



# San Sisto College

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*Women of Integrity Shaping the Future*

# Assessment Policy

*Revised -2024*

# Table of Contents

1.0	Scope
2.0	Purpose
3.0	Principles
4.0	Engaging in Learning and Assessment
5.0	Unit Results
6.0	Purpose of Assessment
7.0	Failure to Comply
8.0	Response Length
9.0	Submission of Assessment
10.0	Submission of Drafts
10.1	Failure to Submit a Draft
10.2	Late Submission of Draft
11.0	Submission of Written Responses and Assignments
12.0	Implications of Late, Incomplete, Unsatisfactory, and Non-Submission of Assessment
13.0	Absent on Due Date of Written Responses and Assignments
14.0	Submission of Assessment Other Than Written Responses
15.0	Absence on Scheduled Date for Examination, Oral Presentation or Performance
16.0	Access Arrangements and Reasonable Adjustments (AARA)
17.0	Making Decisions About AARA
18.0	AARA For Students (Long and Short-Term Conditions)
18.1	Eligibility
18.2	Ineligibility
19.0	Currency of supporting documentation (long-Term Conditions)
19.1	Currency of supporting documentation (Short-term Conditions or Temporary injuries)
20.0	Application for AARA (Disability, impairment, medical condition)
21.0	Illness and Misadventure – Internal Assessment
21.1	Supporting documentation – Internal Assessment
22.0	Illness and Misadventure – External Assessment
22.1	Supporting Documentation – External Assessment
23.0	Academic Integrity and Academic Misconduct
24.0	External Assessment
25.0	VET Assessment
26.0	Glossary
27.0	Extension Request Form

## 1.0 SCOPE

The Senior Learning and Assessment Policy of San Sisto College delineates roles, responsibilities, processes, and procedures concerning assessment integrity contributing towards the students' academic journey. This includes Years 7 – 10 ACARA and Years 11 and 12 Queensland Certificate of Education (QCE). Derived from the QCE and QCIA Policy and Procedures Handbook, this policy applies to Applied, Applied (Essential), General, General (Extension), and Vocational Education and Training (VET) subjects across all faculties.

## 2.0 PURPOSE

San Sisto College is dedicated to fostering a future-focused learning community committed to nurturing the individual potential of each student within an innovative, supportive, and collaborative learning environment. Our vision is to cultivate a community of Respectful, Engaged, Aspiring Learners prepared for the challenges of tomorrow. We aim to equip our students with 21st-century skills essential for success in their future careers, encompassing communication, collaboration, critical and creative thinking, as well as character and citizenship. This policy aims to cultivate a culture of continuous improvement as students' progress towards completing summative assessments for the QCE.

## 3.0 PRINCIPLES

The expectations of San Sisto College regarding teaching, learning, and assessment are rooted in the principles of academic integrity and excellence. Assessment encompasses any form of examination, practical demonstration, performance, or product enabling students to showcase the objectives outlined in the academic course they are undertaking.

Assessment should be designed around the following points:

- Be aligned with curriculum and pedagogy.
- Ensure equity for all students.
- Rely on evidence-based practices, utilising established standards to make informed and comparable judgments about students' learning.
- Be ongoing, with a diverse and balanced array of evidence accumulated over time to reflect the depth and breadth of students' learning.
- Be transparent, enhancing confidence among professionals and the public regarding the processes, information obtained, and decisions made.
- Provide insights into students' progress in their learning journey.

**High-quality assessment** is characterised by three key attributes:

- **Validity**, ensuring alignment with what is taught, learned, and assessed.
- **Accessibility**, guaranteeing each student ample opportunity to demonstrate their knowledge and abilities.
- **Reliability**, ensuring consistency and dependability in assessment results

#### **4.0 ENGAGING IN LEARNING AND ASSESSMENT**

Students are expected to actively engage in learning within their subject or course of study, fulfilling all course objectives and producing evidence of achievement in response to planned assessments. Schools provide opportunities for teaching and learning, conduct assessments, gather evidence of learning within the specified timeframe, and meet QCAA timelines. Credit towards a QCE can only be earned upon successful completion of whole units or pairs of units. Students are expected to complete the requisite learning outlined in the syllabus before assessments are administered.

