

BrisbaneSDE Assessment Policy

Innovation | Inspiration | Inclusion



BrisbaneSDE

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1. Rationale/Aim of policy

The vision of BrisbaneSDE is 'Each student succeeding.'

This policy sets out the procedures for submission of work and completion of all assessment tasks in order to:

- maximise the opportunity for all students to demonstrate what they know and can do
- ensure fairness to all students
- satisfy QCAA and State Schooling requirements for course completion and certification.

2. Related legislation / DoE / QCAA policy

This policy is informed by the QCE and QCIA policy and procedures handbook, and the P–12 Curriculum and Reporting Framework.

3. Purpose and principles of assessment

3.1 Purpose of assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment information has multiple uses, including:

- Feedback to teachers, such as:
 - diagnostic evidence of students' strengths, ways of learning, areas of development, depth of knowledge, and conceptual understandings, which informs the teacher about what students can do, and what subsequent teaching is required to progress student learning
 - refinement of quality teaching, by supporting teacher reflection and professional learning
 - provision of information for certification
 - measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.
- Feedback to students, such as:
 - clear, specific, meaningful and timely feedback about responses to particular tasks, allowing reflection on the learning process and collaboration to support future learning and development
 - enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning.
- Feedback to parents/carers, such as:
 - evidence of student learning underpinning the provision of reports and advice for further progress, and framing formal and informal conversations between teachers, parents/carers, and students.

3.2 Principles of assessment

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards/continua to make defensible and comparable judgments about students' learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

- **validity**, through alignment with what is taught, learned and assessed
- **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
- **reliability**, so that assessment results are consistent, dependable or repeatable.

4. Responsibilities

4.1 Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for providing timely feedback on required drafts, provided that they are submitted by the draft due date.
- Teachers are responsible for informing parents/carers and the Head(s) of Department when students do not submit a draft by the draft due date.
- Teachers are responsible for informing parents/carers and the Head(s) of Department when students do not provide sufficient class work during assessment preparation periods to enable the teacher to monitor their progress towards achieving the course objectives, or to authenticate their work.

4.2 Heads of Department

- Heads of Department are accountable for quality-assuring assessment items in years P–12 using the QCAA's *Principles of assessment* and *Attributes of quality assessment*, and the *Assessment and moderation guidelines P–10*, as applicable.
- In Years 11 and 12, Heads of Department are responsible for ensuring that summative assessment instruments meet QCAA requirements for endorsement.
- Heads of Department are responsible for implementing processes to ensure accurate and reliable marking, and for the submission of student results to the QCAA as required.
- Heads of Department are responsible for issuing an assessment planner for each subject, indicating due dates for all assessment items. Students will be given reasonable notice (minimum 2 weeks) of any changes to due dates via an emailed announcement through the Blackboard course for the subject. Amendments to assessment planners will be published to the school website as necessary.

4.3 Students

- Students are responsible for completing sufficient class work during assessment preparation periods to enable their progress to be monitored and their work to be authenticated.
- Students are responsible for submitting draft and final responses to all assessment instruments on or before the relevant due dates.
- Students, along with their parents/carers, are responsible for informing the school of any difficulties relating to the completion of assessment tasks and providing documentary evidence to support an application for *Access arrangements and reasonable adjustments* (AARA) (see section 9) where necessary.
- Students are responsible for maintaining academic integrity.

4.4 Parents/Carers

1. Parents and carers are responsible for supporting and encouraging their children to complete class work, and to submit all drafts and final responses to assessment tasks by the relevant due date.
2. Parents and carers, along with students, are responsible for informing the school of any difficulties relating to the completion of assessment tasks and providing documentary evidence to support an application for AARA (see section 9) where necessary.
3. Parents/carers and home-based supervisors are responsible for ensuring that students in years P–10 adhere to the conditions of supervised assessment, and that academic integrity is maintained during this assessment.
4. Parents and carers of Year 11 and 12 students are responsible for securing the services of an approved exam supervisor. If BrisbaneSDE is nominated as the exam supervisor, parents/carers are responsible for ensuring that the student attends examinations in accordance with the published exam timetable.

