

# **REDCLIFFE STATE HIGH SCHOOL**



## **Years 7 – 12 Academic Integrity Policy**

Revised 18 May 2021



## Purpose

This policy

- Informs students, parents and teachers of the key principles around assessment and assessment requirements at Redcliffe State High School.
- Ensures consistency of practice in the application of assessment conditions and treatment of assessment issues.

“Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way”

[QCE and QCIA policy and procedures handbook.v1.2](#)

These responsibilities include:

- Development of a plan that adheres to the requirements of governing bodies such as Queensland Curriculum and Assessment Authority (QCAA) and Australian Curriculum Assessment and Reporting Authority (ACARA), with regards to all assessment.
- Consistent application of the plan and minimisation of potential academic misconduct such as cheating or plagiarising.
- Development of assessment tasks which enable the identification of individual work.
- Use of a consistent method of referencing and adherence to copyright laws.
- Communication and consistent application of assessment submission processes and deadlines.
- Minimisation of barriers so that all students, regardless of their disability, impairment, medical condition or experiences can demonstrate their learning, knowledge and skills.
- Emphasis of the importance of academic conduct and student’s responsibility as a learner, across all areas of the school.

## What is Assessment?

Assessment is the purposeful and systematic collection of information about students’ achievements. It is:

**Either**

- formative (the use of day-to-day, often informal, assessments to explore pupils’ understanding)
- or**
- summative which evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

**And either**

- Internal (designed and administered at the school site.)
- or**
- External (designed by QCAA and administered at the school site)

## Promoting ACADEMIC INTEGRITY

Redcliffe State High School 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.

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website. All questions regarding this policy should be directed to the relevant faculty Head of department or in the case where all assessment is affected the DP, Go or Senior Schooling HOD.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• through Compass and by email in response to phases of the assessment cycle, or as required</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a>	<p>Redcliffe SHS has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p><b>Student responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students <i>will</i> complete the QCAA academic integrity courses</p>
<b>Due dates</b> <a href="#">Section 8.2.7</a>	<p><b>School responsibility</b></p> <p>Redcliffe SHS is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p><b>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3. (One School Assessment Planner)</b></p> <p><b>The assessment schedule will:</b></p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working 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 by the end of Week 3 each semester</li> <li>• give consideration to allocation of workload.</li> </ul> <p><b>Student responsibility</b></p>

	<p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their diaries (electronic or hard copy)</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the head of department and classroom teacher as soon as possible</li> <li>• provide the school with relevant documentation, e.g. medical certificate</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All final decisions are at the principal's/deputy's discretion. Refer to AARA information below.</p>
<p><b>Submitting, collecting and storing assessment information</b> <a href="#">Section 8.2.7</a></p>	<p>Assessment instruments will provide information about Redcliffe SHS's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the Redcliffe SHS's academic integrity software.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<p><b>Appropriate learning experiences and materials</b> <a href="#">Section 8.2.2</a></p>	<p>Redcliffe SHS is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

## Ensuring Academic Integrity

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

Internal Assessment	External Assessment
<p>Internal Assessment can include:</p> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Extended responses</li> <li>• Investigations</li> <li>• Performances</li> <li>• Practical demonstrations</li> <li>• Products</li> <li>• Projects</li> <li>• Collection of work (Applied subjects only)</li> </ul> <p>Internal assessment is developed and administered for General and Applied subjects and Short Courses. In Year 11, this is Formative Internal Assessments (FIAs.) and in Year 12 the first three assessment items are Summative Internal Assessments (IAs).</p> <p><u>Submission of Assignments (Extended Responses, Investigations, Products, Projects, Collections of Work):</u> These assessment types must be submitted <b>during the lesson of the applicable subject</b> on the due date. If the applicable subject is not scheduled on the due date, students must submit directly to the classroom teacher electronically or in hard copy to the office by 3pm of that same day.</p> <p>If submitted late (without prior AARA being granted) the assessment will be assessed and graded for feedback purposes only.</p>	<p>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. Applied subjects do not include external assessment.</p> <p><u>External Assessment is:</u></p> <ul style="list-style-type: none"> <li>• an examination held at the end of the course of study.</li> <li>• common to all schools</li> <li>• administered by schools under the same conditions at the same time and on the same day</li> <li>• marked by the QCAA according to a commonly applied marking scheme.</li> </ul> <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus.</p> <p>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 and assesses Units 3 and 4.</p>

## Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p><b>Scaffolding</b> Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> <li>• breaking a complex task, learning experience, concept or skill into discrete parts</li> <li>• modelling thought processes required to complete parts of an assessment instrument</li> <li>• pre-teaching vocabulary specific to the subject and assessment instrument</li> <li>• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response</li> <li>• showing examples of responses and demonstrating the match to performance descriptors</li> <li>• using visual frameworks or graphic organisers to plan responses.</li> </ul>
<p><b>Checkpoints</b> Section 8.2.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> <li>• be used to establish student authorship.</li> </ul>

	<p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of departments and parents/carers will be contacted if checkpoints are not met.</p>
<p><b>Drafting</b> Section 8.2.5</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one draft of each student's response</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> <li>• delivered in a consistent manner and format for all students</li> <li>• minimal and/or verbal only if the draft is submitted after the due date</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>• edit or correct spelling, grammar, punctuation and calculations</li> <li>• allocate a mark.</li> </ul> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.</p>
<p><b>Managing response length</b> Section 8.2.6</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:</p> <ul style="list-style-type: none"> <li>• allow a student to redact their response to meet the required length, before a judgment is made on the student work.</li> </ul> <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p> <p>(See Appendix 3)</p>
<p><b>Authenticating student responses</b> Section 8.2.8</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Redcliffe SHS uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p> <p>Students should:</p> <ul style="list-style-type: none"> <li>• complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses</li> <li>• participate in authentication processes as required by schools, such as to – sign a declaration of authenticity <ul style="list-style-type: none"> <li>○ submit a draft</li> <li>○ submit the final response using plagiarism-detection software, where required</li> <li>○ participate in interviews during and after the development of the final response.</li> </ul> </li> </ul>

<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> Section 6</p>	<p><b>Applications for AARA</b> (More information in Appendix 4)</p> <p>Redcliffe SHS is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Redcliffe SHS follows the processes as outlined in the <a href="https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook">https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</a>.</p> <p>The Redcliffe SHS Principal/Deputy Principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.4.5</a> ) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.</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 issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carer's own choosing</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website. <a href="https://redcliffeshs.eq.edu.au/curriculum/senior-school">https://redcliffeshs.eq.edu.au/curriculum/senior-school</a></p>
<p><b>Managing non-submission of assessment by the due date</b></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p><b>Internal quality assurance processes</b> Section 8.3</p>	<p>Redcliffe SHS's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement. This will include Cross-marking</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are <b>confirmed</b> by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p><b>Review</b> Section 9.1 Section 9.3 Section 9.5</p>	<p>Redcliffe SHS's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p> <p>Teacher's meet at appropriate junctures to moderate assessment. Adjustments made to results for students with appropriate verified non-submissions and AARA's applied.</p>



	<p>A quality assurance process for Units 3 and 4 for Applied and Applied (Essential) occurs annually in the summative year, generally at the beginning of Semester 2. All schools that offer these subjects and have students enrolled participate in this process. The QCAA determines the number of samples reviewed in any year, and the sampling pattern.</p> <p>Confirmation is an annual quality assurance process for General and General (Extension) subjects based on the reliability attribute of quality assessment. Confirmation examines the accuracy and consistency of teachers' judgments about students' responses to summative internal assessment instruments to ensure comparability of results across Queensland. The confirmation process aims to ensure fair and reliable results for students.</p> <p>Confirmers review a selected sample of student responses to summative internal assessment instruments to check that the application of the instrument-specific marking guide (ISMG) is accurate and consistent. The QCAA makes the final decision about student results.</p> <p>Overall subject results for General and General (Extension) subjects are determined by a student's confirmed results in the three summative internal assessment instruments specified by the relevant syllabus, and the summative external assessment (see Section 11.3.1: QCAA reporting to schools).</p>
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## External assessment administration

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> Section 10</p>	<p>External assessment is:</p> <ul style="list-style-type: none"> <li>• <i>common</i> to all schools</li> <li>• administered by schools under the same conditions at the same time and on the same day</li> <li>• summative, and contributes to the overall subject result</li> <li>• developed and marked by the QCAA according to a commonly applied marking scheme, except for General (SEE) subjects with syllabuses borrowed from another jurisdiction, for which the external assessment is set and marked by that jurisdiction</li> <li>• not used in Applied subjects.</li> </ul> <p>The subject matter and conditions for external assessment are determined by the QCAA using the relevant syllabus. Syllabuses are accessible via the QCAA Portal and website.</p> <p>External assessment for General and General (Extension) subjects from the learning areas of English and Languages, Humanities and Business, Technologies and Health and Physical Education, and The Arts contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In the mathematics and science subjects learning areas, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4. The external assessment for the General (SEE) subjects contributes 100% of the result.</p> <p>External assessment is not privileged over summative internal assessment. It is a mechanism for adding equally valuable but different evidence to determine student achievement.</p> <p>Schools are required to follow the processes for external assessment outlined in this handbook and in the annual <i>Directions for administration (DFA): External assessment</i> (see Section 10.1: External assessment roles and responsibilities).</p>