#### **5.0 UNIT RESULTS**

To attain a unit result for Units 1 and 2, students must respond to each assessment as outlined in the school's assessment plan designed for reporting to the QCAA or assessment in a school's approved study plan for an applied subject. To receive an overall subject result for Units 3 and 4, students must;

- Complete Units 3 and 4 as a pair.
- Provide responses to each summative internal assessment and, for Applied (Essential) subjects, the common internal assessment (CIA).
- For General or General (Extension) subjects, complete all aspects of the summative external assessment on the date published on the QCAA website.
- Failure to provide evidence of response to each summative internal assessment, without an approved AARA, and receiving an NR (Not Rated) result by the due date set by the school, will result in the inability to allocate a subject result.

#### **6.0 PURPOSE OF ASSESSMENT**

Assessment constitutes an ongoing process of collecting, analysing, and reflecting on evidence to make informed judgments about student achievement. Evidence of student achievement is gathered over time from a variety of complementary assessment approaches selected for their relevance to the assessment's purpose and the knowledge, skills, and understanding to be assessed. Assessment techniques may include projects, investigations, extended responses, performances, products, and examinations.

#### **7.0 FAILURE TO COMPLY**

To uphold the integrity of reporting levels of achievement as evidence for Senior Certification, students must fulfill the mandatory requirements stated in a syllabus and/or Training Package (VET). Failure to meet these requirements may result in:

- Inability to be rated for subject units;
- Inability to achieve the unit of competency and/or qualification;
- Removal of units from the Senior Statement;
- Jeopardising QCE eligibility and attainment;
- Jeopardising ATAR (Australian Tertiary Admission Rank) eligibility.

Repeated failure to meet mandatory assessment requirements may serve as grounds for the cancellation of the student's enrollment due to non-engagement as per the Education (General Provisions) Act 2006 (QLD).



## 8.0 RESPONSE LENGTH

Response length information is provided to:

- ensure equity of conditions for all students;
- indicate the scope and scale of the response required;
- support students to develop skills in managing the length, scope and scale of their responses appropriately.

Response length requirements are expressed in syllabuses as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken/signed and multimodal, or performance responses.

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

	Word length	Page count
Inclusions	<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>
Exclusions	<ul style="list-style-type: none"><li>• title pages</li><li>• contents pages</li><li>• abstract</li><li>• visual elements associated with the genre*</li><li>• raw or processed data in tables, figures and diagrams</li><li>• numbers, symbols, equations and calculations</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><li>• blank pages</li></ul>

\* For example, by-lines, banners, captions and call-outs used in genre-related written responses  
† Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Where responses exceed the required length, the following strategies will be applied in order, depending on the situation and response type;

1. Students will be provided with one lesson (supervised and unassisted) to redact their response to meet the required length before a judgment is made on the evidence in the student response. Teachers are not to redact a student response or assist the student.

It is not appropriate for a student to redact a response that is:

- produced under exam conditions;
- in an assessment that requires a continuous response, such as a presentation or recording.

2. Teachers mark only the evidence in the response that meets the assessment conditions for response length, that is, marking from the beginning of the response to meet the required length, and excluding evidence after that point.

3. Teachers annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length.

## **9.0 SUBMISSION OF ASSESSMENT**

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

It is an expectation of all SSC students that the quality and quantity of work submitted for drafts, finals, performances, or examinations is indicative of a commitment by the student to satisfy the instrument-specific marking guide (ISMG), and by extension, the course requirements.

