



# Assessment Policy & Practices: Senior Secondary

## Purpose

We are committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Chinchilla Christian College to ensure academic integrity in relation to the submission of work and the completion of all assessment items (including exams).

This policy:

- Provides information to students about expectations for assessment and their responsibilities
- Includes guidelines and information for staff about expectations and their roles and responsibilities.
- Is
  - communicated clearly to teachers, students and parents/carers
  - enacted consistently across all subjects within our College
  - based on information in the principles and organisational structure of the College, QCE and QCIA Policy and Procedures Handbook, and QCAA Syllabuses

The roles and responsibilities outlined apply to all students at Chinchilla Christian College, parents/carers and staff, and complies with policies and procedures established by the QCAA and College.

It includes procedures and processes for:

- promoting academic integrity;
- managing academic misconduct;
- applying for Access Arrangements and Reasonable Adjustments (AARA);
- meeting the deadlines for the submission of internal assessment instruments, and
- the administration of external assessment.

## Principles

Our expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- accessible and equitable for all students
- evidence-based, using established standards and instrument specific marking guides (ISMG) to make defensible and comparable judgements about student learning and achievement.
- transparent, to enhance professional and public confidence in the process used, the information obtained and the decisions made; and
- informative of where students are in their learning.

## Scope

The scope of this policy includes Applied, Applied (Essential), General, General (Extension) subjects and short courses. The processes, procedures, roles and responsibilities are designed to build

capacity as students work towards summative assessment completion. The framework for the procedures is developed from the QCE and QCIA Policies and Procedures Handbook.

### Formative Assessment Completion

For all subjects, students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in responses to assessment planned for each unit. Subject Teachers gather evidence of learning and match this to the relevant standards to make judgements.

### Summative Assessment Completion

#### General and Applied Subjects

In order to achieve an overall result, a student must complete both Units 3 and 4, providing responses to each of the summative internal assessments and the external assessment for their subjects. Students cannot repeat one summative unit only. Therefore, if a student is to repeat a subject in Units 3 and/or 4 they must repeat both as they work as a pair (section 8.2).

#### Senior External

Students enrolled in a Senior External examination

#### Short Courses

There must be evidence of student responses to each summative internal assessment to achieve a course result.

### Promoting academic integrity

Our College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-college procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>Location and communication of policy</b>	To ensure that all stakeholders in our College community are aware of our assessment policy, it is located on the College website. Relevant sections and more detailed requirements of the policy are found in the Staff Handbook and Student Handbook.
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.2.1</a>	<p>We have high expectations about integrity and student learning. Staff are supported to complete the academic integrity courses and the accreditation courses provided by the QCAA. We encourage teaching staff to review these courses annually and to apply for QCAA Endorsement, Confirmation and Assessor roles.</p> <p>Students are required to complete the academic integrity courses provided by the QCAA.</p> <p>To ensure consistent application of the assessment policy, relevant processes [<b>see Appendix A “Reminders regarding academic integrity: Exams”; Appendix B “Reminders regarding academic integrity: Assignments”</b>] will be revisited:</p> <ul style="list-style-type: none"> <li>- when each task is handed to students;</li> <li>- at the beginning of exam sessions.</li> </ul> <p>Information will also be regularly communicated in newsletters and other electronic communication.</p> <p>We emphasise the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand:</p> <ul style="list-style-type: none"> <li>- forward planning – understanding the components of a task and how long each component might take to complete;</li> </ul>

