



**MURRUMBA  
STATE SECONDARY  
COLLEGE**

# Senior Secondary Assessment Policy

(year 10, 11 and 12)



Murrumba State Secondary College

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## 1.0 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). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

## 2.0 PURPOSE

Murrumba State Secondary College features a positive and engaging learning environment in which every young learner develops a sense of belonging and is inspired to shape their preferred futures. Our College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

## 3.0 PRINCIPLES

Murrumba State Secondary College 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 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 can do
- reliability, so that assessment results are consistent, dependable or repeatable.

## 4.0 PURPOSE OF ASSESSMENT

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement of students. Evidence of student achievement is gathered over time from a range of complementary approaches to assessment that have been selected because of their relevance to the purpose of the assessment and to the knowledge, skills and understanding to be assessed. Assessment techniques include projects, investigations, extended responses, performances, products and examinations.

### 4.1 FAILURE TO COMPLY

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in a syllabus and/or Training Package (VET).

Students failing to meet the mandatory requirements of a syllabus and/or Training Package:

- Cannot be rated for the subject unit/s.
- Cannot achieve the unit of competency and/or qualification.
- May have the unit/s removed from their Senior Statement.
- May jeopardise their QCE eligibility and attainment.
- May jeopardise their ATAR eligibility.

If a student repeatedly does not meet mandatory requirements:

- This may become grounds for cancelling the students' enrolment as per the **Education (General Provisions) Act 2006, (QLD)**

## 5.0 ROLES AND RESPONSIBILITIES

	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Leader of Learning and College Administration</b>
<b>Drafts</b>	<ul style="list-style-type: none"> <li>• Submit completed draft by the due date that meets the word limit</li> <li>• Conduct further research and develop responses as guided by teacher feedback.</li> <li>• Adherence to referencing style.</li> <li>• Submit drafts for written responses electronically via Turnitin by 2.45 pm on due date or submit responses other than written responses directly to the teacher by 2.45 pm on the due date.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and support your child to submit draft on time.</li> <li>• Read draft and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate some textual errors and that the draft is on the right track.</li> <li>• Provide feedback on a maximum of one draft in years 10, 11 and 12.</li> <li>• Comment on the requirement for more careful editing — teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process.</li> <li>• Provide feedback only on a draft submitted by the draft due date.</li> <li>• Provide a summary of their feedback and advice to the whole class.</li> <li>• Contact parent/caregiver if non-submission occurs and follow the College’s non-submission process.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the College’s non-submit policy is followed.</li> <li>• Monitoring of submissions.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Submit assessment by 2.45 pm on the due date.</li> <li>• Attend all exams or performances on due date and at the scheduled time.</li> <li>• Submit all written responses via Turnitin.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and support your child to submit assessment on time.</li> <li>• Ensure students are present on days of examination or the AARA process is followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with a semester Assessment Calendar.</li> <li>• Provide students with a task sheet clearly stating task, resourcing, due dates and ISMG/ISMM.</li> <li>• Contact parent/caregiver if non-submission occurs and follow the College’s non-submission process.</li> <li>• Contact parent/caregiver if student fails assessment item (this can be via email).</li> <li>• Teach student how to use Turnitin.</li> </ul>	<ul style="list-style-type: none"> <li>• Publish due dates for final responses, checkpoints and drafts in the assessment schedule.</li> <li>• All students to be provided with the assessment schedule by the end of Week 3, each semester.</li> <li>• Ensure the College’s non-submit policy is followed.</li> <li>• Monitoring of submissions.</li> <li>• Assessment meets syllabus guidelines.</li> </ul>

