



Highfields State  
Secondary College

# Assessment Policy

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# 1. Assessment Expectations

Assessment is a vital aspect of College activity as it provides information on student attainment and progress and can identify areas that students need additional assistance with. With a focus on learning, Highfields State Secondary College has the requirement that students must complete all the work in a course of study. Our policy has been developed in alignment with the QCAA's [assessment guidelines](#) and [policies and procedure handbook](#)

## 1.1 Assessment Expectations of Teachers:

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

## 1.2 Assessment Expectations of Heads of Department:

Heads of Department are accountable for quality assuring assessment items using both the QCAA's Principles of assessment and the QCAA's Attributes of quality assessment in Years 7 – 12.

In Years 11 and 12 Heads of Department, Highfields SSC Leadership Team and the QCAA are responsible for quality assessment items; ensuring all assessment: is valid, is clear and fair, meets the QCAA directives for assessment and submission of student results.

## 1.3 Assessment Expectations of Students:

- Students are expected to complete all assessment items within a course of study. Students will meet assignment progressive deadlines and due dates as set out in the assessment task sheet and assessment schedule.
- Students who consider that special provisions exist whereby special arrangements should be made regarding when they take a test should approach the HOD or Deputy Principal to discuss further.
- Students are to save their work at every stage in the preparation of an assignment to verify authorship and editing processes undertaken.
- Students are to save all assessment files and have back-up copies. Students with legitimate computer malfunctions are to see the relevant Head of Department as soon as possible.
- Students who miss assessment handouts are responsible for ensuring this is collected from the appropriate teacher.

- Submission of assessment is the responsibility of the student and must adhere to the deadlines and submission process as outlined within the assessment task.
- Students are to organise alternative workplace days if their TAFE, Work Experience, Traineeship, or Apprenticeship day falls on the same day as their scheduled assessment.

#### **1.4 Assessment Expectations of Parents/Carers:**

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Inform the teacher of any difficulties relating to the completion of assessment tasks in a timely manner and provide documentary evidence where necessary.
- Promote academic integrity and student authorship (see Section 7- Academic Integrity)

## **2. ASSESSMENT CALENDAR**

By Week 4 of each semester, students will receive their Assessment Calendar via their school email account. The calendar will outline key assessment deadlines.

Senior students studying General subjects can check the QCAA for their published external examination exam timetable.

Changes to the assessment due dates can occur only when the relevant Curriculum Head of Department recommends the change. Students will need to be given reasonable notice of the change in due dates. Amendments will be published as necessary.

### **3. DRAFTING POLICY**

A draft is a preliminary version of a student's response to an assessment and is expected to be a complete response to the assessment task. Drafts can also be used to authenticate student work. Checkpoints may be implemented to monitor student progress during the assessment preparation process. Drafting is an important aspect of the assessment process whereby teachers are able to provide feedback on student learning.

#### **3.1 Drafting Responsibilities:**

##### **3.1.1 Teachers must:**

- Years 7 – 12: provide written feedback on one draft of each student's response.
- Provide feedback as a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.
- Provide feedback on a draft that does not compromise the authenticity of student work. Teachers may not introduce new ideas, language, or research to improve the quality of student responses.
- Provide feedback on some key errors in spelling, grammar, punctuation, and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.
- Provide feedback only on a draft submitted by the draft due date.
- Provide a summary of their feedback and advice to the whole class.
- Contact home as soon as possible if a student fails to submit a draft, or if the draft indicates the student is at risk of not achieving a passing grade. Record this contact on OneSchool and refer to the Curriculum Head of Department.
- Retain a copy of the student draft (where practical) and/or class work in case of non-submission.
- Return the draft with feedback to the student in a timely manner.

##### **3.1.2 Students must:**

- Submit drafts by the due date.
- Submit a completed draft that meets the word limit and task requirements.
- Adhere to referencing style appropriate to given subject.
- Modify drafts based on feedback provided whilst ensuring academic integrity.
- Students in Years 11 & 12 are required to submit their drafts electronically under the direction of their teacher.

### **3.1.3 Parents/Carers must:**

- Encourage and support students to submit drafts by the due dates.
- Contact the Teacher or Head of Department if the student is not able to submit the assessment task on time. In Years 7-10 this will be dealt with through the college's extension application process; in Years 11 & 12 this application will be dealt with through the AARA process.