# Managing Academic Misconduct

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

	Types of misconduct	Procedures for managing academic misconduct
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <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>	<p><b>For authorship issues</b></p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p><b>For all instances of academic misconduct</b></p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
<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 a student gives or receives a response to an assessment.</li> </ul>	<p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2). Where appropriate, the school's behaviour management policy will be implemented.</p>
<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>	
<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>	
<b>Disclosing or receiving information about an assessment</b>	<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>	
<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>	
<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,</li> </ul>	

	Types of misconduct	Procedures for managing academic misconduct
	<p>e.g. impersonating the student in a performance or supervised assessment.</p> <ul style="list-style-type: none"> <li>• completes a response to an assessment in place of another student.</li> </ul>	
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>• A student distracts and/or disrupts others in an assessment room.</li> </ul>	
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>	
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>• A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</li> </ul>	
<b>Significant contribution of help</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

## Related school policy and procedures

Refer to other school policies as appropriate:

- behaviour management policy
- senior schooling policy (including VET)
- appropriate use of electronic devices and resources policy
- internal moderation policy (including school procedures for endorsement and confirmation)

## Appendix 1

### Assessment Techniques

Assessment technique	Purpose
<b>Examination</b>	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
<b>Extended response</b>	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
<b>Investigation</b>	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
<b>Performance</b>	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
<b>Product</b>	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
<b>Project</b>	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

## APPENDIX 2

### REDCLIFFE SHS- ASSESSMENT SPECIFICS

#### BACKGROUND PRINCIPLES

Students must complete and submit all mandatory assessment items to meet course requirements and maintain eligibility for semester credit for any semester unit for each subject being studied.

Summative assessment results will be recorded on the student's assessment profile in each subject and semester studied leading to overall levels of achievement being awarded.

If a student repeatedly does not meet mandatory requirements: -

- They will not have met the substantial requirements of the course as per the **Education (General Provisions) Act 2006, (QLD)**, and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an OP.
- This may become grounds for cancelling the students' enrolment as per the **Education (General Provisions) Act 2006, (QLD)**

#### ASSESSMENT PLANNER/SCHEDULES:

By week 3 of each semester or Unit students will have access to their assessment Planner/schedules on the school website. In addition, students can also access the same schedule via their OneSchool Login. Senior Students studying General subjects from 2020 can check the QCAA for their published external examination exam timetable.

***Changes to the calendar*** can occur only when the relevant Curriculum Head of Department recommends the change and it is approved by their line management Deputy Principal. Students will need to be given reasonable notice (2 weeks minimum) of the change in due dates. Amendments will be published as necessary.

#### GENERAL ASSESSMENT RESPONSIBILITIES:

##### 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 modeling, 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.

##### Heads of Departments

Heads of Department are accountable for quality assuring assessment items of Units 1 and 2 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 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.

##### Students

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged.
- All students must show academic integrity.
- Authentication of student work is mandatory.
- All procedures surrounding the completion of assessment must be followed.
- A student whose work is deemed to be in excess of the word limit must redact their response to meet the required length, before a judgment is made on the student work.

##### Parents/Guardians

- 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 and provide documentary evidence where necessary.

## APPENDIX 3

### ASSIGNMENT IAs

#### Guidelines about the length of a written response

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

	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>

\* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

#### SUBMISSION OF ASSESSMENT

##### a. Unsupervised Assessment (Assignments)

- i. All assessment in Years 7 - 9, with the exception of practical tasks, is to be submitted directly to the classroom teacher during class time.
- ii. Students who are absent from school on the day of their assessment are still expected to submit their work either by email or drop off by a friend or relative and this must be done before the main office closes at 3.30pm.
- iii. Students who are absent from school on the day of their assessment are still expected to submit their work by the due date.

##### b. Oral/Practical Submission

- iv. All oral/practical assessment is to be submitted to the teacher during the lesson on the due date. Students may also need to submit documentation for this task and the teacher will clarify how this needs to be submitted.
- v. Students who are unavoidably absent from school on the day of their assessment, are required to contact their teacher as soon as practical and to submit an application for *Illness and Misadventure* to the Head of Department. This is in addition to the parent contacting the school to advise of the absence.

