

Secondary Assessment Policy: Years 7 to 12

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1. Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment in Years 7 to 12 at Southern Cross Catholic College.

The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* and applies to all subjects across all learning areas.

The Assessment Policy is located on the college website at <http://www.sctsv.catholic.edu.au> and is also available via the School Documentation link in the Compass student, staff, and parent portals.

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in homeroom classes for all students in Years 7 to 12.

Relevant processes will also be revisited:

- at enrolment interviews
- during SET planning
- when the assessment schedule is published
- when each task is handed to students
- in the newsletter and by email in response to phases of the assessment cycle.

The policy is intended to prepare students for success in senior secondary phase of learning, and therefore is informed by guidelines provided by the Queensland Curriculum and Assessment Authority.

All questions regarding this policy should be directed to the Assistant Principal - Learning & Teaching (Secondary).

2. Purpose

Southern Cross Catholic College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build academic and assessment behaviours as students work towards the senior years of schooling and completion of the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).

3. Principles

Southern Cross Catholic College's expectations for teaching, learning and assessment are underpinned by the gospel message of Jesus Christ, and grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

All assessment at Southern Cross Catholic College is:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards and continua to make defensible and comparable judgments about students' learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.

All assessment at Southern Cross Catholic College is characterised by three attributes:

- **validity**, through alignment with what is taught, learnt and assessed
- **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
- **reliability**, so that assessment results are consistent, dependable or repeatable.

4. Promoting and ensuring academic integrity

Southern Cross Catholic College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The college also has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand and uphold academic integrity.

The following principles and procedures are to be applied in this context.

4.1 Expectations about engaging in learning and assessment

Southern Cross Catholic College has high expectations for academic integrity and student participation and engagement in learning and assessment.

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment **on or before the due date**.

4.2 Learning about academic integrity

The Junior Secondary phase of learning (Years 7 to 10) is a very important opportunity for teachers to help students learn about academic integrity. There will be times where students, for a variety of reasons, do not always act with academic integrity. ***In all circumstances where this occurs in Years 7 to 10, teachers will adopt a supportive and educative approach to managing the situation.*** Ultimately, it is our goal for students to learn from their mistakes in preparation for the senior phase of learning, where the stakes are higher and the consequences for academic misconduct are mandated by the QCAA.

All students completing senior secondary (Years 11 & 12) will complete the QCAA Academic Integrity Course.

4.3 Assessment schedule and due dates - College responsibilities

An assessment schedule is published at the commencement of each term (Years 7 to 10) and at the commencement of each year (Years 11 & 12). The assessment schedule is also available via the 'Calendars' icon in Compass, and via the college website: <https://www.sctsv.catholic.edu.au/students/assessment-calendars/>

In order to prepare students effectively for the senior phase of learning, Southern Cross Catholic College adheres to QCAA policies for gathering evidence of student achievement **on or before the due date**. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule.

The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the **end of Week 2** in each term or unit of study
- give consideration to allocation of workload across subject areas.

4.4 Assessment schedule and due dates - student responsibilities

Students are responsible for:

- recording due dates in their student diaries
- planning and managing their time to meet the due dates
- informing their teachers as soon as possible if they have concerns about assessment load and meeting due dates.
- submitting responses to scheduled assessment **on or before the due date**.

In cases where students are **unable to meet a due date**, they will:

- inform their subject teacher as soon as possible
- apply for a Variation to Assessment on the relevant form
- adhere to alternative arrangements for submission of assessment as detailed in Section 4.5 of this document.

5. Administration of internal assessment

All formal assessment at Southern Cross Catholic College will adhere to the following guidelines:

5.1 Development of assessment instruments in Years 7 to 10

All summative assessment instruments will be developed as per Australian Curriculum guidelines and must be approved by the relevant Curriculum Leader prior to implementation with students. Teachers will utilise the college's [Assessment Development Workflow: Years 7 to 10](#) to guide their development of the assessment instruments. Curriculum Leaders ensure the accountability of this process in their Learning Areas.