<b>Academic Integrity</b>	<ul style="list-style-type: none"> <li>● Sign a declaration on the cover sheet of the assessment task stating that it is their own original work.</li> <li>● Draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.)</li> <li>● Reference other sources used with APA 6.</li> <li>● Provide a bibliography.</li> <li>● Not engage in any type of academic misconduct.</li> <li>● May be required to submit their final response using plagiarism-detection software.</li> <li>● Complete the QCAA course about academic integrity.</li> <li>● May be required to participate in interviews during and after the development of the final</li> <li>● May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).</li> </ul>	<ul style="list-style-type: none"> <li>● Support the efforts of teachers and students to authenticate student responses.</li> <li>● Encourage your child to approach their academic responsibilities in an honest, moral and ethical way.</li> <li>● Alert the teacher if you suspect that your child has engaged in academic misconduct.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Collect evidence of the authenticity of student responses.</li> <li>● Ensure assessment decisions are fair and equitable for all students.</li> <li>● Implement strategies to ensure authentication of student work.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing curriculum and assessment that allows for the identification of individual work.</li> <li>● Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others.</li> <li>● Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses.</li> <li>● Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity.</li> <li>● Developing processes to manage, resolve and appeal cases of academic misconduct.</li> </ul>
<b>AARA</b>	<ul style="list-style-type: none"> <li>● Notify the Leader of Learning asap if absent on day of examination, oral presentation or performance.</li> <li>● Apply for extension to written responses and assignments through the Leader of Learning – Senior Schooling.</li> <li>● Provide supporting documentation as required by the College and QCAA.</li> <li>● Apply for AARA when required as outlines in Section 7.</li> </ul>	<ul style="list-style-type: none"> <li>● Contact the College if your child is seeking an AARA.</li> <li>● Attend meetings to liaise with relevant staff regarding AARA.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply AARA to assessment tasks.</li> <li>● Refer students to relevant staff who are seeking or may need to seek AARA.</li> <li>● Ensure students are aware of the AARA application process.</li> </ul>	<ul style="list-style-type: none"> <li>● Inform parents, caregivers and students of AARA and process to access AARA.</li> <li>● Ensure teachers are incorporating approved AARAs into assessment.</li> <li>● Follow AARA process.</li> </ul>

<p><b>Managing Length of Responses</b></p>	<ul style="list-style-type: none"> <li>• Develop responses that do not exceed or are significantly under the required length.</li> <li>• Document the length of their response using a word count, page count or time.</li> </ul>	<ul style="list-style-type: none"> <li>• Read assessment responses and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement strategies for when a student submits a response that exceeds the required length, such as not reading/viewing the response after they have judged that it has reached the required length. <ul style="list-style-type: none"> <li>▪ Annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length.</li> </ul> </li> <li>• Teachers mark the student's response using information up to the required length.</li> </ul>	
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## **6.0 SUBMISSION OF ASSESSMENT**

Students are required to submit all assessment on or by the due date. This includes examinations, oral presentations, performances, assignments, role plays and folios of work. Assessment dates are published for student and parents/caregivers at the commencement of each semester. Deviations from published due dates are appropriate where alternative arrangement have been approved in accordance with QCAA policy on Access Arrangements and Reasonable Adjustments (Refer to Section 6) and the College's extension procedures.

It is an expectation of all MSSC students that the quality and quantity of work submitted is indicative of a commitment by the student to satisfy the instrument-specific marking guide, and by extension, the course requirements.

### **6.1 SUBMISSION OF DRAFTS**

A draft is a preliminary version of a student's response to an assessment. The quality of a draft may vary from a brief outline to a response that is nearing completion. Drafts can also be used to authenticate student work. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Students will be issued with timelines for submission of assignment drafts as recorded on the assessment calendar and assessment item. These timelines must be met to ensure time for the teacher to provide feedback and for students to enact on the feedback. Written responses must be submitted electronically via Turnitin by 2.45 pm on the due date with other assessment documentation submitted to the teacher by 2.45 pm on the day due. Students must submit the 'draft' with their 'final' submission. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

#### ***6.1.1 Failure to submit a draft***

If no draft is submitted, the class teacher will contact the parent/caregiver within 48 hours. The class teacher will note on the student profile "a result for IN CLASS work completed to date".

Should the student not make a final or draft submission, then work completed in class as directly related to the assessment instrument, will be the result assigned on the student profile (excluding examinations).

### **6.2 SUBMISSION OF WRITTEN RESPONSES AND ASSIGNMENTS**

Written responses are to be submitted electronically via Turnitin by 2.45 pm on the due date. Submission of materials other than written responses for example graphic designs, art work, videos, web design etc. are to be submitted to the class teacher during class or directly to the teacher in their staffroom by 2.45 pm on or before the due date. Please note that IT failure is not an acceptable reason for non-submission of assessment on or before the due date.