	<ul style="list-style-type: none"> <li>- time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances;</li> <li>- note-taking and summarising – synthesising research or gathering information into a new idea or summary;</li> <li>- referencing – appropriately acknowledging the ideas, work or interpretation of others;</li> <li>- choosing appropriate examples – selecting appropriate quotes or examples to support an argument;</li> <li>- argue or communicate meaning;</li> <li>- editing – refining their own work; and</li> <li>- checking – self assessing compliance with academic integrity guidelines before submitting responses.</li> </ul> <p>The whole College community; staff, students and parents/carers have roles and responsibilities in this context.</p>
<p><b>Due dates</b> <a href="#">Section 8.2.7</a></p>	<p>We are required to adhere to QCAA policies about due dates.</p> <p><b>College responsibility</b></p> <p>Our teaching staff are responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.</p> <p>Assessment schedules will:</p> <ul style="list-style-type: none"> <li>- align with syllabus requirements;</li> <li>- provide sufficient work time for students to complete the task;</li> <li>- allow for internal quality assurance processes;</li> <li>- enable timelines for QCAA quality assurance processes to be met;</li> <li>- be clear to teachers, students and parents/carers;</li> <li>- be consistently applied;</li> <li>- be clearly communicated within two weeks of the beginning of each unit; and</li> <li>- give consideration to allocation of workload</li> </ul> <p><b>Student Responsibility</b></p> <p>All students will be provided with their assessment schedule within two weeks of the beginning of each unit. Students are responsible for recording and adhering to these due dates. Students are responsible for planning and managing their time to meet the due dates.</p> <p>Teachers are not able to grant extensions. AARA applications must be applied for by students and approval given according to QCAA guidelines.</p>
<p><b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a></p>	<p>Assessment instrument will provide information about:</p> <ul style="list-style-type: none"> <li>- arrangements for submitting drafts;</li> <li>- due dates for completed assessment; and</li> <li>- the file types suitable for submission.</li> </ul> <p>All assessment drafts will be submitted by the due date. Copies of drafts will be collected and stored electronically at the time of <u>draft</u> submission.</p>
<p><b>Appropriate materials</b> <a href="#">Section 7.1</a> <a href="#">Section 8.5.3</a></p>	<p>We are a supportive and inclusive school. Materials and texts are chosen with care in this context.</p>

## Ensuring academic integrity

We have 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

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>Scaffolding</b> <a href="#">Section 8.2.3</a>	<p>Scaffolding assessment is limited to:</p> <ul style="list-style-type: none"> <li>- checkpoints that students can use to manage completion of components of the assessment instrument;</li> <li>- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument; and</li> <li>- providing prompts and cues for students about the requirements of their response.</li> </ul> <p>When scaffolding, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student response is their own. The College has internal quality assurance processes for each assessment instrument. This process will check to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the <i>Principal's Delegate</i>. Across the phases of learning there will be a gradual release of responsibility to students.</p>
<b>Checkpoints</b> <a href="#">Section 8.2.7</a>	<p>The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment. Prompt communication with parents/carers about potential issues will help ensure assessment is completed by the due date.</p>
<b>Drafting</b> <a href="#">Section 8.2.5</a> <a href="#">Section 8.2.4</a>	<p>Drafting is an important part of teaching and learning. Types of drafts differ depending on subject, for example; written draft, rehearsal of performance piece, or a product in development. Drafts are used as evidence of student achievement in the case of illness and misadventure, or non-submission for other reasons.</p> <p>Feedback on drafts:</p> <ul style="list-style-type: none"> <li>- must not compromise the authenticity of student responses by adding ideas;</li> <li>- must not edit or correct grammar and spelling but note in feedback;</li> <li>- is provided on a maximum of one draft of each student's response;</li> <li>- is a consultative process, not a marking process;</li> <li>- will be provided within one week of submission of draft;</li> <li>- a copy of the feedback is stored electronically; and</li> <li>- parents/carers are notified about non-submission of drafts and the processes to be followed.</li> </ul>
<b>Managing response length</b> <a href="#">Section 8.2.6</a>	<p>Response lengths are specified by syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths:</p> <ul style="list-style-type: none"> <li>- Internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale;</li> <li>- Subject-specific strategies about responding purposefully within the prescribed conditions of the task are embedded in the teaching and learning programs;</li> <li>- Model responses within the required length are provided by teachers and used in class;</li> <li>- Feedback about length is provided by teachers at checkpoints and on drafts.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets</li> <li>- Apply feedback about length to their drafts</li> </ul>