5.2 Development of assessment instruments in Year 11 (Units 1 & 2)

All formative assessment instruments will be developed as per syllabus guidelines and be approved by the relevant Curriculum Leader prior to implementation with students. Teachers will utilise the college's [Senior Assessment Development Workflow](#) to guide their development of the assessment instruments. Curriculum Leaders ensure the accountability of this process in their faculties.

5.3 Development of internal assessment instruments in Year 12 (Units 3 & 4)

All summative internal assessment instruments will be developed as per syllabus guidelines and be endorsed by the QCAA prior to implementation with students. Teachers will utilise the college's [Senior Assessment Development Workflow](#) to guide their development of the summative internal assessment instruments. Curriculum Leaders ensure the accountability of this process in their faculties.

5.4 Development of comparable assessment instruments in Year 12 (Units 3 & 4)

As per QCAA guidelines, students who have been approved for access arrangements and/or reasonable adjustments may require administration of a comparable assessment task. All comparable summative internal assessment instruments will be developed as per syllabus guidelines and be approved for implementation by the relevant Curriculum Leader prior to implementation with students. Curriculum Leaders ensure the accountability of this process in their faculties.

5.5 Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students are gradually given more responsibility for understanding the processes required to complete their tasks. For example, scaffolding in Years 7 and 8 will be more detailed than scaffolding in Years 9 and 10.

Scaffolding provided in Years 11 and 12 must adhere to QCAA guidelines for internal assessment. Endorsed assessment tasks (with approved scaffolding) must be used in Year 12 (Units 3 and 4).

5.6 Checkpoints

Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.

The subject teacher will notify parents/carers and Curriculum Leaders in writing via email if they have any concerns with students not meeting the scheduled checkpoints.

5.7 Drafting

Drafting is an important checkpoint. Teachers provide feedback on **one draft** of each student's response. In some learning areas, **continuous drafting** is in place in lieu of a single drafting checkpoint. The use of continuous drafting in lieu of one drafting checkpoint is at the discretion of the relevant subject's Curriculum Leader.

Feedback on a draft is:

- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a variety of ways in different learning area contexts: in writing or orally; to an individual or to the whole class; and/or through questioning
- delivered in a consistent manner and format for all students in the same subject
- in the case of a drafting checkpoint, provided so that there is a **minimum of 5 days** between the draft being returned and the final due date.

Providing drafting feedback is a consultative process, **not a marking process**. Feedback on a draft must not compromise the authenticity of student work. The feedback may vary depending on the nature of the task and may include suggestions such as:

- Consider other aspects of the text, report, performance or activity.
- Develop the response to show more awareness of the intended audience or purpose.
- Rearrange the sequence and structure of the response to prioritise the most important points.
- Investigate further to expand the response.
- Synthesise the response by editing or removing excess information.
- Adhere to the required response length by, editing and refining the response, checking for relevance or repetition, etc.
- Adhere more closely to the referencing style required by the task.

Across the phases of learning, students are gradually given more responsibility for understanding the processes required to complete their tasks. For example, in Years 7 and 8 a teacher may indicate all errors in spelling, grammar, punctuation and calculations, whereas in Year 10 the teacher may indicate only some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing.

In Years 7 to 10, feedback on a draft **must not**:

- compromise the authenticity of a student response
- allocate a mark.

In line with the QCE/QCIA Handbook requirements, in **Years 11 and 12**, feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- allocate a mark.

Evidence of the drafting feedback will be stored with a copy of the draft in the student's folio. **In all year levels, drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.**

5.8 Non-submission of a draft

Where due dates for drafting materials are set and these dates are not met, the subject teacher will issue the student with a **Level 1 Yellow Academic Detention**. The student must attend the detention to complete drafts/classwork as directed by the teacher.

If the student does not attend the Level 1 Yellow Academic Detention, or if the subject teacher determines that the student's efforts during the Level 1 Yellow Academic Detention are unsatisfactory, the student will be referred to the relevant Curriculum Leader. The Curriculum Leader may place the student on a **Level 2 Orange Academic Detention** (after school detention).

5.9 Submitting, collecting, and storing assessment

All assessment task sheets provide information on the subject's arrangements for submission of draft and final responses, including due dates, conditions and required file types for digital submission (where applicable).