### **6.2.1 Late and non-submission of Senior Assessment**

When a student does not submit a response to an assessment instrument on or before the due date and time set by the school, a result will be awarded using evidence available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

For General subjects, where there is no evidence of a response to each internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.

For Applied subjects, where there is no evidence of a response to each assessment on or before the due date as set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.

For VET subjects, where there is no evidence or lack of sufficient evidence to determine competence, a result of 'Competency Not Achieved' (CNA) will be awarded. Late submission of assessment may also result in 'Competency Not Achieved' depending on competency requirements.

### **6.2.2 Absent on Due Date of Written Responses and Assignments**

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 before the listed date **OR**
- Have it delivered to the school on that date.

## **6.3 SUBMISSION OF ASSESSMENT OTHER THAN WRITTEN RESPONSES**

Students must be present on the day and time of scheduled examinations, oral presentations or performances.

No extra time to complete the exam is granted if a student arrives late unless AARAs apply and the required documentation is provided (refer to Section 7).

### **6.3.1 Absence on scheduled date for examination, oral presentation or performance**

Refer to Section 3.2. Unless there is a valid reason for the absence with supporting documentation (refer to Section 6 Access Arrangements and Reasonable Adjustments), the student will not be awarded a result for the assessment task unless a draft result can be awarded based on previous in class oral presentation or performance preparation only.

## **7.0 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.

Murrumba 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.

### ***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 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.

### ***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 assessment event for General and Applied subjects;
- for external assessment (General subjects only), no earlier than 1 April of the assessment year.

Please note, spoken assessment, which demands performance in front of an audience in class, and other types of performances, may be the requirement of a syllabus. For this reason, if students have any conditions that may impact on their ability to carry out this assessment type, they must follow the AARA process as outlined in Section 7.1.2.

## **7.1 AARA FOR STUDENTS (long and short term conditions)**

Students with a disability, impairment, medical condition or circumstances may be eligible for access arrangements or adjustments to assessment conditions that are reasonable given their individual situation and context. There are guidelines from QCAA regarding access arrangements and reasonable adjustments including eligibility, available arrangements and adjustments and supporting documentation.

### ***7.1.1 Eligibility***

AARA are provided to minimise, as much as possible, barrier for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Students seeking AARA must provide relevant supporting documentation. This documentation may include medical report, College statement, student statement, police reports, official notices etc.

The QCAA and College uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

### ***7.1.2 Application for AARA (Disability, impairment, medical condition)***

Students with *long term conditions* are managed by the College's Diversity and Inclusion Team. The College will liaise with students, parents/caregivers, College staff and professionals as required, to determine eligibility and make decisions regarding adjustments and access arrangements for assessment. Students and parents/caregivers should notify and update student case managers regarding their child's condition throughout their schooling.

Students with *short term conditions* are managed by the College Guidance Officers. Students and/or parents/caregivers are to apply for AARAs through the Guidance Officers in advance of assessment. Students and/or parents/caregivers are to make an appointment with the Guidance Officers to discuss the disability, impairment, medication condition or circumstance to determine eligibility and make decisions regarding adjustments and access arrangements for the student.

## 7.2 ILLNESS AND MISADVENTURE

Students whose ability to attend or participate in assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness or misadventure. The following principles apply:

- The illness or event is unforeseen and beyond the student’s control
- An adverse effect must be demonstrated.
- The situation cannot be of the student’s own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student’s performance in external assessment.

Misadventure refers to an unexpected event outside of a student’s or their parents/carers choosing that adversely impacts a student’s ability to attend or participate in an assessment. Refer to the table below for examples of what would constitute misadventure.

Events that may be grounds for misadventure	Events that would <u>not</u> be grounds for misadventure
<ul style="list-style-type: none"> <li>• Natural disasters e.g. flooding preventing a student being able to attend the College</li> <li>• Car crash on way to assessment</li> <li>• Death of a family member</li> <li>• Unforeseen disruption to public transport</li> </ul>	<ul style="list-style-type: none"> <li>• Family holidays</li> <li>• Birthday</li> <li>• Slept in</li> <li>• Missed the train/bus</li> <li>• Paid employment</li> <li>• Assistance with everyday household responsibilities</li> <li>• Computer/printer/technology faults</li> </ul>

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

- the illness, condition or event (including details of a diagnosis, where applicable)
- 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’s participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

Supporting documentation must cover the date of the assessment for which the application is made.