## **10.0 SUBMISSION OF DRAFTS**

A draft is a preliminary version of a student's response to an assessment that is complete or near complete and must be submitted in the mode required by the syllabus. A draft can be used both to provide focused feedback on a response and to authenticate student work. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Students will be issued with timelines for submission of assignment drafts as recorded on the assessment calendar and assessment item. These timelines must be met to ensure time for the teacher to provide feedback and for students to enact the feedback. Written responses must be submitted electronically with their similarity report via Teams by 11.59 pm on the due date with other assessment documentation submitted to the teacher by 11.59 pm on the day due. Should the 'final' submission differ substantially in content, context or quality, students may be asked to show evidence for authentication purposes. Should the student not make a final submission, this draft will be marked and graded as the final assessment response.

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 aligned to the ISMG, cognitions and task conditions;
- verbal feedback aligned to the ISMG, cognitions and task conditions;
- feedback provided through questioning;
- a summary of feedback and advice to the whole class.

Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work.

### **10.1 FAILURE TO SUBMIT A DRAFT**

If no draft is submitted, the classroom teacher will contact the parent/caregiver. If an incomplete, or unsatisfactory draft (including a draft that contains plagiarised material) is submitted, the classroom teacher will contact the parent/caregiver outlining potential impacts of not submitting a final and available supports to ensure satisfactory completion of the final if no final is submitted.

The classroom teacher will notify the parent/caregiver, indicating that the mark awarded will be based on the student's draft submission. Should the student not make a draft or final submission, then only work completed in class directly related to the assessment instrument will be the result assigned on the student profile (excluding examinations).

### **10.2 LATE SUBMISSION OF DRAFT**

If a student submits a draft after the due date and time, the classroom teacher is to notify the parents/caregivers within 48 hours and indicate that no feedback outside of any generic whole class feedback will be provided on the response.

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

Written responses are to be submitted electronically with a similarity report (from Turnitin) via TEAMS by 11.59pm on the due date. Submission of materials other than written responses, for example, graphic designs, art work, videos, web design etc. are to be submitted to the class teacher during class or directly to the teacher in their staffroom by 4:00 pm on or before the due date.

Please note: I.T. Failure is not an acceptable reason for incomplete, unsatisfactory or non-submission of assessment on or before the due date. Students should ensure their work is saved to OneDrive or similar to prevent IT failure from occurring.

### **12.0 Implications of late, incomplete, unsatisfactory, and non-submission of assessment**

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

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

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

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

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

If a student knows they will be absent on the day an assessment item is due, they must arrange;

- for the item to be submitted before the listed date or
- have it delivered to the school on that date.

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

Students must be present on the day and time of scheduled examinations, oral presentations or performances. **No** extra time to complete the exam is granted if a student arrives late unless AARA applies and the required documentation is provided (refer to Section on AARA requirements).

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

Unless there is a valid reason for the absence with supporting documentation (refer to Section 8 Access Arrangements and Reasonable Adjustments), the student will not be awarded a result for the assessment task unless a draft result can be awarded based on previous in class oral presentation or performance preparation only.

### **16.0 ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)**

The QCAA and San Sisto College recognise that some students 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. The use of AARA ensures opportunities for eligible students to demonstrate their learning on the same basis as other students. AARA are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA.

### **17.0 MAKING DECISIONS ABOUT AARA**

Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow individual students to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment. Teachers and schools rely on evidence to make professional judgments about the types of adjustments provided for students.

The adjustment/s should not prevent the student from demonstrating the objectives of the 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).

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

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

### **18.1 Eligibility**

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 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) (DDA) is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

The QCAA uses broad disability categories for AARA:

- cognitive;
- physical;
- sensory;
- social/emotional.

### **18.2 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);
- timetable clashes;
- matters of the student’s or parent’s/carer’s own choosing (e.g. family holidays or sporting events).