- 5.9.1 All assessment evidence, including draft responses, will be presented to the classroom teacher in either hard copy format or by electronic submission via Google Classroom, **as per requirements stipulated on the task sheet.**
- 5.9.2 All assessment evidence must be submitted **as per requirements stipulated on the task sheet.**
- 5.9.3 If the **teacher** is absent on the date of submission, assessment should be handed in to the **relief teacher**, to the **secondary office**, or submitted electronically using Google Classroom, **as per requirements stipulated on the task sheet.**
- 5.9.4 **Where directed by the classroom teacher**, written assessment must also be submitted via the College's academic integrity software *Turnitin*.
- 5.9.5 For **unanticipated absence on the day of the due date of the assessment**, every effort must be made by the student, or their parent/carer, to deliver or submit the completed assessment item to the College.
- 5.9.6 Failure to follow the above procedures may be classed as a non-submission. Refer to section 5.12 Non-submission of final assessment by the due date.

- 5.9.7 Draft and final responses for all internal assessment will be collected and stored by the subject teacher. Live performance assessments may be recorded and stored as required for QCAA processes.
- 5.9.8 All student assessment from Year 11 (Units 1 & 2) **must be retained until the completion of QCAA quality assurance processes**, which occur in the year following completion of Unit 2. At this time the student work should be returned to the student or securely disposed of.
- 5.9.9 All student assessment from Year 12 (Units 3 & 4) **must be retained until the end of Term One in the year following completion**. At this time the student work should be returned to the student or securely disposed of.
- 5.9.10 All student assessment from Years 7 to 10 **must be retained until the end of the reporting and interview period** associated with the assessment item. At this time the student work should be returned to the student or securely disposed of.
- 5.9.11 All student assessment which has evidence of **individual adjustments** must be **retained by the school for a period of 7 years**. At this time the student work should be securely disposed of.

5.10 Managing length of final responses

Across the Year 7 to 10 phase of learning, students are gradually given more responsibility for understanding the processes required to manage the length of their assessment responses (i.e. complete a response within the word or time limit).

In Years 11 and 12, students must adhere to the response length.

Responses below the minimum length do not allow students to fully demonstrate their achievement.

The procedures below support students in all year levels to manage their response length:

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints and at the drafting stage.

If, **after final submission**, the student’s response exceeds the length (word count, minutes, or number of pages) required by the assessment instrument, **the teacher will consult with the student and allow the student to redact their response to meet the required length.** When this has been done, the teacher will make a judgment based on the evidence in the student response. The subject teacher will annotate any such student work to clearly indicate the evidence used to determine a mark.

If the student is unwilling or unable to redact their response, the teacher will mark up to the prescribed maximum word length, minutes, or number of pages as specified on the assessment instrument. Evidence outside or beyond the required length will not be marked. The subject teacher will annotate any such student work to clearly indicate the evidence used to determine a mark.

The following table serves as a **guide** for teachers and students when deciding which parts of an assessment are included for the purposes of managing a response length.

With **good drafting and feedback practices**, excessive response lengths should be avoided.

	Assessment with word length prescribed	Assessment with page count prescribed
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages, contents pages • raw or processed data in tables, figures and diagrams • bibliography, reference list • page numbers • in-text citations • appendices (appendices should contain only supplementary material that will not be directly used as evidence when marking the response) 	<ul style="list-style-type: none"> • title pages • contents pages • bibliography • reference list • appendices (appendices should contain only supplementary material that will not be directly used as evidence when marking the response)

Assessment items which **involve a timed response** (e.g. 5 to 8 minutes) include all parts of the response that are used as evidence when marking the response. Silent time before and at the end of response, or between elements of the response (e.g. between two discrete songs or movements in a music performance), should not be included when determining response length.

5.11 Authenticating student responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Southern Cross Catholic College uses authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing academic misconduct will be followed (refer to [section 6: Managing Academic Misconduct](#)).

5.12 Non-submission of final assessment by the due date

Subject teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. This includes the drafting checkpoint.

In circumstances where students do not submit a final response to an assessment (other than examinations) **on or before the due date**, the classroom teacher will make judgements based on the draft or other evidence completed as part of the checkpoint process.

