



ASPIRE - LEARN - ACHIEVE

Year 11 and 12 Assessment Policy



ACADEMIA



CITIZENSHIP



THE ARTS



TECHNOLOGY



S P O R T

BENTLEY PARK COLLEGE

A Complete Prep to Year 12 Education

Rationale

The Bentley Park College **Year 11 and Year 12 Assessment Policy** details the expectations for assessment completion, submission procedures and consequences for non-compliance in order to ensure that:

- there is clarity around the expectations of teachers and students
- there is integrity in the assessment that contributes towards the Queensland Certificate of Education (QCE)
- there is consistency in assessment procedures in all subject areas across Years 11 to 12
- all students are treated equitably.

This policy is aligned to Queensland Curriculum and Assessment Authority (QCAA) *QCE and QCIA Policy and Procedure Handbook* and applies to all General, General (Extension) Applied, Applied (Essential) and Short Courses offered at the College. Separate policies and procedures apply to Vocational Education and Training (VET) qualifications.

Students working towards achieving either a QCE are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to assessments on or before the due date.

Students with highly individualised learning needs who are working towards achieving a Queensland Certificate of Individual Achievement (QCIA) and who are undertaking mainstream subjects are not be assessed in the same manner as students working towards achieving a QCE. QCIA pathway students complete a two-year highly individualised program of learning and evidence is collected from their participation in subjects where opportunities are provided for students to demonstrate knowledge, understanding and skills in relation to their identified learning goals. No formal assessment is completed by students on a QCIA pathway.

All students in Years 11 and 12 are in the post-compulsory phase of education. Consequently, students who do not meet the mandatory assessment requirements and whose behaviour amounts to a refusal to participate in the educational program provided at the school may have their enrolment cancelled as per the Education (General Provisions) Act 2006, (QLD).

Purpose

The **Year 11 and Year 12 Assessment Policy** details the expectations for assessment completion, submission procedures and consequence for non-compliance.

Operation of the Policy

Principles

Bentley Park College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

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

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards 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.

Course Planners

Bentley Park College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for checkpoints, drafts, final responses and exams are published in the subject course planner.

At the beginning of each unit, teachers distribute course planners to students that indicate what they will be learning, when and how they will be assessed, and when and how they will receive feedback. While every effort is made to ensure that these documents are accurate when published, minor changes to assessment due dates may be required due to unforeseen interruptions to learning time. Teachers will advise students of any changes to assessment dates required.

Students are responsible for:

- planning and managing their time to meet the checkpoint, draft and final copy due dates
- ensuring they are available to complete exams on the due date
- informing the school as soon as possible if they have personal matters that will impact on their ability to meet assessment timelines.

In cases where students are unable to meet a due date or attend a exam or performance, they will:

- complete a **Request for Extension/Variation to Assessment Date Form** (see Appendix 1) and return this as early as possible to the Deputy Principal Senior Secondary Student Services in the G Block Senior Hub
- provide the school with relevant documentation, e.g. medical certificate
- adhere to alternative arrangements for completion of the assessment, if their application is approved.

Task and Criteria Sheets

For each assessment item, students are provided with a task and criteria sheet that is comprised of information and instructions for completing the set work, including:

- the topic and context of the task
- a clear description of the task
- scaffolding/guided directions of what is expected to be completed to satisfy the task, including checkpoints or the submission of drafts
- specific task conditions and requirements e.g. time allowed, word length, text type (genre) and required language features
- descriptors of the standards against which their work will be judged.

Scaffolding

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students. Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses
- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.

Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

To develop students' knowledge and skills, teachers are required to gradually release support and responsibility to students over the course of study. This means that during the course of study, students are required to become increasingly independent in developing their responses to assessment instruments.

Assessment Checkpoints

Checkpoints may be used by teachers during the course of teaching and learning to provide feedback to students on their progress towards completing an assessment instrument. The number of checkpoints vary according to the complexity and timeframe of the task. At a checkpoint, students may be required to:

- submit a written outline or plan of their approach to the task
- show evidence of research
- show that a practical project is progressing to schedule
- show other evidence that demonstrates the progress they have made towards completing the task.

Teachers establish and communicate to students processes by which students must submit their checkpoint evidence for each subject. This might include producing handwritten notes, plans or sketches in class or submitting work digitally to the teacher. Teachers are required to retain copies of evidence of student work at each checkpoint.

QCAA policy dictates that students may only be given feedback on one draft. Students cannot be given detailed feedback on work submitted at checkpoints, rather, checkpoints are used to:

- motivate students to be organised in their work so that they meet deadlines
- provide students with guidance towards assessment completion at regular intervals in the assessment period
- clarify assessment expectations for students, e.g. task requirements, how judgments are made
- gather evidence of student work on or before the due date
- authenticate student work
- identify students who require additional support so that teachers may revisit critical content and skills, adjust the teaching and learning schedule and/or provide additional scaffolded assistance if appropriate.

Checkpoint submissions are considered inadequate if they fail to meet at least 60% of the length requirement or if only some components of an assessment instrument have been addressed.