	<ul style="list-style-type: none"> <li>- Edit responses to meet requirements for length</li> </ul>
<p><b>Authenticating student responses</b> Section 8.2.8</p>	<p>Accurate judgements of student achievement can only be made on genuine student assessment responses. We use strategies as selected from the instrument-specific template, as appropriate, across all subjects and phases of learning. There are additional specific practices that are to be applied consistently that may include:</p> <ul style="list-style-type: none"> <li>- Assessment tasks modified from year to year;</li> <li>- Internal quality assurance processes comparing responses of students who work in groups, and cross-marking in subjects with multiple cohorts; and</li> <li>- An assessment schedule that ensures sufficient time for completion of tasks, and monitoring of development of responses.</li> </ul>
<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> Section 6</p>	<p>We are committed to reducing barriers to success for all students. Access arrangements 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 or participate in assessment.</p> <p>We follow the processes as outlined in the QCE and QCIA Policy and Procedures Handbook. All evidence that decisions are based on will be recorded and stored electronically within a central location in a College SharePoint space. All AARA applications for summative assessments in Units 3 and 4 require QCAA approval.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>- unfamiliarity with the English language;</li> <li>- teacher absence or other teacher-related difficulties;</li> <li>- matters that the student could have avoided;</li> <li>- matters of the student's or parent's/carer's own choosing; or</li> <li>- matters that the College could have avoided.</li> </ul> <p>If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.</p>
<p><b>Managing non-submission of assessment by the due date</b> Section 11.1 Section 8.2.7</p>	<p>Teachers will keep progressive evidence of student responses as it is gathered at the prescribed checkpoints. Evidence includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>- unmarked drafts;</li> <li>- class work;</li> <li>- rehearsal notes;</li> <li>- photographs of student work; and</li> <li>- teacher observations.</li> </ul> <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets.</p> <p>When a student does not submit a response for an assessment instrument on or before the due date set by the College, a result is awarded using any evidence from the preparation of the responses that is available on or before the due date.</p> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <ul style="list-style-type: none"> <li>- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.</li> <li>- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.</li> <li>- For Short Courses, an E cannot be awarded when there is no evidence for that grade.</li> <li>- In all these cases, the only result that can be awarded is Not Rated (NR).</li> </ul>

<p><b>Internal quality assurance processes</b> Section 9</p>	<p>All summative internal assessment instruments for Units 3 and 4 will undergo an internal quality assurance process prior to submission to QCAA, using quality assurance tools provided by the QCAA.</p> <p>Internal assessment instruments for Units 1 and 2 will be reviewed using an internal quality assurance process before they are administered to students.</p> <p>Quality assurance of judgements about student achievement contributing to results may be completed prior to results being provided. Internal processes that may occur before student's results are provided are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes that may occur before their results are provided, for example:</p> <ul style="list-style-type: none"> <li>- All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process.</li> <li>- Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from QCAA.</li> </ul>
<p><b>Review</b> Section 13.3</p>	<p>As per QCAA instructions and guidelines.</p>

## External assessment administration

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p>Policy and procedures</p>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> Section 10</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>As per QCAA instructions and guidelines.</p>

## Managing academic misconduct

	Types of misconduct	Proactive Procedure	Reactive Procedure
<b>Cheating while under</b>	A student:	Before an exam	During an exam

	Types of misconduct	Proactive Procedure	Reactive Procedure
<b>supervised conditions</b>	<ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind students they are not allowed to write during perusal time</li> <li>• Remind students they cannot continue writing after the instruction to stop writing is given</li> <li>• Check for unauthorised equipment and or materials. Students to only have required materials on their desk</li> <li>• Remind students that they cannot have any notation written on their body, clothing or object brought into exam room</li> <li>• Students to hand in phones</li> <li>• Remind students that communication with any person other than the supervisor during an exam is prohibited</li> <li>• Remind students they cannot share equipment with another student</li> </ul>	<ul style="list-style-type: none"> <li>• If a student begins to write during perusal time, teacher to take writing instruments off them</li> <li>• If a student brings unauthorised equipment or materials, the teacher will take these items as they enter the room</li> <li>• If a student uses unauthorised equipment or materials during an exam, the exam paper will be removed and will not be marked. Parents will be advised.</li> <li>• If a student is found to have any notation written on the body, clothing or any object brought in an assessment room, the exam paper will be removed and will not be marked.</li> <li>• If a student communicates with any other person other than a supervisor during an examination that does not impact the integrity of the assessment item, they will receive a warning. On the second warning they will be removed from the room.</li> <li>• If a student communicates with intent to, or impacts the integrity of the assessment item, the exam paper will be removed and will not be marked. Parents will be advised.</li> </ul>