Any student who does not submit their assessment response on or before the due date will be referred by the subject teacher to the relevant Curriculum Leader. The Curriculum Leader will inform the student's parents/carers and issue a **Level 2 Orange Academic Detention** (after school) **unless an *Application for Variation to Assessment* form has been received.**

No extension of time will be granted unless an ***Application for Variation to Assessment*** is approved by the subject's **Curriculum Leader**. Refer to [section 5.13](#) for further information.

In circumstances where students do not submit a final response and there is no drafting or other evidence available from the checkpoint process for the assessment

instrument, the classroom teacher will assign a 'Not-Rated' (NR) for the student response.

In circumstances where a student response is judged as NR, **the student may not be awarded a result for that subject on the semester or unit report.** This decision will be made by the teacher in conjunction with the Curriculum Leader. The student's Pastoral Leader should also be consulted prior to making a decision. The Assistant Principal - Learning and Teaching (Secondary) should be consulted if there is any uncertainty around the decision.

5.13 Variation to Assessment, Access arrangements and reasonable adjustments (AARA), including illness and/or misadventure

Southern Cross Catholic College is committed to reducing barriers to success for all students. Access arrangements and reasonable adjustments are actions taken by the college to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to, or participate in assessment. Unless there are exceptional circumstances, all student assessment must be completed and submitted on or before the due date.

In exceptional circumstances, e.g. illness, Injury, family bereavement, where it would be difficult or impossible for a student to attend classes and/or to complete an assessment by the due date, consultation must be sought as soon as possible with the Curriculum Leader for the subject(s) concerned.

Subject teachers do not have the authority to grant extensions. An application for extension must be made on the correct ***Application for Variation to Assessment*** form, which can be obtained from the Secondary Office or downloaded from the *School Documentation* section of the Compass student and parent portals.

A student should obtain and complete the application form as soon as they are aware that they will not be able to submit on or before the due date. This form must be submitted to the subject teacher who, with the Curriculum Leader, will discuss the application. The Curriculum Leader will make the decision on extension of time for the assessment.

If the ***Application for Variation to Assessment*** is due to medical illness or injury, it is always advisable to see a Doctor and obtain a medical certificate. Whilst this is not compulsory for Junior Secondary (Years 7 to 10), it is worth noting here that it is a compulsory requirement set by the QCAA for Years 11 and 12.

For students in Years 11 & 12, the college has a separate [Guidelines for Access Arrangements and Reasonable Adjustments: Years 11 & 12](#), which follows the processes as outlined in the [QCE and QCIA policy and procedures handbook](#). These processes must be adhered in all cases.

5.14 Absence from examinations (internal)

Unless there are exceptional circumstances, all examinations must be completed on the date set for the examination.

In exceptional circumstances, e.g. illness, injury, family bereavement, where it would be difficult or impossible for a student to attend the examination on the set date, consultation must be sought as soon as possible with the Curriculum Leader for the subject(s) concerned.

Students who miss an examination, whether through illness/misadventure, extenuating circumstances, or through an anticipated absence due to bona fide sporting or cultural commitments, will be required to sit the examination at a date set by the Curriculum Leader. Depending on the circumstances, this may be before or after the scheduled date.

Students missing an exam (internal) during Units 3 or 4 (Year 12) must apply for AARA through the *Application for Variation to Assessment* form. If approved, the student will sit a comparable examination.

5.15 Spoken or performed assessment

As spoken and performed assessment procedures are very time consuming, such time is budgeted for in the semester's schedule. Hence, the following conditions apply to such tasks:

- The scheduled time of the spoken assessment or performance will be included in the assessment schedule.
- Students seeking a variation to assessment for their performance or presentation should follow the normal procedures outlined in section 5.13.
- When the members of a group are absent on the day of a group performance, the group may still be asked to perform if the task permits. The teacher will take these special circumstances into account when assessing the work. The absent group member may still be asked to perform on his/her return.

- Refusal to perform or present is deemed a non-submission and therefore may result in the loss of credit for that semester. Teachers will work with students to provide adjustment to the presentation modes, if/where necessary, to enable students with bona fide anxiety disorders to access and success in the task.