Consequences for failing to meet assessment checkpoints

Failure to meet assessment checkpoint requirements will result in:

- classroom-based consequences (e.g. detentions)
- teacher contact with parent / carer to discuss concerns (recorded on OneSchool)

Drafts

A draft is the final checkpoint prior to the final assessment submission that is a student's best possible attempt at completing an assessment instrument in its entirety. The submission of drafts is compulsory as it allows students to:

- obtain feedback on the assessment item prior to submitting the final copy
- provide evidence of authorship
- provide evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Teachers establish and communicate to students preferred processes by which students must submit their draft evidence for each subject. Complete drafts must be submitted by the due date via one of the following methods:

- in person to the class teacher on the due date
- via email to the class teacher by 5.00 pm on the due date
- via another agreed upon method arranged by the class teacher by 5.00 pm on the due date e.g. via OneDrive, QLearn or OneNote.

Teachers must retain a copy of all drafts submitted. In the case where the final assessment item is not submitted by the due date and there has been no extension granted, the teacher will grade the draft and / or other evidence that has been collected prior to the due date.

Drafts submissions are considered inadequate if they fail to meet at least 60% of the length requirement or if only some components of an assessment instrument have been addressed. In the case of performances, a video recording of the draft rehearsal is required so that this may be used as evidence of student achievement if a student fails to present a final version. Multimodal tasks require all components for draft submission (e.g. voiceover on a PowerPoint presentation).

Consequences for non-submission of drafts/submission of inadequate drafts

Students who do not submit a draft by the due date without an approved extension or who submit an inadequate draft:

- will receive classroom-based strategies (e.g. lunchtime detentions)
- will have their parents/carers contacted by the teacher by phone. If phone contact cannot be made, the teacher will email or send an SMS to parents/carers. This contact will be recorded on OneSchool
- will have a OneSchool behaviour incident recorded for failure to meet the draft deadline (unless a variation to the due date has been approved) with a referral to the Head of Department Senior Secondary
- may receive limited or no feedback on the draft once it has been submitted after the due date
- may commence or progress to the next stage of the cancellation of enrolment process if the Deputy Principal Senior Secondary Student Services determines that the failure to complete the draft assessment can be attributed to a refusal to participate in the program of instruction.

Feedback on Assessment Checkpoints and Drafts

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning.

Teachers provide feedback on a *maximum of one draft* of each student's response. Limiting feedback to one draft maintains the integrity of the assessment and allows students to demonstrate what they know and can do. A copy of the feedback will be stored with the draft in the student's folio. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback should:

- be delivered in a consistent manner and format for all students
- be provided in a timely manner to ensure students have the opportunity to respond to the feedback and refine their response prior to submitted the final version
- be delivered in a way to support the student to reflect, act on the feedback and build their capacity for self-assessment
- indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, task criteria or syllabus standards, for example:
 - * Consider other aspects of the text, report, performance or activity they are responding to.
 - * Develop their response to show more awareness of the audience.
 - * Give priority to the most important points by rearranging the sequence and structure of ideas
 - * Conduct further investigation to support an argument or communicate meaning.
 - * Synthesise their ideas more to meet the length requirement.
 - * Adhere more closely to the referencing style required in the subject.

Depending on the mode of the assessment task, feedback may:

- indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing
- indicate ways to improve spoken/signed and nonverbal features in the student's presentation or performance.

Feedback cannot:

- compromise the authenticity of student work
- introduce new ideas, language or research to improve the quality of student responses
- identify or correct *all* errors in spelling, grammar, punctuation and calculations.

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.

Teachers will not provide an indicative grade on drafts i.e. teachers will not advise students that their draft work is at a 'B' standard or that the work is currently graded at 13 out of 25.

Assessment Final Submission Process

Unless otherwise advised by the class teacher, final submissions of written or multimodal tasks should be submitted electronically where ever possible. Final submissions of assessments should match the file type (e.g. mov, mp4, pptx, avi, pdf) if specified on the task sheet. If there is no file type specified, students must ensure that the file is compatible with standard software available on the school network (e.g. Microsoft Word, PowerPoint, Excel, Adobe).

Teachers establish and communicate to students preferred processes by which students must provide their final submission for each subject. Final submissions of assessments must be made by the due date via one of the following methods:

- in person to the class teacher on the due date
- via email to the class teacher by 5.00 pm on the due date
- via another agreed upon method arranged by the class teacher by 5.00 pm on the due date e.g. via OneDrive, QLearn or OneNote

In cases where students submit their task electronically, they should either include the Declaration of Authenticity shown below with an electronic signature, or they must hand in their task sheet with the Declaration of Authenticity signed to their class teacher.

<p>Declaration of Authenticity</p> <p>I, _____ hereby declare that this is my own original work, except where I have appropriately cited the original source.</p> <p>Signature: _____ Date: ____ / ____ / ____</p>

The school retains copies of final copies of all student assessments for QCAA quality assurance processes and for cross-referencing in cases of suspected plagiarism. Students are also required to retain copies of all assessments submitted for the duration of Years 11 and 12.