### **3.2 Draft Submissions:**

Students will be issued with timelines for submission of drafts. When a draft is due, students must submit a copy of their draft to the teacher who will keep a record of submission. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

#### **3.2.1 Failure to submit a draft:**

If a draft is not submitted, the class teacher will contact the parent/carer. The class teacher will actively encourage the student to submit their draft work for feedback prior to the final due date. Late submission of drafts without reasonable grounds will not receive written teacher feedback.

Should the student not make a final or draft submission, then the work completed in class will be used to determine a result where work aligns with the standard elaborations.

## 4. FINAL ASSESSMENT SUBMISSIONS

### 4.1 Student Responsibilities:

- Students must submit final assessment responses to their class teachers by the end of the lesson on the due date. Students may make a submission up to 11.59 pm on the due date.
- Student assessment work may be submitted electronically (i.e. email, USB, STILE, etc.) or in hard copy as per the class teacher's and/or Head of Department instructions.
- In the event that the teacher is absent or unavailable, the assessment piece must still be submitted by the due date.
- For extenuating circumstances where assessment is not able to be submitted by the due date, students must contact the teacher and HOD with relevant supporting documentation.
- For students in Year 11 & 12 to receive results for Unit 1 & 2 or an overall subject result for Units 3 & 4 or exit result, students must meet the assessment requirements of the subjects and/or courses (refer to QCE & QCIA policies and procedures handbook, section 8.2.1).

#### 4.1.1 Late or non-submission of a Year 7-10 Assessment:

- In the event that a student is not present at school, and therefore unable to complete assessment a result should be allocated using previous evidence available e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations and this will be marked against the assessment criteria and will likely negatively impact student achievement.

#### 4.1.2 Late and non-submission of Year 11 & 12 Assessment:

To receive an overall subject result for a course of study in a General or Applied subject, a student must complete all required assessment outlined in the respective syllabus by the due date.

##### Unit 1 & 2:

- For General & Applied subjects, a student must complete the assessment program for their selected subjects. This may include up to four formative based assessment pieces.

##### Unit 3 & 4:

- For General subjects, a student must complete three summative internal assessments and one summative external assessment.
- For Applied subjects, a student must complete four summative internal assessments.
- For Short Courses, a student must complete two summative internal assessments.

When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.

- For General subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment. Students who do not submit



assessment will be awarded an NR and will not be eligible for a satisfactory award for the unit.

- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated.
- For Short Courses, an E standard cannot be allocated when there is no evidence demonstrated.
- Students who are unable to submit assessment will be awarded an NR (Not Rated) achievement. Relevant documentation must be accompanied.

#### ***4.1.3 Absence on due date for assignments:***

Absence from school on the due date is not a valid reason for not submitting an assignment on time. If a student knows they will be absent on the day an assessment item is due they must:

- Arrange for the item to be submitted (electronically or hard copy) on or before the listed date; **or**
- Have it delivered to the school on that date.
- Senior students must follow the QCAA documentation requirements and must contact their class teacher.

#### **4.2 Teacher Responsibilities:**

- Record that tasks have been submitted.
- Contact parent/guardian within 24 hours of an assessment task not being submitted.
- Contact parent/ guardian following a failure to achieve a passing grade and discuss opportunities for improvement in the subsequent assessment tasks
- Provide appropriate feedback. Mark and make an A-E judgement on student assessment. An E standard cannot be allocated when there is no evidence demonstrated.
- For students who are enrolled in a subject, but do not produce evidence 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.
- Possible referral to the SWAN (Students with Additional needs) team.

## 5. ASSESSMENT EXTENSIONS

- Where, in cases of extended illness or other absence, a student feels that an extension of time is warranted in the submission of an assignment, the student can apply for an extension. Students must complete the relevant sections of the form and attain parent permission before submitting the application to the class teacher. Students are then to submit the application to the Head of Department for possible approval.
- A student may apply for an extension up to two days prior to the due date of the assessment. No extensions will be approved on or after the due date.
- Year 11 & 12 students must consult their teacher and/or Head of Department to apply for an AARA and may require documentation to support their request (refer to documentation on school website)

### 5.1 Grounds for Extension:

There are only two grounds for applying for an extension by students prior to the due date:

#### 1. Illness:

- A medical certificate or documentation of illness (i.e. note/email from parent) needs to be provided in conjunction with the extension application.
- Please note students in Year 11 & 12 will require specific medical documentation as part of the AARA process.