5.16 Internal quality assurance processes

Southern Cross Catholic College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA
- quality assurance of judgments about student achievement.

In some circumstances, student results may change after the quality assurance process has taken place. In all cases, changes will be communicated to the students concerned by the subject teacher.

6. Managing academic misconduct

Southern Cross Catholic College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct.

The Junior Secondary phase of learning (Years 7 to 10) is a very important opportunity for teachers to help students learn about academic integrity. There will be times where students, for a variety of reasons, do not always act with academic integrity. ***In all circumstances where this occurs in Years 7 to 10, teachers will adopt a supportive and educative approach to managing the situation.*** Ultimately, it is our goal for students to learn from their mistakes in preparation for the senior phase of learning, where the stakes are higher and the consequences for academic misconduct are mandated by the QCAA.

For students in Year 11 & 12, the college has implemented procedures for managing academic misconduct in line with the QCAA/QCIA policy and procedures handbook.

	Examples of misconduct	Procedures for managing academic misconduct in Years 7 to 10	Procedures for managing academic misconduct in senior secondary
<p>Cheating while under supervised or examination conditions</p>	<p>A student:</p> <ul style="list-style-type: none"> ● begins to write during perusal time or continues to write after the instruction to stop writing is given ● uses unauthorised equipment or materials ● has any notation written on the body, clothing or any object brought into an assessment room ● communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>For instances of academic misconduct during examinations in Years 7 to 10:</p> <ul style="list-style-type: none"> ● the examination supervisor will caution the student <u>once</u>, identifying the behaviour which needs to cease. <p>If the behaviour continues to occur:</p> <ul style="list-style-type: none"> ● the examination supervisor or invigilator will instruct the student to turn all materials face down and leave the examination room <u>immediately</u> and proceed to the Secondary Office. ● the college's behaviour management policy will be implemented ● the incident will be reviewed by the relevant Curriculum Leader and Pastoral Leader, who will assess the situation and may implement Level 2 Orange academic management procedures. ● at the discretion of the Curriculum Leader, and depending on the nature of the incident, the student may be awarded a Not-Rated (NR) for the assessment item. 	<p>For instances of academic misconduct during examinations in senior secondary:</p> <ul style="list-style-type: none"> ● the student will be awarded a Not-Rated (NR) for the assessment item. See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2). ● the student will be referred to the Assistant Principal - Learning and Teaching (Secondary) in line with Level 3 Red academic management procedures.