Performances, Oral Presentations and Multimodal Presentations

Students must either present a recording for oral presentations or multimodal presentations on the due date or be prepared to present in front of their teacher on the due date so that the task can be recorded and graded. Submitting only a script, PowerPoint presentation or another aspect of the assessment will mean that students have not satisfied the task requirements and they may not be graded on one or more criteria of the task.

Students who refuse to present a performance, oral presentation or multimodal presentation will be deemed to have not completed the assessment task. Students who do not feel comfortable presenting in front of the entire class should discuss alternative presentation options with their teacher / subject area Head of Department, such as presenting at lunch time to the teacher, presenting at lunch time to the teacher and a small audience of the student's choosing or submitting a recording of the presentation. Alternative presentation options can only be considered if they align with the syllabus requirements for the subject.

Recording devices are available for loan from the library. Students must not rely on loaning these items on the due date as technical issues or unavailability of equipment is not grounds for an extension to the due date.

Group Assessment

In the situation that one or more members are absent on the date of a group assessment, the remaining members of the group must submit the elements of the task they were responsible for and, in the case of performances / presentations, present using 'fill in' group members taking on the roles of the absent students. Students who have presented at school on the due date will be assessed without penalty. When the absent group member returns, the group will re-present at the soonest possible opportunity.

Inadequate Responses

Students must ensure that they make a reasonable attempt on all assessment items. Students will be deemed to have made an inadequate response in situations such as:

- failing to meet at least 60% of the required word length/time requirement
- failing to address the task (e.g. intentionally writing off-topic)
- completing a limited number of components of an assessment instrument
- improvising a speech that should have been scripted
- attempting a very limited number of questions on an exam paper.

Students who provide an inadequate response to an assessment item will be graded on the work they submit on the due date/in the exam. Students may also commence or progress to the next stage of the cancellation of enrolment process if the Deputy Principal Senior Secondary Student Services determines that the failure to complete the assessment can be attributed to a refusal to participate in the program.

Managing Response Length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:

- indicate the scope and scale of the response required
- ensure equity of conditions for all students.

Assessments are designed in a manner to ensure an 'A level' response can be produced within the response length indicated. Where appropriate, an 'A level' exemplar will be provided to students that matches the conditions of the task, including response length.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table as a guide. Students should confirm inclusions and exclusions on individual task sheets.

	Word length	Page count	Non-written responses
Inclusions	All words in the text of the response Title, headings and subheadings Tables, figures, maps and diagrams containing information other than raw or processed data Quotations Footnotes and endnotes (unless used for bibliographical purposes)	All pages that are used as evidence when marking a response	Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides, or excerpts such as video or music Any required referencing of texts or citations chosen for inclusion e.g. as a note on a slide in a multimodal
Exclusions	Title pages Contents pages Abstract Visual elements associated with the genre e.g. by-lines, captions, call-outs Raw or processed data in tables, figures and diagrams Numbers, symbols, equations and calculations Bibliography / reference list Page numbers In-text citations	Title pages Contents pages Abstract Bibliography Reference list Appendixes*	Extraneous recording prior to the beginning of the response e.g. setting up microphones, waiting for an audience to settle
	* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

Students must:

- develop a response of the required length (neither significantly over or under the required length)
- document the length of their response using a word count, page count or time on both drafts and final versions
- respond to draft feedback about the length of their response.

In the situation where a student submits a final version of an assessment item that is above the length requirement identified in the conditions of the task, the teacher will provide the student with 30 minutes of class time or one lunch period to redact (remove) sections of the assessment that will not be graded before a judgement is made on the task. If the student fails to do this, the teacher will mark from the beginning of the response only the work up to the required length, excluding evidence over the prescribed limit. The teacher will annotate the point at which they stopped marking on the student work to clearly indicate the evidence used to determine a mark. This provision does not apply for examinations.

Inappropriate Content

Bentley Park College is a supportive and inclusive school. Material and texts are chosen with care by staff within the confines of what is prescribed by the QCAA. Should students take offence to any materials or texts used in the teaching and learning or assessment process, they should raise their concerns with the subject area Head of Department or Deputy Principal Senior Secondary Teaching and Learning.

Likewise, students need to ensure that the work they produce is of an appropriate nature and does not contain inappropriate content (e.g. adult themes) or material that may offend, humiliate or intimidate students, employees at the school or employees working for, or on behalf of, the QCAA. Matters of concern will be referred to the Deputy Principal Senior Secondary Student Services for consideration and advice.

Non-submission of Assessment by the Due Date

Teachers are responsible for gathering and storing evidence of student achievement on or before the due date for all assessment instruments in all subjects for all units. Teachers are responsible for being proactive in utilising strategies to gather evidence about student achievement throughout the teaching, learning and assessment process. They:

- ensure due dates for assessments and checkpoints have been well-communicated with students via the Course Planner
- ensure requirements for each checkpoint have been well-communicated with students via the Course Planner
- utilise effective strategies for gathering evidence before students submit or complete assessment task, for example:
 - * scanning/photographing/obtaining and storing digital copies of class work and drafts
 - * annotating observation notes from rehearsals in the case of performance-based assessments.
- Following through with interventions when checkpoints or draft dates are not met to prevent the non-submission of a response to assessment and 'NR' rating.