#### 2. Extenuating circumstances:

- Documentation (i.e. note/email from parent) needs to be provided in conjunction with the extension application.
- Family activities of a special nature requiring absence from school
  - Bereavement, family breakdown etc.
  - Essential sporting / cultural commitments
  - Long-term illness of self or family member
- If a delicate family matter or personal circumstances applies, the application can be lodged directly with Guidance Officer, the Deputy Principal or the Principal who will consult with the relevant Curriculum Head of Department.
- Unexpected circumstances arise if a situation occurs suddenly (and belatedly) causing the student to be unable to submit on the due date.
- *Note:* family holidays, suspension, or pre-planned school events such as excursions or extra-curricular commitments are not a valid reason to grant an extension.
- *Note:* Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for an extension.

## 5.2 Applying for an Assessment Extension:

- Download an “*Application for Extension*” form from the school website or collect from relevant Head of Department as early as possible prior to the due date (at least two days prior to the due date).
- Student to complete relevant details and have parents/carers sign.
- Present the application to the class teacher to negotiate the revised due date. Class teacher will sign if supported or not supported.
- Submit the application to the relevant Head of Department who will grant or deny approval.
- If approved, the HOD will provide a copy of the extension form to the student and make contact with the parent/carer to notify them of the new due date.
- The relevant HOD will scan a copy of the extension form and add this as an OneSchool contact record within the Student Profile.

## 6. EXAMINATIONS

### 6.1 Responsibilities:

#### 6.1.1 Teachers must:

- Be on time for examination administration.
- Actively supervise during examinations.
- Mark an attendance roll for each examination session.
- Ensure all examination conditions as outlined on the assessment guidelines are adhered to.
- Notify the Head of Department of any issues arising from the examination session as soon as possible.
- Notify parents/carers as soon as possible if a student has not attended an examination session.

#### 6.1.2 Students must:

- Attend all assessments at the scheduled time. These may be conducted in regular class time or during block exams.
- Be on time for all examination sessions.
- Adhere to all examination conditions relating to examination materials, perusal/planning and all stated assessment conditions outlined on the examination task.
- If a student arrives late for an examination, they must report to the exam supervisor and designated venue as soon as possible.
- A student who cannot attend an exam must notify the Curriculum Head of Department as soon as practical.
- On return to the school the student is responsible for reporting to the relevant Curriculum Head of Department to make alternate arrangements. Head of Department will liaise with the Deputy Principal for Year 11 & 12 Examinations.
- Proof of illness or Medical Certificate, must be produced on the student's return to school after an illness which causes an absence for a scheduled exam to the relevant Curriculum Head of Department.
- If a student knows in advance that they will be absent for a scheduled exam they must complete a, "Application for Assessment Extension" form for consideration.

### 6.2 Year 12 External Assessment:

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. External assessment contributes 25% of

the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website. Applied subjects do not include external assessment.

### **6.2.1 External assessment is:**

- Common to all schools.
- Administered by schools under the same conditions at the same time and on the same day.
- Developed and marked by the QCAA according to a commonly applied marking scheme.

## **6.3 External Assessment Responsibilities:**

### **6.3.1 School External Assessment (SEA) coordinator:**

- Adhere to and manage external assessment processes outlined in this handbook and the *External assessment — directions for administration*.
- Communicate to school staff, students and parents/carers the:
  - *External assessment timetable*
  - *External assessment student rules*
  - approved equipment list
- Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash.
- Allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

### **6.3.2 Teachers:**

- Comply with and supervise external assessment according to the external assessment guidelines.
- Allow a student suspected of academic misconduct to complete the external assessment.
- Inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct.
- Report an alleged incident of academic misconduct to the **School External Assessment (SEA)** coordinator.
- Adhere to external assessment processes outlined in this handbook and the *External assessment —*

*directions for administration.*

- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.
- Report incidents when they suspect or observe an act of academic misconduct by a student.

### **6.3.3 Students:**

- Read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- Read the information provided by schools, including the
  - *External assessment timetable*
  - *External assessment student rules*
  - approved equipment list
- Attend external assessment in which they are enrolled.

### **6.3.4 Parents:**

- Read the External assessment timetable and External assessment student rules on the QCAA website.
- Support students to participate in the external assessment in which they are enrolled.