<p>Collusion</p>	<p>When:</p> <ul style="list-style-type: none"> ● more than one student works to produce a response and that response is submitted as individual work by one or multiple students ● a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	<p>For authorship issues in Years 7 to 10:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work <p>In addition to the above steps, in all cases of proven collusion, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention to any involved students. At the academic detention, the students will complete activities which are designed to improve their understanding of academic integrity.</p>	<p>For authorship issues in senior secondary:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work <p>In addition to the above steps, in all cases of proven collusion, the Assistant Principal - Learning and Teaching (Secondary) will issue a Level 2 Orange Academic Detention to any involved students. The QCAA academic integrity course will be re-completed by each student involved.</p>
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<p>Contract cheating</p>	<p>A student:</p> <ul style="list-style-type: none"> ● pays for a person or a service to complete a response to an assessment ● sells or trades a response to an assessment. 	<p>For authorship issues in Years 7 to 10:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work <p>In addition to the above steps, in all cases of proven contract cheating, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention to any involved students. At the academic detention, the students will complete activities which are designed to improve their understanding of academic integrity.</p>	<p>For authorship issues in senior secondary:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work <p>In addition to the above steps, in all cases of proven contract cheating, the Assistant Principal - Learning and Teaching (Secondary) will issue a Level 2 Orange Academic Detention to any involved students. The QCAA academic integrity course will be re-completed by each student involved.</p>
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<p>Copying work</p>	<p>A student:</p> <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during an exam copies another student's work during an exam. 	<p>For authorship issues in Years 7 to 10:</p> <p>Responses that are not the student's own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student's own work, the college will:</p> <ul style="list-style-type: none"> provide an opportunity for the student to demonstrate that the submitted response is their own work make a judgment about the student's knowledge and skills using only the parts of the response that can be identified as the student's own work <p>In addition to the above steps, in all cases of proven copying in non-supervised assessment, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention to any involved students. At the academic detention, the students will complete activities which are designed to improve their understanding of academic integrity.</p> <p>For instances of academic misconduct during examinations in Years 7 to 10:</p> <ul style="list-style-type: none"> refer to the section above entitled 'Cheating while under supervised or examination conditions'. 	<p>For authorship issues in senior secondary:</p> <p>Responses that are not the student's own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student's own work, the college will:</p> <ul style="list-style-type: none"> provide an opportunity for the student to demonstrate that the submitted response is their own work make a judgment about the student's knowledge and skills using only the parts of the response that can be identified as the student's own work <p>In addition to the above steps, in all cases of proven copying in non-supervised assessment, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention to any involved students. The QCAA academic integrity course will be re-completed by each student involved.</p> <p>For instances of academic misconduct during examinations in senior secondary:</p> <ul style="list-style-type: none"> refer to the section above entitled 'Cheating while under supervised or examination conditions'.
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<p>Disclosing or receiving information about an assessment</p>	<p>A student:</p> <ul style="list-style-type: none"> ● gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment ● makes any attempt to give or receive access to secure assessment materials. 	<p>In Years 7 to 10:</p> <p>In all cases, the student will be referred to the subject’s Curriculum Leader, who will assess the situation and may implement Level 2 Orange academic management procedures.</p> <p>At the discretion of the Curriculum Leader, and in consultation with the Assistant Principal - Learning and Teaching (Secondary), the student, or a group of impacted students, may be required to complete a comparable assessment instrument in lieu of the original assessment instrument.</p>	<p>In senior secondary:</p> <p>In all cases, the student will be referred to the Assistant Principal - Learning and Teaching (Secondary), who will assess the situation and may implement Level 2 Orange or Level 3 Red academic management procedures.</p> <p>The student, or a group of impacted students, may be required to complete a comparable assessment instrument in lieu of the original assessment instrument. Advice will be sought from the QCAA prior to a decision.</p>
<p>Fabricating</p>	<p>A student:</p> <ul style="list-style-type: none"> ● invents or exaggerates data ● lists incorrect or fictitious references. 	<p>When authenticity of data or references cannot be established, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the data or referenced material is authentic ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as making reference to authentic data or referenced materials. <p>In addition, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention. At the academic detention, the students will complete activities which are designed to improve their understanding of academic integrity.</p>	<p>When authenticity of data or references cannot be established, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the data or referenced material is authentic ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as making reference to authentic data or referenced materials. <p>In addition, the Assistant Principal - Learning and Teaching (Secondary) will issue a Level 2 Orange Academic Detention. The QCAA academic integrity course and/or other suitable educational interventions will be completed by the student involved.</p>