Teachers must retain evidence of student responses to assessment instruments at the prescribed checkpoints and draft stages. In circumstances where students do not submit a final response to an assessment instrument by the due date without an approved extension, the teacher will grade the evidence of student work that has been collected at checkpoints and through drafts up until that point. The teacher may also access any evidence available in the student's personal drive on the school network.

Non-submission of assessment is considered a refusal to engage in learning. Students may commence or progress to the next stage of the cancellation of enrolment process if the Deputy Principal Senior Secondary Student Services determines that the failure to complete the assessment amounts to a refusal to participate in the educational program of the school. If the student has provided no evidence at any checkpoints, no draft and no evidence is located on the student's personal drive on the school network, the student will be resulted as 'Not Rated' (NR). In Applied and Applied (Essential) subjects, an 'E' cannot be awarded when there is no tangible evidence. In General subjects a mark of zero cannot be allocated if there is no evidence. An 'NR' result means the student will not meet the requirements for that subject and a result for that unit cannot be awarded. This will result in no QCE credits being awarded for Unit 1 or Unit 2, or Unit 3 and 4 as a pair. It may also have implications for QCE and ATAR eligibility.

In rare and extenuating circumstances the Deputy Principal Senior Secondary Student Services will consider applications made by students in relation to late submissions of assessment made after 5.00 pm on the due date. Applications for consideration need to be made in writing within 2 school days of the submission (see Appendix 2).

Absences from Internal Examinations / Performances / Presentations

Students must attend all exams, performances and presentations at the scheduled time. Students absent on the day of an exam, performance or presentation must ensure that their absence is acceptable and the required documentation is provided to Deputy Principal Senior Secondary Student Services prior to the assessment date in the case of planned absences, or immediately upon return to school in the case of unplanned absences.

Acceptable Reasons for	Evidence Required	Action Required
Funeral or bereavement	Contact from parent / carer prior to assessment date	Student completes an <i>Application for Variation to Assessment Date</i> and provides this to the Deputy Principal Senior Secondary Student Services with as much notice as possible.
Illness	Medical certificate for the assessment date	Parent / carer contacts the school on the date of the assessment or prior to advise of illness. A medical certificate must be provided to the Deputy Principal Senior Secondary Student Services upon the student's return to school. The student negotiates a time to complete a comparable exam.
Undergoing a medical procedure	Medical certificate for the assessment date	Student completes an <i>Application for Variation to Assessment Date</i> and provides this to the Deputy Principal Senior Secondary Student Services <i>at least one week</i> prior to assessment date.
Selection in regional / state /	Written evidence of selection	
Excursion	Nil	
TAFE training	Nil	
School-based apprenticeship or traineeship	Nil	Student speaks with the VET Coordinator who tries to negotiate a change of shift with the employer. If this is not possible, the student completes an <i>Application for Variation to Assessment Date</i> and provides this to the Deputy Principal Senior Secondary Student Services <i>at least one week</i> prior to assessment date.

In the case of exams, due to exam security and equity issues, students must make arrangements to sit a comparable assessment if reasonable grounds for missing the original set exam have been established. Note that there are no opportunities to sit the external exams at the end of Year 12 at alternative times. See *External Assessment – General Subjects* for further information.

Consequences for unacceptable non-attendance at exams/performances/presentations

Reasons that are considered **unacceptable** for missing an exam/performance/presentation include:

- family holiday
- truanting
- non-urgent appointments e.g. dental check-ups, sitting a drivers licence test
- 'forgetting' or misreading the assessment block schedule.

If students are absent from an exam / performance / presentation for an unacceptable reason, this will be considered a refusal to engage in learning. Students may commence or progress to the next stage of the cancellation of enrolment process if the Deputy Principal Senior Secondary Student Services determines that the failure to complete the assessment amounts to a refusal to participate in the educational program of the school. The student will be resultated as 'Not Rated' (NR). An 'NR' result means the student will not meet the requirements for that subject and a result for that unit cannot be awarded. This will result in no QCE credits being awarded for Unit 1 or Unit 2, or Unit 3 and 4 as a pair. It may also have implications for QCE and ATAR eligibility.

Extensions to Assessment Due Dates/Variations to Exams

Extensions will only be granted by the Deputy Principal Senior Secondary Student Services after consultation with the class teacher prior to the due date for an assessment. This may involve consultation with the class teacher, subject Head of Department or Student Support Services staff e.g. Guidance Officer.