## **19.0 Currency of supporting documentation (long-term conditions)**

In the case of exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current EAP verification or equivalent, medical documentation must be dated no earlier than the 1st January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where a diagnosis has been made before Year 10, an update only is required. This may be substantiated by a medical practitioner, general practitioner, pediatrician, or other relevant allied health provider. Where an application has been submitted for a student with a long-term condition and the condition deteriorates after the application decision, a further application may be submitted that provides updated information regarding the student's condition. It must include a medical report that contains all the relevant and current adjustments recommended by the relevant practitioner.

An EAP should cover the duration of the student's enrollment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and General (Senior External Examination) subject examination schedules in October or November, as applicable. The school must supply confirmation that a review of EAP criterion 1 was not requested prior to relevant summative assessment in Unit 3 and 4. If EAP verification has expired, or a review of EAP criterion 1 is due or overdue, an update is only required. This may be substantiated by a medical practitioner, general practitioner or pediatrician. Any supporting documentation should be directed to the Learning Leader for Inclusion at the college.

## **20.0 Currency of supporting documentation (Short-term conditions or temporary injuries)**

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

- Summative internal assessments in all subjects and Short Courses: medical documentation must be dated within the preceding six months of the relevant Unit 3 or 4 assessment event.
- Summative external assessments or the Senior External Examination: medical documentation must be dated no earlier than 30 April of the assessment year. The QCAA may require an updated medical report closer to date of the scheduled assessment.

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

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

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

## **22.0 ILLNESS AND MISADVENTURE—Internal assessment**

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, such as personal circumstance or emergent cultural obligation, e.g. summons/subpoena to appear in court or close family member's death/funeral.
- 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.
- For internal assessment, schools implement principal-reported AARA if possible, before considering an application for illness and misadventure.
- For external assessment, 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, schools should contact the QCAA.

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

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

## 22.1 Illness and misadventure—Internal Assessment

A student who is ill, becomes ill during the assessment, or is unable to attend or complete an internal assessment should inform the principal's delegate or assessment supervisor as soon as practicable. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and an extension (or new due date) may be considered if illness or misadventure is established.

If the school has implemented principal-reported AARA such as extension of time, the student may not be able to respond within the timelines for quality assurance processes, as published in the QCAA SEP calendar.

If the assessment was not able to be implemented due to the illness or event, or the student is unable to provide a final response to the assessment instrument by the new due date, the school may use evidence of work gathered in response to the instrument, such as the draft, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

## 22.2 Supporting documentation—Internal Assessment

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

To make an informed decision about an illness and misadventure application requires a medical certificate that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment.

Illness and misadventure applications for non-medical reasons, require written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor or funeral director.

In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student. Supporting documentation must cover the date of the assessment for which the application is made and should be submitted to the Assistant Principal Learning and Pedagogy.

## **23.0 ILLNESS AND MISADVENTURE—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 to complete an external assessment, they should contact the College's Assistant Principal Learning and Pedagogy.

A student who is able to attend the external assessment but becomes ill during the assessment should inform the external assessment supervisor of their illness as soon as practicable. This may be before, during or immediately after the external assessment session. If illness, or other circumstances beyond a student's control, occur in the lead-up to, or during, the external assessment schedule and affect a student's performance in an external assessment, it may be appropriate to submit an application for illness and misadventure.

An application for illness and misadventure may be made by the College on behalf of a student or group/s of students. 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.
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations).
- circumstances of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events).
- variations in the administration of the assessment.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure. For external assessments, applications can be submitted from 14 days before the start of the assessment period to seven days after the student's final assessment. The QCAA's decision about the application will not be available before the assessment.

## **23.1 Supporting documentation—External assessment**

To make an informed decision about an illness and misadventure application for medical reasons, the QCAA requires a report from an independent health professional that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable);
- date of diagnosis, onset or occurrence;
- symptoms, treatment or course of action related to the condition or event;
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment.

Illness and misadventure applications for non-medical reasons, require written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor or funeral director. In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student. Supporting documentation must cover the date of the assessment for which the application is made. For external assessment, a 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.