##### c. Exam Procedures

- vi. Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses.
- vii. Students should arrive at the exam room promptly and if during an exam block, at least 10 minutes prior to the exam.
- viii. It is the student's responsibility to bring all required materials and equipment but they must not bring in to the exam room any specifically-prohibited items such as mobile phones, smart watches, computers/ipads

etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.

- ix. Students may not communicate with anyone other than the exam supervisor during the exam.
- x. Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor.
- xi. To support students with time management, exam supervisors will clearly communicate time junctures such as 30 and 10 minutes before the finish time.
- xii. Year 11 and 12 students who are absent from an exam will be contacted and directed to attend to complete the exam on the scheduled day. Except in extreme verifiable emergencies, students are expected to attend a scheduled exam.
- xiii. Students who are unavoidably absent from school on the day of their exam, are required to contact their teacher as soon as practical and to submit an application for *Illness and Misadventure* to the Administration office. This is in addition to the parent contacting the school to advise of the absence.

**d. Late and Non-Submission**

- xiv. All assessment must be submitted on or before the due date. Exams must be completed on the scheduled date.
- xv. When the assessment is not completed on or before the due date, teachers will use other evidence submitted at checkpoints, such as drafts, if available to award a result.
- xvi. Late submissions must still be submitted but will not be used for awarding a grade. The result will be based on evidence available on or before the due date.
- xvii. When there is no evidence on or before the due date, a result cannot be awarded. (QCE/QCIA Policy Handbook, Section 8.5.1)
- xviii. Students may apply for an *AARA* (see section 4 of this policy) or *Consideration of Illness and Misadventure* (see section 5 of this policy) if there are grounds for a new due date to be established.

**Teachers must:**

- Record that tasks have been submitted.
- Contact parent/guardian within 24 hours of an assessment task not being submitted.
- Award a grade using class work completed before the due date. Any **unsatisfactory result MUST** include a parent contact be entered into Students of Concern Process.
- Students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school must be referred to the HOD and be recorded as a Student of Concern.

## APPENDIX 4

### Redcliffe SHS Process for AARA

<https://redcliffeshs.eq.edu.au/curriculum/senior-school>

- Students, parents or staff may identify a student as requiring an AARA or EAP (verified through the Hub)
- The application form for an AARA is available on the school website or from the HODs/HOSES, GO and DPs.
- The form/statement requires a Medical Practitioner Report outlining how their disability, impairment and/or medical condition affects them in assessment.
- Students MAY complete a Student report.
- Teachers need to ensure that they have entered the student adjustment in the student's 'Personal Learning Plan' in One School.
- Supporting Evidence must also be submitted which may include but is not limited to, prior recognition of a verified disability, medical report, police report, official notices or psychologist's assessment.
- Parent/Carers must also sign the form indicating their support of the application.
- Applications are submitted to the year level Deputy Principal for consideration. They may also request a meeting to discuss the submission. (The HOSES, GO and or SS HOD may also receive this)
- The school will complete the school statement where required.
- Approved AARAs will be documented in OneSchool under "Support Provisions" and relevant classroom teachers notified.
- In year 12, AARA applications for summative assessment in Units 3 and 4, may need the approval of QCAA. The school will manage this process once the AARA application has been submitted to the Deputy Principal.

#### Examples of AARAs

- Alternative venue or due date, assistance from teacher aide or assistive technology, rest breaks or extra time, scribe or reader, alternative format of task, varied seating or audience.
- The AARA allocated will be dependent on the needs of the student, the evidence submitted and the nature of the task. Student must be allowed to demonstrate what they know and can do in relation to the task and the AARA must support this process.

#### **Failure to complete internal assessment without an AARA will 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.

### Illness and Misadventure

- Students, parents or staff may identify a student as requiring Illness or Misadventure provision. See form on school website.
- The application form for this is available on the school website or from the HODs/HOSES and GO.
- The form requires a Student Statement outlining how their illness or misadventure has affected their ability to complete the assessment by the due date.
- Supporting Evidence must also be submitted which may include but is not limited to medical reports, police reports, official notices or psychologist's assessment.



- According to the QCE/QCIA Policy Handbook 2020, supporting medical reports for Illness and Misadventure in year 11 or 12, must include
- *The illness, condition or event*
  - *Date of diagnosis, onset or occurrence*
  - *Symptoms, treatment or course of action related to the condition or event*
  - *Explanation for 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*
- Parent/Carers must also sign the form indicating their support of the application.
- Applications are submitted to the Curriculum HOD firstly, then the SS HOD or DP (for Year 12 students), not the classroom teacher. A classroom teacher cannot approve an extension or exemption for an individual student.
- Applications can be submitted from 14 days before the assessment and on the due date. If the absence is expected or planned, an AARA may be more suitable.
- Approved Illness and Misadventure applications will be documented in OneSchool under "Support Provisions" and classroom teachers notified by the approving HOD.
- In year 11 and 12, Illness and Misadventure applications for extension of summative assessment in Units 3 and 4, may need the approval of QCAA. The school will manage this process once the application has been submitted to the HOD but the final decision will sit with QCAA and not the school.

