ASSESSMENT POLICY YEARS 11-12

PURPOSE	Townsville Grammar School 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 capacity as students work towards summative assessment completion for the QCE or IB Diploma.		
SCOPE	This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) or the International Baccalaureate Diploma Programme (IBDP). The framework for the policy has been developed from the _QCE and QCIA policy and procedures handbook 6.0_ as well as the _IBDP Assessment and Procedures Policy_. It applies across all Faculty areas to Applied, Applied (Essential), General, General (Extension) subjects, and IBDP subjects including courses studied online through Pamoja.		
REFERENCES	• Academic Honesty and Integrity Policy • School Diary		
REVIEWED	Annually	NEXT REVIEW DATE	January 2027
POLICY OWNER	Director of Curriculum		

Policy

PRINCIPLES

Townsville Grammar School's expectations for teaching, learning and assessment are 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 relevant syllabus. Assessment should be:

- 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.

High-quality assessment 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 what they can do.
- Reliability, so that assessment results are consistent, dependable, or repeatable.

PROMOTING ACADEMIC INTEGRITY

Townsville Grammar School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

Policy and procedures	
Location and communication of policy	The School Assessment policy is located on the School website. All questions regarding this policy should be referred to the Director of Curriculum. To ensure the assessment policy is consistently followed by students, it will be revisited at the beginning of each semester. Relevant processes will be clarified: • at enrolment interviews • when each task is handed to students • when the assessment schedule is published • in the newsletter and by email in response to phases of the assessment cycle • through completion of QCAA's online Academic Integrity Course
Expectations about engaging in learning & assessment Section 1.2.4 Section 2 Section 8.2.1	Townsville Grammar School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. **Student responsibility** 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 To emphasise the importance of sound academic practices students must complete the QCAA academic integrity courses.
Due Dates Section 8.2.1 Section 8.2.7	**School responsibility** Townsville Grammar School is required to adhere to IBDP guidelines and QCAA policies for gathering evidence of student achievement on or before the due date. Examination dates and due dates for assignment tasks will be provided through Semester Assessment Calendars. All students will be provided with their assessment schedule by the end of Week 3. Due dates for final responses, checkpoints and drafts will also be provided on task sheets for assignment tasks. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA and IB quality assurance processes to be met • be clear to teachers, students, and parents/carers • be consistently applied

Policy and procedures	
	• be clearly communicated • consider allocation of workload **Student responsibility** Students are responsible for: • recording due dates in their diaries. • planning and managing their time to meet the due dates. • informing the School as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • Apply for an extension through the Head of Faculty/Curriculum Leader in consultation with the classroom teacher as soon as possible. • Provide the school with relevant documentation, e.g. medical certificate (Year 11 or Year 12 IB) and QCAA Medical Report (Year 12 QCAA). • Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the School. All final decisions are at the Director of Curriculum's discretion. Refer to AARA and Access and Inclusion information later in this document.
Submitting, collecting, and storing assessment information Section 9	Assessment instruments will provide information about arrangements for submission of draft and final responses, including due dates, conditions, and file types. All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the School's academic integrity software (Turnitin). This is usually submitted through Moodle. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA and IB processes.
Appropriate materials Section 8.2.2	Townsville Grammar School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

ENSURING ACADEMIC INTEGRITY

Townsville Grammar School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

INTERNAL ASSESSMENT ADMINISTRATION

Policy and procedures	
Scaffolding Section 8.2.3	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 will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8	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. Heads of Faculty/Curriculum Leaders will be contacted if checkpoints are not met and if appropriate, parents/carers will be contacted. Arrangements will be made to meet checkpoints. This may require a lunchtime or after school commitment at the discretion of the Heads of Faculty/Curriculum Leader.
Drafting Section 8.2.5	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Individual Faculties will clarify draft expectations. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students In Year 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 • edit or correct spelling, grammar, punctuation, and calculations • allocate a mark A copy of the draft and the feedback will be stored in the student's folio. Parents/carers will be notified by email about non-submission of drafts and the processes to be followed.

Policy and procedures	
Managing response length Section 8.2.6	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students 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 purposefully within the prescribed conditions of the task. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, parts of the submission will not be considered. In some cases, a student may be required to **redact their response** immediately upon request from the teacher to meet the required length before a judgment is made on the student work.
Authenticating student responses Section 8.2.8	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Townsville Grammar School uses the authentication strategies promoted by the QCAA and IBO. 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 alleged academic misconduct will be followed.
QCAA Access Arrangements and Reasonable Adjustments, including illness and misadventure (AARA) Section 6 **IB Access and Inclusion**	**Applications for AARA (Year 12 QCAA students only)** Townsville Grammar School is committed to reducing barriers to success for all students. AARA are actions taken by the school 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. Students who meet certain requirements may apply for AARA. The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook*. The Director of Curriculum manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5 of the QCE Handbook) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Director of Curriculum. The school follows the processes as outlined in the IB Access and Inclusion Policy and the Adverse Circumstances Policy for all IB Diploma students. Students are **not** eligible for arrangements on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided **Applications for extensions to due dates for unforeseen illness and misadventure.** Students and parents/carers must contact the Director of Curriculum as soon as possible and submit the relevant supporting documentation. In cases of illness, a medical practitioner will need to complete the QCAA Medical Report template for QCAA students and provide a medical certificate for IB students. This QCAA Form is

available in the NW Student Information section in Moodle. Other supporting documentation such as Assessment Extension Request forms and Subject Change forms are available in Moodle and on the [School website](#).