Extensions will only be considered in exceptional circumstances, for example for a student who:

- is suffering from an ongoing chronic illness with medical certificates as evidence
- was absent for three or more consecutive lessons at a critical point in the drafting phase due to illness with a medical certificate as evidence
- will be absent on or beyond the assessment due date due to illness with a medical certificate as evidence
- has an extenuating family circumstance, for example bereavement, serious illness of immediate family member or family breakdown
- enrolled in the school/subject late due to circumstances beyond their control and consequently missed a significant portion of the drafting time
- other circumstances beyond the control of the student that are of a serious nature.

Extensions will not be granted to students who have not met deadlines for check points or drafts for the assessment item with acceptable explanation.

Planned absences

The QCAA does not recognise family holidays or other activities of personal choice as grounds for an extension to due dates or variation to exam date. Students who will be absent on the due date as a result of such absences must submit their final version prior their planned absence or must email their submission on the due date.

Planned absences associated with school activities such as school sport, arts and cultural commitments or school-based apprenticeships and traineeships may be considered as grounds for extensions or variation to exam date on a case-by-case basis if suitable arrangements are not deemed possible. Students must make contact with the QCAA Principal's Delegate (Deputy Principal Senior Secondary Student Services) as early as possible to discuss their circumstances.

Unplanned absences

Students who have an unplanned absence on the due date (e.g. illness) must submit their assessment via email on the due date by 5.00 pm. If this is not possible, they must make phone contact with the QCAA Principal's Delegate (Deputy Principal Senior Secondary Student Services) on the due date to discuss their circumstances or report to the G Block Senior Hub immediately upon their return to school after their absence.

USB loss or file corruption

USB loss or file corruption are not grounds for an extension. Students must ensure that they utilise multiple methods of backing up assessment work throughout the drafting process, for example:

- emailing drafts to self
- saving drafts to OneDrive
- saving drafts to the school network
- saving to a USB.

Application process

To apply for assessment extensions or variations to exam dates students must follow these steps:

1. Obtain an **Application for Extension or Variation to Exam Date** form from the Senior Hub in G block as early as possible prior to the due date. This form is included in the Year 11 and 12 Assessment Policy (Appendix 1).
2. Complete the form and return to the QCAA Principal's Delegate (Deputy Principal Senior Secondary Student Services) as early as possible.
3. The Deputy Principal Senior Secondary Student Services will consult with relevant class teacher and if required, subject area Head of Department, Head of Department Senior Secondary and / or Student Support Services staff e.g. Guidance Officer.
4. The Deputy Principal Senior Secondary Student Services will advise the student as to whether the Application for Extension or Variation to Exam Date has been approved.
5. A copy of approved Application for Extension or Variation to Exam Date forms will be provided to the student, the class teacher and Senior Secondary Administration Officer.

6. Students whose Application for Extension or Variation to Exam Date is denied will be advised of the grounds on which the decision was made and will be required to submit the task by the due date or attend the exam. Failure to do so will result consequences being applied as outlined in this policy.
7. Students with approved extensions submit their assessment items by the amended due.

Academic Integrity and Authentication of Student Work

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Bentley Park College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Students are required to engage in refresher training in relation to academic integrity annually through their QCE class.

Accurate judgments of student achievement can only be made on genuine student assessment responses. Bentley Park College uses the authentication strategies promoted by the QCAA. Authentication strategies are specified on the task sheet for every assessment instrument. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Teachers promote academic integrity by developing students' skills and modelling appropriate academic practice including:

- *forward planning* — understanding the components of a task and how long each component might take to complete
- *time management* — implementing a plan to achieve the assessment outcome and incorporating adjustments to this as needed; allowing for unexpected events such as issues with technology or changes in personal circumstances
- *notetaking and summarising* — synthesising research or gathering information into a new idea or summary
- *referencing* — appropriately acknowledging the ideas, work or interpretation of others
- *choosing appropriate examples* — selecting appropriate quotes or examples to support an argument or communicate meaning
- *editing* — refining their own work
- *checking* — self-assessing compliance with academic integrity guidelines before submitting responses.

Teachers will set assessment tasks that require each student to produce a unique response and will vary assessment tasks each year so students are unable to use other students' responses from previous years.

During the drafting process teachers:

- set aside sufficient class time for students to work on the assessment task and for teachers to monitor the development of the response
- monitor or observe progressive samples of each student's work at various stages
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft)
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students within classes and across classes
- interview students after their responses have been submitted to determine their understanding of and familiarity with their responses
- 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, are preparing responses to collaborative tasks, and have access to others' ideas and work
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Students must:

- work on responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- submit evidence of work at each checkpoint, including a finalised draft
- keep copies of their drafts (e.g. saving drafts as 'Version 1', 'Version 2' etc.)

- reference other sources used appropriately and provide a bibliography
- sign a declaration of authenticity for each task
- participate in interviews during and after the development of the final response, where required.

Parents/carers should support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.

Online training modules are provided by the QCAA in relation to Academic Integrity 'My Courses' on the Student Portal: <https://myqce.qcaa.qld.edu.au/>.