	Types of misconduct	Proactive Procedure	Reactive Procedure
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment.</li> </ul>	<p>When distributing assignments</p> <ul style="list-style-type: none"> <li>Remind students that responses need to reflect their own work and that they should not share their work with others</li> </ul> <p>After marking and feedback</p> <ul style="list-style-type: none"> <li>Remind students not to share their responses with other year levels.</li> <li>Teacher to regularly 'update' assessment tasks</li> </ul>	<p>After an assignment has been submitted</p> <ul style="list-style-type: none"> <li>If duplicate responses are submitted by multiple students, investigate to determine original creator. Duplicate work will not be awarded a mark. Parents will be advised.</li> </ul> <p>After marking and feedback</p> <ul style="list-style-type: none"> <li>If teacher becomes aware that the integrity of the assessment task has been compromised, assessment task will need to be updated.</li> </ul>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>	<p>When distributing assignments</p> <ul style="list-style-type: none"> <li>Remind students that responses need to reflect their own work</li> <li>Teachers to establish checkpoints for the assessment task to see the progression of the assessment item</li> </ul> <p>After marking and feedback</p> <ul style="list-style-type: none"> <li>Remind students not to share their responses with other year levels.</li> </ul>	<p>If the teacher suspects that a student has paid a person or service to complete the assessment or sells or trades a response to an assessment, they will investigate the allegation.</p> <p>If the allegation is substantiated, the student will not be awarded a mark for the assessment item. Parents will be advised.</p> <p>If the integrity of the assessment task has been compromised, assessment task will need to be updated.</p>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> <li>copies another student's work during an exam.</li> </ul>	<p>When distributing assignments</p> <ul style="list-style-type: none"> <li>Remind students that responses need to reflect their own work</li> <li>Teachers to establish checkpoints for the assessment task to see the progression of the assessment item</li> </ul>	<p>While the assignment is being completed</p> <ul style="list-style-type: none"> <li>Draw student's attention to the issue and scaffold task to allow student to complete their own work.</li> </ul> <p>After the assignment has been submitted</p>



	Types of misconduct	Proactive Procedure	Reactive Procedure
		<p>While the assignment is being completed</p> <ul style="list-style-type: none"> <li>Teachers to establish checkpoints for the assessment task to see the progression of the assessment item</li> </ul> <p>Before an exam</p> <ul style="list-style-type: none"> <li>Remind students that responses need to reflect their own work. They are not to allow students to copy responses or look at another student's work.</li> </ul>	<ul style="list-style-type: none"> <li>If duplicate responses are submitted by multiple students, investigate to determine original creator. Duplicate work will not be awarded a mark. Parents will be advised.</li> </ul> <p>During or after an exam</p> <ul style="list-style-type: none"> <li>If a student is observed copying other students work. Annotate on the exam the question for both students.</li> <li>Move the student to a space where they are unable to see the work of other students. This should continue into future exams.</li> </ul>
<p><b>Disclosing or receiving information about an assessment</b></p>	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>	<p>When distributing an assessment item</p> <ul style="list-style-type: none"> <li>Remind students the importance of academic integrity, particularly not sharing stimulus answers/responses, or attempting to access secure assessment materials</li> </ul>	<p>If the teacher suspects that a student has accessed unauthorised information that compromises the integrity of the assessment, such as a stimulus material or suggested answers/responses prior to completing a response to the assessment, they will investigate the allegation.</p> <p>If the allegation is substantiated, the student will receive a consequence as outlined in the College Behaviour Development Plan.</p> <p>If the integrity of the assessment task has been compromised, assessment task will need to be updated.</p>