## 7. MANAGING RESPONSE LENGTH

Students must adhere to assessment response lengths as specified by syllabus documents, e.g. word length range, time frame for performance etc. For example, where a word length range of 500-600 words is provided, a student response must be within this word range. 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.
- Model responses within the required length are available (Year 11-12).
- Feedback about length is provided by teachers at checkpoints (where applicable).
- Feedback about length is provided by teachers at draft.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

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

After all these strategies have been implemented, if the student's response exceeds the response length required by the syllabus, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit; **OR**
- allow a student to redact their response to meet the required length before a judgment is made on the student work. This process would occur at the discretion of the school and under supervision of a member of staff.

The teachers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

QCE and QCIA Handbook section 8.2.6 on managing response length provides further guidelines about the length of response including a comprehensive table that gives specific guidance on inclusions for word count and exclusions for word count, e.g. in text citations, appendices, title pages etc.



## **8. ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)**

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAs are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA. Highfields State Secondary College and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for internal and external assessment.

### **8.1 Reasonable Adjustments (RA): *Years 7 – 10***

Students identified as requiring adjustments to assessment conditions are eligible for reasonable adjustments to ensure equitable opportunities for all students. Assessment criteria and standards are not modified, the intent and rigour of the Australian Curriculum is maintained.

In making a decision about adjustments, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. All adjustments must be approved via the Curriculum Head of Department.

### **8.2 Access Arrangements and Reasonable Adjustments (AARA): *Years 11 – 12***

#### ***8.2.1 Long term conditions that are unlikely to improve over time:***

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1<sup>st</sup> January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months. Students are identified as being eligible to receive an AARA through Year 10 SET Planning processes. If a parent feels that an AARA is required then they can seek consultation through the Guidance Officer or Deputy Principal.

#### ***8.2.3 Short-term conditions or temporary injuries:***

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated.

- for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects.
- for external assessment, no earlier than 1st April of the assessment year.

### **8.3 Eligibility for AARA:**

AARA are provided 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.

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological, and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances

#### **8.4 Ineligibility for AARA:**

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language.
- teacher absence or other teacher-related difficulties.
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations).
- matters of the student's or parent's/carer's own choosing (e.g. family holidays).
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

#### **8.5 Failure to complete internal assessment without an AARA may result in one of the following:**

- The student may not be permitted to progress to the next semester of study in the subject necessitating a course change and further impact on QCE and ATAR eligibility.
- Cancellation of enrolment procedures may begin.
- When a student submits a response to an assessment instrument after the due date a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.

- The practice of allocating a lower result, mark or standard as a penalty for late submission is not valid.
- When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
- For General subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment.

### 8.6 Adjustments for which schools are required to apply to the QCAA:

Type of assessment	Adjustment
Summative assessment — internal and external	<ul style="list-style-type: none"> <li>• extra time and/or rest breaks</li> </ul>
Summative external assessment or Senior External Examination	<ul style="list-style-type: none"> <li>• extra time and/or rest breaks</li> <li>• format of papers</li> <li>• assistance</li> <li>• assistive technology, including the use of a computer</li> <li>• a reader and/or scribe</li> <li>• a change of venue (changes to rooms should be recorded)</li> </ul>

\*Assessment Adjustment processes for Units 1 and 2 are the same as Summative Assessment Adjustments (refer to QCE & QCIA policy and procedures handbook for further information – Section 6).

Further information about AARA processes and documentation can be found on the Highfields State Secondary College website (<https://highfieldsssc.eq.edu.au/curriculum/senior-secondary/a-a-r-a>)

## **9. ILLNESS & MISADVENTURE: *Year 11 & 12 only***

Illness and misadventure allows for students whose ability to attend, or performance in internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in Years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.
- Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances.
- A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session.

### **9.1 Supporting documentation for illness and misadventure — internal and external assessment**

To make an informed decision about an illness and misadventure application, Highfields SSC and the QCAA require a report that includes the following details:

- Diagnosed illness, condition or event.
- Date of diagnosis, onset or occurrence.
- Symptoms, treatment or course of action related to the condition or event.
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment.
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.