Managing Academic Misconduct

Academic misconduct incorporates a broad range of behaviours through which students inappropriately and falsely demonstrate their learning, either intentionally or unintentionally. The following are examples of academic misconduct:

	Types of misconduct
Cheating while under supervised conditions	<ul style="list-style-type: none"> • Beginning to write during perusal time. • Continuing to write after the instruction to stop writing is given. • Using unauthorised equipment or materials. • Having any writing on the body, clothing or any object brought into an assessment room. • Communicating 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.
Collusion	<ul style="list-style-type: none"> • More than one student working to produce a response when that response is submitted as an individual's work. • Assisting another student by giving or receiving a response to an assessment.
Contract cheating	<ul style="list-style-type: none"> • Paying for a person or a service to complete a response to an assessment. • Selling or trading a response to an assessment.
Copying work	<ul style="list-style-type: none"> • Deliberately or knowingly making it possible for another student to copy responses. • Looking at or copying another student's work during an exam.
Disclosing or receiving information about an assessment	<ul style="list-style-type: none"> • Giving or accessing unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment. • Making any attempt to give or receive access to secure assessment materials.
Fabricating	<ul style="list-style-type: none"> • Inventing or exaggerating data. • Listing incorrect or fictitious references.
Impersonation	<ul style="list-style-type: none"> • Arranging for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • Completing a response to an assessment in place of another student.
Misconduct during an examination	<ul style="list-style-type: none"> • Distracting and/or disrupting others in an assessment room.
Plagiarism or lack of referencing	<ul style="list-style-type: none"> • Completely or partially copying or altering another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	<ul style="list-style-type: none"> • Duplicating work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	<ul style="list-style-type: none"> • Arranging for, or allowing, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.
Use of artificial intelligence	<ul style="list-style-type: none"> • Using artificial intelligence to generate a response, or part of a response, to an assessment and claiming it to be the student's own original work

Responses that are not the student's own cannot be used to make a judgment. Where academic misconduct is suspected or confirmed, the teacher and Head of Department will consult with the Deputy Principal Senior Secondary Student Services.

When authorship of student work cannot be established, or a response is not entirely a student's own work, teachers, under the guidance of their Head of Department and the QCAA Principal's Delegate (Deputy Principal Senior Secondary Student Services), will:

- provide an opportunity for the student to demonstrate that the submitted response is their own work (e.g. by showing evidence of the drafting process)
- interview the student to establish how they developed their response and explain sections of their response
- make a judgment about the student's knowledge and skills using only the parts of the response that can be verified as the student's own work, annotating the student's work to indicate which sections have been graded.

In situations where sections of a student's response cannot be authenticated as the student's own original work, the teacher will annotate the student's work to indicate which sections have been graded. Where no elements of the assessment can be verified as the student's own original work, "Not Rated" (NR) is recorded as the assessment result. This may have implications for ATAR eligibility and will result in no QCE credits being awarded for the unit/s.

Where the student has intentionally engaged in academic misconduct, further consequences may be applied by the Deputy Principal Senior Secondary Student Services, including commencing or progressing to the next stage of the cancellation of enrolment process.

External Assessment - General Subjects

All General subjects include an external assessment at the end of Unit 4. These assessments:

- are developed and marked by the QCAA
- are common to all students across the state studying the subject
- are completed by all students across the state simultaneously during the assessment block in term 4 of Year 12
- contribute to 25% of the overall subject result for most subjects, except for Mathematics and Science subjects where the external assessment contributes 50% of the overall subject result.

The school will:

- publish dates for the external assessment block on the school calendar in January each year
- publish external assessment dates for each subject to teachers, students and parents/carers when released by the QCAA in term 3 each year
- communicate rules and expectations for external assessment to teachers, students and parents/carers
- provide an opportunity for students to undertake mock external assessments that will be administered under the conditions expected by the QCAA in term 3 each year
- maintain the security of external assessment materials
- provide supervision and conditions that comply with the external assessment schedule and guidelines.

Absence from external assessment

Attendance at the prescribed exam time is mandatory and exams cannot be rescheduled due to unforeseen reasons (e.g. illness, misreading the exam timetable) or planned absences (e.g. holidays). If a student is absent from an external assessment and the absence is not considered justifiable by the QCAA, the student will be resulted as 'Not Rated' (NR) for Units 3 and 4. This may have implications for ATAR eligibility and will result in no QCE credits being awarded for these two units.

Students who are unable to sit the external assessment due to 'Illness or Misadventure' will be required to provide documentation to the QCAA to justify their absence. A standard medical certificate is not adequate evidence of illness or injury. The QCAA requires a detailed medical report for medical claims. Other grounds that may be considered justifiable by the QCAA include experiencing a natural disaster or significant cultural obligation for example attendance at a funeral for a close family member. Students should not assume their reason for absence will be approved and must see the QCAA Principal's Delegate (Deputy Principal Senior Secondary Student Services) prior to the assessment date to seek advice from the QCAA.

Reporting of Student Results

Applied subjects

In Applied subjects an instrument-specific standards matrix is provided for each assessment instrument in the syllabus. This matrix is published to students along with the task sheet and is used in making judgments about the quality of students' responses to the assessment instrument. A to E results are used in grading individual assessment instruments and reporting on student achievement for each unit of work.