	Types of misconduct	Proactive Procedure	Reactive Procedure
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	<p>When distributing assignments</p> <ul style="list-style-type: none"> <li>• Remind students that data and references need to be authentic</li> </ul> <p>While the assignment is being completed</p> <ul style="list-style-type: none"> <li>• The teacher follows authentication processes with the student to ensure that data and references are accurate</li> </ul>	<p>After the assignment has been completed</p> <ul style="list-style-type: none"> <li>• Mark the work according to the Instrument Specific Marking Guide.</li> <li>• Provide comment on 'practicing ethical scholarship' in feedback on task.</li> </ul> <p>Discussion with student regarding academic integrity.</p>
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	<p>When distributing assignments or before an exam</p> <ul style="list-style-type: none"> <li>• Remind students that responses need to reflect their own work</li> <li>• Remind students that they cannot complete responses for other students.</li> </ul> <p>While the assignment is being completed</p> <ul style="list-style-type: none"> <li>• The teacher follows authentication processes with the student to ensure academic integrity.</li> </ul>	<p>If the teacher suspects that a student has either arranged for another person to complete their response or completes a response to an assessment in the place of another student, they will investigate the allegation.</p> <p>If the allegation is substantiated, the student will receive a consequence as outlined in the College Behaviour Development Plan.</p> <p>Compromised work will not be awarded a mark. Parents will be advised.</p>
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>Before an exam</p> <ul style="list-style-type: none"> <li>• Remind students of expectations during exams</li> <li>• Inform students that if they distract or disrupt other students, they will be removed from the room</li> </ul>	<p>During an exam</p> <ul style="list-style-type: none"> <li>• Provide a warning</li> <li>• Quietly remove student from the exam room</li> <li>• Teacher discretion whether student continues exam in another location or not. Parents will be advised.</li> </ul>
<b>Plagiarism or lack of referencing</b>	<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>When distributing assignments</p> <ul style="list-style-type: none"> <li>• Remind students of requirement for referencing</li> <li>• Remind students what constitutes plagiarism and how to avoid it</li> </ul>	<p>After the assignment has been completed</p> <ul style="list-style-type: none"> <li>• Use a tool or process to check for plagiarism.</li> <li>• Mark the student work according to the Instrument</li> </ul>

	Types of misconduct	Proactive Procedure	Reactive Procedure
		<p>While the assignment is being completed</p> <ul style="list-style-type: none"> <li>The teacher follows authentication processes with the student</li> </ul>	<p>Specific Marking Guide. Do not mark plagiarised sections. Parents will be advised.</p> <ul style="list-style-type: none"> <li>Provide comment on 'practicing ethical scholarship' in feedback on task.</li> <li>Discussion with student regarding academic integrity.</li> </ul>
<b>Self-plagiarism</b>	<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>When distributing assignments</p> <ul style="list-style-type: none"> <li>Remind students of requirement for referencing</li> <li>Remind students what constitutes plagiarism and how to avoid it</li> </ul> <p>While the assignment is being completed</p> <ul style="list-style-type: none"> <li>The teacher follows authentication processes with the student</li> </ul>	<p>After the assignment has been completed</p> <ul style="list-style-type: none"> <li>Use a tool or process to check for plagiarism.</li> <li>Mark the student work according to the Instrument Specific Marking Guide. <b>Do not mark plagiarised sections.</b> Parents will be advised.</li> <li>Provide comment on 'practicing ethical scholarship' in feedback on task.</li> <li>Discussion with student regarding academic integrity.</li> </ul>
<b>Significant contribution of help</b>	<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>When distributing assignments or before an exam</p> <ul style="list-style-type: none"> <li>Remind students that responses need to reflect their own work</li> <li>Remind students that they cannot complete responses for other students and that they cannot receive a significant contribution of help</li> </ul> <p>While the assignment is being completed</p> <ul style="list-style-type: none"> <li>The teacher follows authentication processes with the student to ensure academic integrity.</li> </ul>	<p>If the teacher suspects that a student has either arranged or allowed a parent/carer or any other person in a supporting role to complete or contribute significantly to a response, they will investigate the allegation.</p> <p>Compromised work will not be awarded a mark. Parents will be advised.</p>

#### Revision Record

Version	Approval Date	Authorised by	Effective Date	Review Cycle	Next Review
1.0	11 June 2024	Nathan McDonald	11 June 2024	4 years	June 2028

# Appendix A

## Reminders regarding academic integrity (exams)

Academic Integrity requires that assessment be approached in an honest, moral and ethical way. This exam is an opportunity for you to genuinely demonstrate your learning and achieve results based on your own work and effort.