## 24.0 ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

Academic integrity is the approach to academic responsibilities in an honest, moral, and ethical way. San Sisto College and QCAA promote academic integrity and must adhere to the guidelines for academic integrity. Teachers, parents/carers and others who support students in their learning must also adhere to these guidelines.

### Academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

### Types of Academic Misconduct defined by the QCAA

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

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"><li>beginning to write during perusal time or continuing to write after the instruction to stop work is given.</li><li>using unauthorised equipment or materials</li><li>having any notation written on the body, clothing or any object brought into an assessment room.</li><li>communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</li></ul>
<b>Collusion</b>	<ul style="list-style-type: none"><li>when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)</li><li>assisting another student to commit an act of academic misconduct</li></ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"><li>asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response.</li><li>paying for someone or a service to complete a response to an assessment</li></ul>
<b>Copying work</b>	<ul style="list-style-type: none"><li>deliberately or knowingly making it possible for another student to copy responses.</li><li>looking at another student's work</li></ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"><li>giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li><li>making any attempt to give or receive access to secure assessment materials</li></ul>
<b>Fabricating</b>	<ul style="list-style-type: none"><li>inventing or exaggerating data</li><li>listing incorrect or fictitious references</li></ul>
<b>Impersonation</b>	<ul style="list-style-type: none"><li>allowing another person to complete a response to an assessment in place of the student.</li></ul>
<b>Misconduct during an examination.</b>	<ul style="list-style-type: none"><li>distracting and disrupting others in an assessment room.</li></ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"><li>completely or partially copying or altering another person's work without attribution (another person's work may include text, audiovisual material, figures, tables, images, or information)</li></ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"><li>Plagiarism can include paraphrasing sentences or paragraphs too closely, copying sections of text from a source without citing it, or copying sections of different sources and pasting them into a new document.</li></ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"><li>duplicating work or part of work already submitted as a response to an assessment.</li></ul>

Students will be required to complete QCAA's Academic Integrity for Students course to ensure they are familiar with the types of academic misconduct, and understand how to complete their assessment with integrity.

Students will submit written responses to Turnitin plagiarism checker and provide the Turnitin similarity report with drafts and final copies. Where teachers suspect academic misconduct may have occurred, students may be required to demonstrate their understanding of their response to prove its authenticity.

### **Possible consequences for academic misconduct**

Students cannot be graded on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

- Where a student is found to have engaged in academic misconduct, only the elements of the task that are their own original work will be graded.
- Where a student's entire response is the result of academic misconduct, it will be treated as an incomplete, unsatisfactory or non-submission.
- In both cases, both behavioural and academic consequences will apply.

## **25.0 EXTERNAL ASSESSMENT**

External assessment is the final assessment in General and General (Extension) subjects. It is;

- common to all schools;
- administered by schools under the same conditions at the same time and on the same day;
- summative, and contributes to the overall subject result;
- developed and marked by the QCAA according to a commonly applied marking scheme;
- not used in applied subjects.

**External assessment occurs in Term 4** on dates determined by the QCAA, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year. Students must complete external assessment on the date published on the QCAA website.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help school communities prepare for external assessment in the form of Directions for students:

## APPENDIX 1 -GLOSSARY

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



San Sisto College

*Women of Integrity Shaping the Future*

# Extension Request Form

Name :

Home room:

Year Level:

Subject/s :

Teacher:

## Section 1: Student to complete this section

Student to outline reason for extension:

## Section 2: Learning and Teaching Leader to complete this section

Original Due Date of assessment:

Proposed new date of assessment:

Comment:

Date:

## Section 3: Leader Middle / Senior Years Data and Systems to complete

Middle / Senior Data Leader to liaise with subject teacher / student to schedule assessment.

Comment:

Date:

- ☐ Refer to Assistant Principal Learning & Pedagogy (ARAA Required)
- ☐ Medical Note attached
- ☐ Student school record led