General subjects

In General Subjects, results for individual assessments are expressed as a numerical value based on an Instrument-Specific Marking Guide (ISMG). Teachers make judgments about the evidence in students' responses using the ISMG to indicate the alignment of student work with performance level descriptors, and award a mark for each criterion assessed by the assessment instrument.

In Units 3 and 4 the total number of marks reflects the weighting of the assessment towards the overall subject result (i.e. an assessment item weighted 25% will have a maximum of 25 marks awarded). Results for assessments in Units 3 and 4 are provisional until confirmed by the QCAA. In the event that a student's confirmed results are determined to be higher or lower than the provisional result released initially by the school, the student and their parent/carer will be informed within one week of the confirmed results being released by the QCAA. Decisions in relation to student achievement issued by the QCAA are final and not subject to negotiation or appeal.

The confirmed results from the three internal assessments are combined with the result from the external assessment to give a subject result out of 100 at the end of Unit 4. This numerical result, along with an A-E result, will be published on students' Statement of Results, which is issued by the QCAA after the completion of Year 12.

Reporting to parents / carers and students

Report cards are issued to students at key junctures across the two-year course. A report is provided at the half way point and conclusion of each of the four units indicating the result a student is achieving at on an A-E scale, as well as ratings for effort and behaviour, with the exception of the final result at the end of Unit 4. These exit results are published by the QCAA as a Senior Statement in December of students' graduating year, along with the student's Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA), if eligible. The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating and issuing students' Australian Tertiary Admission Rank (ATAR). This is also released in December in the student's graduating year.

For students working towards the attainment of a QCIA, no achievement rating is provided, as students are not completing graded assessment tasks. Their report cards will instead display a comment provided by each subject teacher related to evidence collated against individual goals, as well as effort and behaviour ratings.

Subject Changes

When determining the suitability of subject changes after a course of study has begun, the school must consider how teaching, learning and assessment requirements for the subject will be achieved within required timelines, as well as impact on eligibility for the Queensland Certificate of Education (QCE). Students must meet with the Deputy Principal Senior Secondary Student Services, HOD Senior Secondary or Guidance Officer to obtain individualised advice prior to seeking approval from teachers, subject Heads of Department and their parent/carer.

To receive QCE credit for Unit 1 or Unit 2, or Unit 3 and 4 as a pair, a student needs to complete all of the learning and assessment as outlined in the syllabus, or the school's assessment calendar for that subject. For example, if a student considers changing from General Mathematics to Essential Mathematics after the beginning of Unit 3, the student needs to complete all learning and assessment required for Essential Mathematics Units 3 and 4, as they are different subjects, with a different syllabus, subject matter and endorsed assessments.

Repeating Units of Study

Students may repeat Unit 1 or Unit 2 individually, or Units 3 and 4 as a pair. A student cannot repeat a single assessment instrument only. Students must repeat all learning and assessment requirements. In these cases, the school must ensure the integrity of assessment. For example, a student cannot sit an unseen examination they had already completed or resubmit a response to an assessment they have previously submitted.

Access Arrangements and Reasonable Adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students working toward the completion of a QCE have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

The use of AARA for student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments on the same basis as other students. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)
- how the student responds to the assessment (e.g. a student with Developmental Coordination Disorder — DCD may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have five minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with an injury may perform a different physical activity from the rest of the cohort in Physical Education in order to be able to demonstrate the unit objectives).

Eligibility for AARA

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. These barriers fall into three broad categories:

- long-term and chronic conditions
- short-term conditions and temporary injuries
- illness and misadventure

The definition of 'disability' used in the Disability Discrimination Act 1992 is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- sensory
- physical
- social/emotional.

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

Ineligibility

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

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

The school is responsible for decision-making and managing other situations where students are not eligible for AARA such as school-approved absences for assessment or student transfers.

Principal-reported AARA

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student. This might include things such as extensions to assessment dates, use of comparable assessments, varied seating, access to physical equipment in exams, access to vision aids and diabetes management. For the list of principal-approved AARA with descriptions of possible adjustments to assessment and/or conditions see Appendix 4.

In approving AARA, a principal or principal's delegate must be reasonably satisfied that the need for the AARA exists and be able to provide evidence to justify the decision.

The school is required to notify the QCAA of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of QCAA subjects, and for summative external assessment in General subjects. Supporting documentation is retained by the school and must be available for QCAA AARA quality assurance review processes.

QCAA-approved AARA

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of QCAA subjects. QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal. The school must submit applications for QCAA-approved AARA to the QCAA on students' behalf.