To ensure that you meet the standard of Academic Integrity, please review the following reminders:

1. Your responses on this exam should be your own work. This means that:
  - a. You should not allow others to see or copy your responses
  - b. You should not look at, or copy the responses of others
  - c. You should not have any notes written on your body, clothing or any object brought into the exam room
  - d. You should not access any information outside of the exam paper

If your actions impact the integrity of this exam, it will be at the Exam Supervisors' discretion whether your responses will be marked.

2. Once the Exam Conditions have started you should not disrupt other students. This means that:
  - a. You should only communicate with the Exam Supervisor
  - b. You should not communicate with any other person
  - c. You should not make any sounds or actions that will distract other students. This includes turning around or making eye contact.

If you disrupt other students, you may be removed from the exam room. It will be at the Exam Supervisors' discretion whether you will continue the exam, and whether your responses will be marked.

3. You are allowed to bring the following equipment into this exam:

### Approved equipment

Students may use a clear plastic container or zip lock bag to carry their equipment. No notes are allowed.

All subjects	Subject-specific
<ul style="list-style-type: none"><li>• black or blue pens</li><li>• 2B pencils, sharpener and eraser</li><li>• highlighters</li><li>• clear plastic ruler</li><li>• water in a clear unlabelled bottled</li><li>• asthma inhalers</li></ul>	<ul style="list-style-type: none"><li>• QCCA-approved scientific calculator</li><li>• QCCA-approved graphics calculator</li></ul>

- a. Do not bring any unauthorised equipment into this exam room.
  - b. You cannot share equipment with or borrow from other students.
  - c. Please ensure that your phone is handed to the Exam Supervisor.
4. Do not begin writing during perusal time, and do not continue to write after the instruction to stop has been given.

# Appendix B

## Reminders regarding academic integrity (assignments)

Academic Integrity requires that assessment be approached in an honest, moral and ethical way. This assignment is an opportunity for you to genuinely demonstrate your learning and achieve results based on your own work and effort.

To ensure that you meet the standard of Academic Integrity, please review the following reminders:

1. Your responses on this assignment should be your own work. This means that:
  - a. You should not complete responses for other students
  - b. You should not allow other students to complete your responses
  - c. You should not duplicate your work, or part of work from an already submitted response to an assessment instrument in this subject, or any other subject
  - d. You should not arrange, or allow for a tutor, parents/carer or any other person to complete or contribute significantly to your response

If your actions impact the integrity of this assignment, it will be at the teachers' discretion whether your responses will be marked.

2. All works must be referenced.
  - a. You should not invent or exaggerate data
  - b. You should not list incorrect or fictitious references
3. Checkpoints will occur throughout the assessment task. These will be used to ensure that Academic Integrity is maintained. Use these checkpoints to discuss any questions you have with your teacher.

# Appendix C

## Related school policy and procedures



### Internal Assessment Processes:

- 1.1. **Assignment Submissions:** Electronic submissions are the preferred method when possible. Assessment tasks should be **RECEIVED** by the teacher by **11:59 PM** on the due date or submitted via Learner.Link. When a hard copy is required, printed assignments, practical work including folios, bodies of work of in class presentations and practical responses, students are to hand in their work as they enter class on the due date. Commencing in 2020, student responses in senior secondary will be scanned, photographed or recorded to create a digital copy to submit to QCAA for confirmation.
- 1.2. **Electronic Filing Cabinet:** Digital copies of student assessment and clean copies of endorsed assessment are stored electronically on the secure STAFF SharePoint space found through the Chinchilla Christian College staff access platform.
- 1.3. **Accepted Formats:** Microsoft Office documents are the preferred format. Tasks may also be completed in TEAMS, but staff need to be aware of the requirement for word counts to be included in submissions according to Confirmation submission information document provided by QCAA. FA and IA tasks must clearly state the accepted formats.
- 1.4. **Academic Integrity:** The policy document 'Managing Academic Misconduct' outlines the proactive and reactive strategies to respond to potential misconduct. The proactive strategies inform the appendices A and B: 'Reminders Regarding Academic Integrity'.

### External Assessment Processes:

- 1.1. **Practice External Assessment:** General Subject teachers have access to mock EA materials found on the QCAA School Portal. Practice Exams take place during Term 3, Week 10 of Year 12.
- 1.2. The College External Assessment Coordinator, Assistant and staff follow QCAA external assessment protocols and undertake External Assessment according to QCAA Directions for Administration.