In the case of missed examinations, students will be required to sit a comparable examination at a time and location specified by the Curriculum Leader in consultation with the Director of Curriculum, if the AARAs for illness and misadventure are approved.

Special Consideration (Year 11)
In the situation where the assessment task dates require an alteration:

- If known in advance, the student needs to complete the *TGS Assessment Extension Request* found on the School website, Parent Lounge or Moodle and submit to the relevant Curriculum Leader prior to the due date.
- In the case of an illness or last-minute extenuating circumstances, the student needs to contact the Director of Curriculum for Special Consideration. Supporting evidence such as a medical certificate is usually required. If granted, this consideration may allow an extension of time, or a modified submission.

In the case of missed examinations, students will generally be required to sit a catch-up examination at a time specified by the respective Curriculum Leader in consultation with the Director of Curriculum if the absence is approved. Catch up examinations are sat under atypical conditions and in some cases, this may have ramifications for subject prizes and Academic Awards.

Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4	The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. For Year 11 students who do not submit a final assessment response by the due date, a detention will be issued, and the student will be expected to submit at the conclusion of this detention if not beforehand. An Academic penalty will be determined on a case by case basis. In some cases, this may be a nil result. Late submissions will also be noted and may exempt a student from any Academic Awards. In circumstances where **Year 12** students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar **The student will not meet the requirements for that subject and will NOT receive**

Policy and procedures	
	any result for that subject. Therefore, this subject will not be included in QCE points or ATAR calculations.
	For students studying the IB Diploma, a non-submission will result in no IB Diploma awarded. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 9	Townsville Grammar School's quality management system ensures valid, accessible, and reliable assessment of student achievement. For Year 12 QCAA work, 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 All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. All summative internal assessment for the IB Diploma is moderated by the IBO.

EXTERNAL ASSESSMENT ADMINISTRATION

Policy and procedures	
External assessment is developed by either the QCAA for all General and General (Extension) subjects or the IBO for IB subjects Section 10	In Term 3 of Year 12, students and parents will receive details outlining the required external assessment processes. This information includes: • External assessment timetable (both QCAA and IB) • External assessment student rules • Approved equipment list This information will be communicated through the following media channels: • Assembly for Year 12 students • Email to parents • Newsletter See also: *External assessment — administration guide* and the *IB Assessment and Procedures Guidelines*

MANAGING ACADEMIC MISCONDUCT

Townsville Grammar School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

Types of misconduct	Examples	Procedure

Cheating while under supervised conditions	A student:
	• 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.
		• Students will receive a penalty determined by the degree of misconduct.
		• The maximum penalties are:
		  - For Year 11 students, a nil result.
		  - For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject.
		• A detention will be issued.

Collusion	When:
	• 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.
		• Students will receive a penalty determined by the degree of misconduct.
		• The maximum penalties are:
		  - For Year 11 students, a nil result.
		  - For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject.
		• A detention will be issued.

Contract cheating	A student:
	• pays for a person or a service to complete a response to an assessment.
	• sells or trades a response to an assessment.
		• Students will receive a penalty determined by the degree of misconduct.
		• The maximum penalties are:
		  - For Year 11 students, a nil result.
		  - For Year 12 students, a result of Not- Rated (NR). This will mean a student then receives no credit for the particular subject.
		• A detention will be issued to any student involved.

Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses. • looks at another student's work during an exam.	• Students will receive a penalty determined by the degree of misconduct. • The maximum penalties are: - For Year 11 students, a nil result.

Types of misconduct	Examples	Procedure
	• copies another student's work during an exam. • deliberately uses an AI generated response as their own work.	- For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject. • A detention will be issued to any student involved.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.	• Any student involved will receive a detention. • A student will receive no result for the parts of the assessment that have been compromised. • The maximum penalties may be: - For Year 11 students, a nil result. - For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject.
Fabricating	A student: • invents or exaggerates data. • Lists incorrect or fictitious references.	• Students will receive a penalty determined by the degree of misconduct. • The maximum penalties are: - For Year 11 students, a nil result. - For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject. • A detention will be issued.
Impersonation	A student: • 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.	• The maximum penalties are: - For Year 11 students, a nil result. - For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject. • A detention will be issued to any student involved.
Misconduct during an examination	• A student distracts and/or disrupts others in an assessment room.	• The student will be immediately removed from the room and will to report to the Director of Curriculum's Office. The assessment will be collected and marked on what has been completed up until that point. • In addition, a detention will be issued.

Types of misconduct	Examples	Procedure
Plagiarism or lack of referencing	• A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas, any material generated by AI software such as ChatGPT). • Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	• Students will be graded on original work only. The maximum penalties are: - For Year 11 students, a nil result. - For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject. • Students will also be issued a detention.
Self-plagiarism	• A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	• Students will be graded on work not previously submitted only. The maximum penalties are: - For Year 11 students, a nil result. - For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject. • Students will also be issued a detention.
Significant contribution of help	• A student arranges for, or allows, a tutor, parent/carer, or any person in a supporting role (including that of an AI generator) to complete or contribute significantly to the response.	• Students will be graded on original work only. The maximum penalties are: - For Year 11 students, a nil result. - For Year 12 students, a result of Not-Rated (NR). This will mean a student then receives no credit for the particular subject. • Students will also be issued a detention.