The school is required to seek QCAA approval for the following adjustments for Unit 3 and 4 assessment:

Type of assessment	Adjustment
Summative assessment – internal examination	extra time rest breaks
Common Internal Assessments (Essential English, Essential Mathematics)	extra time rest breaks alternative format papers assistive technology computer
External Assessments (General subjects)	extra time rest breaks alternative format papers assistive technology computer assistance a reader a scribe variation to venue any adjustments not identified as principal-reported

Application Process – Long term impairments and chronic conditions

In most situations the school will identify students eligible for AARA for long-term and chronic conditions based on records of disabilities, medical conditions or previous adjustments made to curriculum delivery and assessment through documentation on OneSchool. In these cases the student's Case Manager or the Guidance Officer will contact the student and parent/carer to discuss possible AARA and gather any supporting evidence required for AARA approval.

Students who are new to the school for whom limited OneSchool records exist or any other student who believes they may have grounds for AARA based on long-term or chronic conditions may complete an *Application for Access Arrangements or Reasonable Adjustments for Exams* (Appendix 2). This initial application should be supported by any relevant documentation that is available. The application will be reviewed by the Deputy Principal Senior Secondary Student Services, who will consult with the Deputy Principal Special Education, Guidance Officer, key staff at the student's previous school and the parent / carer prior to making a decision as to whether the grounds for AARA can be substantiated. If a formal application for QCAA-approved AARA is required, this process will be facilitated by the Guidance Officer.

Application Process – Short-term conditions and temporary injuries

Students who believe they have grounds for AARA in exams as a result of short-term conditions or temporary injuries must complete an *Application for Access Arrangements or Reasonable Adjustments* (Appendix 3). This application should be supported by any relevant documentation that is available. The application will be reviewed by the Deputy Principal Senior Secondary Student Services, who will consult with the Deputy Principal Special Education, Case Manager and/or Guidance Officer and the parent / carer prior to making a decision as to whether the grounds for AARA can be substantiated.

See Appendices 4 and 5 for further information in relation to Access Arrangements and Reasonable Adjustments. Additional information can be obtained via the QCAA website: <https://www.qcaa.qld.edu.au/senior/assessment/aara>.

Illness and Misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. Illness and misadventure can affect a single student or a group of students.

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.
- when a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, the Deputy Principal Senior Secondary Student Services will contact the QCAA.

Internal assessments

A student who is ill and unable to attend school for internal assessment must inform the Deputy Principal Senior Secondary Student Services as soon as practical. This may be before, during or immediately after the assessment session. Arrangements such as an extension or variation to exam date (with comparable assessment) may be considered if illness or misadventure is established.

External assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance at an external assessment, they must contact the External Assessment Coordinator or Deputy Principal Senior Secondary Student Services prior to the assessment date / time.

A student who is ill but able to attend the external assessment must inform the External Assessment Coordinator or Deputy Principal Senior Secondary Student Services of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

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.

Supporting documentation

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).
- the date of diagnosis, onset or occurrence.
- symptoms, treatment or course of action related to the condition or event.
- an 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 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. Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment. For medical claims, the health professional providing evidence must have examined or treated the student, or have been consulted by the student, in the period from two days before the external assessment to one day after the external assessment.

Quality Assurance

Internal school-based quality assurance processes

Bentley Park College's quality assurance processes ensures valid, accessible and reliable assessment of student achievement. The school implements internal quality assurance measures including:

- peer review of all assessment instruments by a Deputy Principal, Head of Department or subject specialist to ensure validity and accessibility of the assessment instrument
- moderation of teacher judgments of student achievement.

QCAA quality assurance processes for Applied (Essential) subjects

The QCAA are responsible for endorsing each assessment instrument for Units 3 and 4 for Essential English and Essential Mathematics before they are implemented at the school. The QCAA evaluates each assessment based on the following criteria:

- opportunities for students to demonstrate relevant subject matter and assessment objectives
- opportunities to demonstrate the range of performance levels/syllabus standards
- alignment to assessment specifications for the technique
- conventions for item construction
- scope and scale of the assessment items for the defined syllabus conditions
- authentication strategies for the assessment instrument
- scaffolding that informs students about the requirements for their response
- language and layout for the technique and intended audience.

QCAA review processes for General subjects

The QCAA endorses each assessment instrument for Units 3 and 4 before they are implemented at the school using the same criteria as endorsement for Essential English and Essential Mathematics outlined above.

Judgments of student achievement on each internal assessment for Units 3 and 4 are subject to an external confirmation process by the QCAA. Confirmation examines the accuracy and consistency of teachers' judgments about students' responses to assessment instruments to ensure comparability of results across Queensland. The QCAA uses provisional marks reported by the school to determine the student work samples that are required for confirmation. IA1 provisional marks are confirmed during term 2 of Year 12, and IA2 marks are confirmed at the start of term 3 of Year 12, and IA3 marks are confirmed at the end of term 3 of Year 12.

Documentation

- [Student Code of Conduct](#)
- [Appendix 1: Application for extension or variation to exam date](#)
- [Appendix 2: Application for consideration of late submission of assessment](#)
- [Appendix 3: AARA application](#)
- [Appendix 4: Summary of possible AARA](#)
- [Appendix 5: AARA application and decision making process](#)
- [Appendix 6: Senior assessment policy quick guide](#)