**Redcliffe State High School is committed to raising socially, morally and ethically mature young people who understand and accept their responsibilities as learners. We would like to thank all members of the school community for your support to maintain the highest levels of academic integrity.**



# Directions for students

School-based assessment : Block Exams

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Read the directions carefully.

**IMPORTANT: if you breach any of the following directions you may receive a “Not Rated” and face disciplinary action.**

1. Do not attempt to gain access to or receive information about any assessment.
2. Do not allow someone else to sit an assessment on your behalf.
3. Arrive at least 30 minutes before for your assessment. Contact the Deputy Principal at your school/assessment venue immediately if you will arrive late for your assessment.
4. Bring your own approved equipment. You may use a clear plastic container or ziplock bag to carry it in.
5. Place all prohibited materials in your bag or locker before entering the assessment room. Bags must be stored outside the room.
6. Do not bring food into the assessment room unless you have AARA<sup>1</sup> approval.
7. Follow all directions given by supervisors.
8. Line up in an orderly manner outside the assessment room and follow directions regarding behaviour and equipment checks.
9. Do not enter the room until instructed.
10. Once you enter the room do not speak to anyone except a supervisor — raise your hand and wait quietly.
11. Sit at the desk allocated to you.
12. If you have a water bottle, place it on the floor when not in use.
13. Remove your watch and place it in clear view on your desk (**Note:** smart watches and fitness trackers are prohibited). Equipment may be removed from a container or ziplock bag and placed on your desk.
14. Do not pick up any writing equipment or touch a calculator during perusal time.
15. Do not write in the response book or touch a calculator during planning time.
16. Do not cheat or help others to cheat. All work submitted must be your own. Do not look at or copy another student's work.
17. Do not ask to borrow equipment from other students. Do not communicate in any way with any other student.
18. Do not ask anyone to explain or interpret an assessment item.
19. If you need additional assessment materials, or need to leave the room, signal a supervisor by raising your hand and waiting quietly.
20. Carefully follow the instructions written on all your assessment materials.
21. Do not write or draw any offensive content on your assessment materials.
22. Keep your response books intact. Do not remove any pages or parts of pages.
23. Stop writing immediately when instructed to do so by a supervisor.
24. Remain seated and silent while your assessment materials are collected and checked.
25. Do not leave the assessment room until instructed by a supervisor.
26. Do not take any assessment materials with you when you leave the room — including place cards, planning paper, stimulus books and question books.

<sup>1</sup> Access arrangements and reasonable adjustments

# Approved equipment list

Both School-based assessment and External assessment



Supervisors will check your equipment, including calculators, before you enter the assessment room.

## Approved equipment for all assessments

- black or blue pens
- 2B pencil, sharpener and eraser  
**Note:** a 2B pencil is only required for multiple choice questions and drawing graphs or diagrams. Black or blue pen must be used for all other written responses.
- a highlighter
- a clear plastic ruler
- water in a clear unlabelled bottle
- asthma inhaler.

You may use a clear plastic container or ziplock bag to carry your equipment if needed. For Geography only, a set of coloured pencils. For Engineering only, a protractor.

## QCAA-approved calculators

Only calculators approved for use in assessments are permitted. Scientific and graphics calculators must:

- be handheld and solar or battery powered
- be cleared of memory before the assessment/s
- be the approved make and model as specified on the Redcliffe SHS Stationery List.

For assessments that permit the use of a non-programmable calculator (Accounting, Economics, Geography, Legal Studies), the calculator must be handheld and solar or battery powered. It must not allow access to the following functions: computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator.

## Student devices

For assessments that require the use of a laptop, you will use your BYO device and wired earphones/headphones (cannot be Bluetooth, wireless, noise-cancelling or have a microphone).

## Prohibited materials

The items below are prohibited in any assessment room, except if specifically approved as an AARA, or listed as approved equipment for an assessment, e.g. for a subject that requires students to use a device or permits the use of a dictionary.

- mobile phones
- smart watches and fitness trackers
- any other electronic device that stores, retrieves, displays or communicates digital information
- correction fluid or correction tape
- dictionaries
- erasable pens
- blank paper, notes, any printed/written material
- tissues\*.

\* Schools may supply tissues in assessment rooms but students cannot bring them in.

