

- extensions of time must be applied for in advance to the subject teacher,
- they must retain a second copy of any Assessment Task completed at home, there are significant penalties for late or non-submission of an Assessment Task.

RECEIPT OF ASSIGNMENT

Students to complete all details with (*), then remove and keep as proof of submission after the teacher has signed

Students name (*): _____ Student ID (*): _____

Teacher Name (*): _____ Course (*): _____

Unit (*): _____ Assessment task (*): _____

Due Date (*): _____ Date and time received: _____

Received By (*): _____ Signature: _____

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