## 10. ACADEMIC INTEGRITY

Highfields State Secondary College and QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral, and ethical way. Teachers, parents/carers, and others who support students in their learning must adhere to the guidelines for academic integrity. Plagiarism, the copying of another person's ideas, text, or other creative work and presenting it as one's own, will not be tolerated. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs without acknowledgement of the author.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data mathematical workings, etc.
- Copying or adapting another student's work.
- "Cutting and pasting" statements gathered from a variety of sources.
- Submitting work produced by someone else on the student's behalf.
- Self-plagiarism – re-submitting work you have already submitted as an assessment response.
- Purchasing or obtaining assessments from an internet site and submitted as an original response.

### 10.1 Types of Academic Misconduct defined by the QCAA:

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"><li>• beginning to write during perusal time or continuing to write after the instruction to stop work is given</li><li>• using unauthorised equipment or materials</li><li>• having any notation written on the body, clothing or any object brought into an assessment room</li><li>• communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</li></ul>
<b>Collusion</b>	<ul style="list-style-type: none"><li>• when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)</li><li>• assisting another student to commit an act of academic misconduct</li></ul>

<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"> <li>• asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response</li> <li>• paying for someone or a service to complete a response to an assessment</li> </ul>
<b>Copying work</b>	<ul style="list-style-type: none"> <li>• deliberately or knowingly making it possible for another student to copy responses</li> <li>• looking at another student's work</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>• giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>• making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>• inventing or exaggerating data</li> <li>• listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>• allowing another person to complete a response to an assessment in place of the student</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>• distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>• completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information)</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>• duplicating work or part of work already submitted as a response to an assessment</li> </ul>

## 10.2 Responsibilities – Academic Integrity & Academic Misconduct

### 10.2.1 *The School: Teachers, HODS, Support Staff*

Highfields SSC can support academic integrity by:

- Developing curriculum and assessment that allows for the identification of individual work
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work, or interpretation of others
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses
- Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity
- Developing processes to manage, resolve and appeal cases of academic misconduct

### 10.2.2 *Students:*

- Acknowledge authorship of work through a declaration of authenticity (task sheet signature, STILE submission declaration, etc.)
- Draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.).
- Reference sources used.
- Provide a bibliography and/or reference list (where specified)
- Not engage in any type of academic misconduct.
- May be required to submit their final response using plagiarism-detection software.
- May be required to complete an approved course about academic integrity.
- May be required to participate in interviews during and after the development of the final.
- May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).

### 10.2.3 *Teachers:*

- Take reasonable steps to ensure that each student’s work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work.
- Collect evidence of the authenticity of student responses (i.e. plagiarism scanner, declaration of authenticity statement in task sheet/assessment submission processes).
- Ensure assessment decisions are fair and equitable for all students.
- Implement strategies to ensure authentication of student work.

#### **10.2.4 Parents:**

- Support the efforts of teachers and students to authenticate student responses.
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way.
- Alert the teacher if you suspect that your student has engaged in academic misconduct.

#### **Include but are not limited to:**

- Students cannot be graded on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.
- Where a student is found to have plagiarised minor sections of the task, a choice is given to resubmit the plagiarised sections with the student's original work. This resubmission must be handed into the class teacher the next school day.
- Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded.
- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. The student is marked on any work completed throughout the unit (i.e. drafts). In both cases, consequences will be applied.
- Serious incidents that impact upon the exam conditions and/or the ability for students to develop a response, that are unable to be reasonably managed by the assessment supervisor, may result in the student being removed from the examination room.
- Parents/Carers notified.
- HOD notified.
- Parts of the assessment in question may be disregarded while grading the exam.
- The student may be required to complete an alternative exam at the soonest possible opportunity.

When a student is suspected of or observed participating in an act of academic misconduct, students are permitted to complete the assessment despite the alleged incident of misconduct. Students are notified at the end of the session that a report may be made to the Head of Department, Deputy Principal and QCAA (for summative and external assessment).



## 11. APPEALS PROCESS

A student must first discuss with their teacher if there is an issue with the:

- delivery of the course
- marking of one or more assessment tasks
- grade assigned for an assessment piece
- implication of academic misconduct

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/carer) should approach the relevant Head of Department responsible for the course.

If an assessment issue cannot be resolved through discussion with the Head of Department, the student (or parent/carer) must apply in writing for a meeting with the Year Level Deputy Principal or Principal's Delegate to further discuss the matter.

If the matter is not resolved at this stage, the Principal's Delegate will outline further appeal options. NOTE: The QCAA has definitive timelines for reporting students' results. Therefore, any appeals and/or review discussions must be conducted in a timely manner.