<p>Impersonation</p>	<p>A student:</p> <ul style="list-style-type: none"> ● arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. ● completes a response to an assessment in place of another student. 	<p>For authorship issues in Years 7 to 10:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work. <p>In addition to the above steps, in all cases of proven impersonation, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention to any involved students. At the academic detention, the students will complete activities which are designed to improve their understanding of academic integrity.</p>	<p>For authorship issues in senior secondary:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work. <p>In addition to the above steps, in all cases of proven impersonation, the Deputy Principal of Assistant Principal will issue a Level 2 Orange Academic Detention to any involved students. The QCAA academic integrity course will be re-completed by each student involved.</p>
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<p>Misconduct during an examination</p>	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>In Years 7 to 10:</p> <p>The examination supervisor will:</p> <ul style="list-style-type: none"> ● caution the student <u>once</u>, identifying the distraction or disruption which needs to cease. <p>If the distraction or disruption continues to occur:</p> <ul style="list-style-type: none"> ● the examination supervisor will instruct the student to turn all materials face down and leave the examination room <u>immediately</u> and proceed to the Secondary Office ● the college’s code of behaviour policy will be implemented ● the incident will be reviewed by the subject’s Curriculum Leader, who will assess the situation and may implement Level 2 Orange academic management procedures. ● the Curriculum Leader will make a decision regarding whether or not the student will complete the assessment ● at the discretion of the Curriculum Leader, the student may be awarded a Not-Rated (NR) for the assessment item. 	<p>In senior secondary:</p> <p>The examination supervisor will:</p> <ul style="list-style-type: none"> ● caution the student <u>once</u>, identifying the distraction or disruption which needs to cease. <p>If the distraction or disruption continues to occur:</p> <ul style="list-style-type: none"> ● the examination supervisor or invigilator will instruct the student to turn all materials face down and leave the examination room <u>immediately</u> ● the college’s code of behaviour policy will be implemented ● the incident will be reviewed by the Assistant Principal - Learning and Teaching (Secondary), who will assess the situation and may implement Level 2 Orange or Level 3 Red academic management procedures. ● the student may be awarded a Not-Rated (NR) for the assessment item. See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2)
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<p>Plagiarism or lack of referencing</p>	<p>A student completely or partially copies or alters another person’s work without attribution (another person’s work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p>	<p>For authorship issues in Years 7 to 10:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● disregard any portion of the response which has been established to be plagiarised ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work <p>In addition to the above steps, in all cases of plagiarism, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention to any involved students. At the academic detention, the students will complete activities which are designed to improve their understanding of academic integrity.</p>	<p>For authorship issues in senior secondary:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● disregard any portion of the response which has been established to be plagiarised ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work <p>In addition to the above steps, in all cases of plagiarism, the Assistant Principal - Learning and Teaching (Secondary) will issue a Level 2 Orange Academic Detention. The QCAA academic integrity course or other suitable re-education process will be completed by the student.</p>
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<p>Self-plagiarism</p>	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	<p>In Years 7 to 10:</p> <p>When self-plagiarism is suspected and authenticity of a unique response cannot be established, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is an original response to the current instrument ● disregard any portion of the response which has been established to be self-plagiarised ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as original work for the purposes of the response to the current assessment instrument. <p>In addition to the above steps, in all cases of plagiarism, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention to any involved students. At the academic detention, the students will complete activities which are designed to improve their understanding of academic integrity.</p>	<p>In senior secondary:</p> <p>When self-plagiarism is suspected and authenticity of a unique response cannot be established, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is an original response to the current instrument ● disregard any portion of the response which has been established to be self-plagiarised ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as original work for the purposes of the response to the current assessment instrument. <p>In addition to the above steps, in all cases of plagiarism, the Assistant Principal - Learning and Teaching (Secondary) will issue a Level 2 Orange Academic Detention. The QCAA academic integrity course or other suitable re-education process will be completed by the student.</p>
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<p>Significant contribution of help</p>	<p>A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</p>	<p>For authorship issues in Years 7 to 10:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● disregard any portion of the response which has been established to have been completed by any person other than the student ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work. <p>In addition to the above steps, in all cases of significant contribution of help, the relevant Curriculum Leader will issue a Level 2 Orange Academic Detention to any involved students. At the academic detention, the students will complete activities which are designed to improve their understanding of academic integrity.</p>	<p>For authorship issues in senior secondary:</p> <p>Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, the college will:</p> <ul style="list-style-type: none"> ● provide an opportunity for the student to demonstrate that the submitted response is their own work ● disregard any portion of the response which has been established to have been completed by any person other than the student ● make a judgment about the student’s knowledge and skills using only the parts of the response that can be identified as the student’s own work. <p>In addition to the above steps, in all cases of significant contribution of help, the Assistant Principal - Learning and Teaching (Secondary) will issue a Level 2 Orange Academic Detention. The QCAA academic integrity course or other suitable re-education process will be completed by the student.</p>
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7. Students' right of appeal

- 7.1 A student may appeal any decision made as part of the operationalisation of this assessment policy. All appeals must be made to the Principal in writing in the first instance.

- 7.2 The Principal reserves the right to make a final determination on all matters regarding the conditions of assessment, the implementation of Variations to Assessment, and the awarding of student results on a 'case by case' basis.

END OF POLICY