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.

Students must attend all components of the External Examinations to receive a results in a Senior External Examination. No alternative arrangements can be made if a student does not attend a scheduled written examination.

### **7.2.1 Application for AARA (Extension of Written Responses and Assignments)**

Students who are seeking an extension to the due date of a written response or assignment must meet with the Leader of Learning Senior Secondary, prior to the due date of assessment to discuss the request.

Note the following:

- Students will only be granted an extension if Access Arrangements and Reasonable Adjustments (AARA) conditions are met (refer to section 7).
- Students must follow the QCAA documentation requirements.
- Extensions will be considered on a case-by-case basis

### **7.2.2 Application of AARA (examinations, oral presentations or performances)**

A student who is ill and unable to attend school for internal assessment other than written response, should inform the Leader of Learning for the particular subject as soon as practical to apply for AARA. This may be before, during or immediately after the assessment session.

## **8.0 ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT**

Murrumba 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.
- 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.

### **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, audiovisual 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>

## **Academic misconduct during an exam or external assessment**

Reportable alleged misconduct includes, but is not limited to:

- gaining access to assessment content before starting the external assessment
- copying from, or communicating with, another student while in the assessment room
- bringing unauthorised material into an assessment room
- disrupting other students
- impersonating a student
- behaviour determined by the supervisor to disrupt the good order and management of the external assessment session.

**Consequences for Academic misconduct during an exam or external assessment include but are not limited to:**

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.
- Parents/Caregivers notified.
- Leader of Learning notified.
- Parts of the exam in question may be disregarded while grading the exam.
- The student may be required to complete an alternative exam at the soonest possible opportunity.

**If a teacher suspects there has been a breach of academic integrity they should:**

- Conduct an internet search of key phrases.
- Compare the students' work to the work of past and present students.
- Interview the student after the submission of a task to explore further, clarify and determine comprehension of the work submitted.
- Follow responsible plan for students.

**Consequences for plagiarism 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 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. In both cases, consequences will be applied.

## **9.0 EXTERNAL ASSESSMENT**

### **9.1 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. 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.

**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.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help school communities prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

## **9.2 EXAMINATION EQUIPMENT**

**Approved equipment include but are not limited to:**

- Blue or black pens, 2B pencils, highlighters
- Ruler, slide rule
- Eraser
- Calculator (check with LoL re specifications)
- Tinted glasses, magnifying glasses, earplugs
- Water in plain unlabelled container
- Equipment allowed as a QCAA-approved special provision.

**Non-approved equipment include but are not limited to:**

The following items must **not** be taken into the examination room:

- Electronic devices, e.g. iPods, translators, laptops, mobile phones, smart watches
- Extra paper, books or manuscripts
- Food, unless allowed as a special provision.

## **9.3 LATE ARRIVAL TO AN EXAMINATIONS**

If a student arrives late for an external assessment, they must report to the external assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment.

## 8.0 GLOSSARY

AARA	Access Arrangements and Reasonable Adjustments
Applied Subject	Applied syllabuses are developmental four-unit courses of study. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.
Academic Integrity	Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way.
Assessment	Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement of students.
Electronic Submission	Electronic submission of assessment is the submission of work through Turnitin. Students have until 11.59 pm on the due date to submit their assessment.
General subject	General syllabuses are developmental four-unit courses of study. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.
Misadventure	Misadventure refers to an unexpected event outside of a student's or their parents/carers choosing that adversely impacts a student's ability to attend or participate in an assessment.
QCAA	Queensland Curriculum and Assessment Authority
Syllabus	A document that prescribes the curriculum for a course of study; the type of assessment to be provided and assessed; the conditions for assessment to ensure equity for all; and, the standards against which assessment will be assessed, based on the evidence provided by students.
VET	Vocational Education and Training
VET Subject	A VET subject is a study towards a nationally recognised qualification as per the Training Package. Students will receive a certificate for the qualification studied if all of the requirements of the qualification are successfully completed.