5. Drafts

A draft is a preliminary version of a student's response to an assessment instrument. The expectation of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher. Depending on the nature of the assessment instrument, students may be required to submit draft work in stages.

The type of draft students are required to submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires an oral or multimodal presentation as the response, a draft might be a rehearsal of this presentation.

Teachers provide feedback on a maximum of one draft per assessment instrument in Years 11 and 12. This feedback may be given in stages, depending on the nature of the assessment instrument.

Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for the draft student response.

Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but will not edit or correct all errors in a draft.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. For example, students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or 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
- edit their response to meet task requirements such as word length or page count
- include more accurate referencing.

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.

5.1 Non-submission of a draft

If a draft is an element of an assessment instrument, then submission of that draft by the relevant due date is compulsory. If no draft is submitted, the class teacher will contact the parent /carer / home-based supervisor. An interview with the Head of Department may be required.

6. Completion of assessment

6.1 Submission of non-supervised assessment (i.e. assignments)

Students must submit non-supervised internal assessment in accordance with the instructions provided on the relevant task sheet.

Responses must be received by BrisbaneSDE by 5.00 pm on the due date.

Students must retain a copy of all responses, and must not edit or resave their copy of the response after it has been submitted.

By submitting a response electronically using a unique EQ username and password, students thereby declare that the response is their own work (except where otherwise acknowledged).

6.2 Completion of supervised internal assessment (i.e. examinations)

Years P–10

Students in Years P–10 must complete supervised assessment in the presence of a responsible adult, who may be a parent or a family member. The adult is responsible for ensuring that the student adheres to the conditions of the assessment instrument, and that academic integrity is maintained.

Years 11–12

Students in Years 11 and 12 must complete supervised assessment in the presence of an approved supervisor. The supervisor is responsible for ensuring that the student adheres to the conditions of the assessment instrument, and that academic integrity is maintained.

A list of approved supervisors is available on the BrisbaneSDE *Supervisor Nomination form*, which must be completed at the time of enrolment.

6.3 Non-submission of assessment

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result for that assessment may only be awarded if there is sufficient evidence available on or before the due date (e.g. class work, a draft, rehearsal notes, screenshots of student work, teacher observations) to support a judgment of achievement against the relevant standards.

Australian Curriculum (Years P–10)

Teachers make on-balance judgments about the evidence in student work based on a collection of assessment items which together form a folio of student work that has been planned to provide sufficient evidence of achievement in relation to the curriculum content and achievement standards.

If the final response to an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. This result will contribute towards the calculation of the student's end of semester grade.

If there is not sufficient evidence available on or before the due date to support a judgment of achievement, the student will not receive a result for the assessment item and will not have a complete folio of work.

If a student has not had the opportunity to submit a complete folio of work, the teacher will make a balanced judgment of achievement for an end of semester grade based on the available evidence, and comments will be provided to that effect on their end of semester report.

Units 1 and 2, QCAA General and Applied subjects (Year 11)

Assessment in Units 1 and 2 has been planned to provide, across all tasks, sufficient evidence of achievement of the unit objectives.

If the final response to an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. This result will contribute towards the determination of satisfactory completion of the unit.

If there is not sufficient evidence available on or before the due date to support a judgment of achievement, the student will not receive a result for the assessment item, and will not have completed the unit.

A student who does not satisfactorily complete Unit 1 or Unit 2 does not gain credit for that unit towards their QCE. As a consequence, their QCE eligibility may be at risk, and the school may require the student to reconsider their senior pathway to maintain eligibility.

Units 3 and 4, QCAA General and Applied subjects (Years 11–12)

In order to receive an overall subject result from QCAA, a student must complete Units 3 and 4 by providing responses to each of the summative internal assessments and the external assessment (where relevant) for the subject.

If the final response to an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. This result will be reported to the QCAA (as required) and contribute to the overall subject result.

If there is not sufficient evidence available on or before the due date to support a judgment of achievement, the student will not receive a result for the assessment item, and an overall subject result cannot be allocated.

If a student does not achieve an overall subject result for a subject, they will not gain credit for Units 3 and 4 of that subject towards their QCE, and the subject will not contribute towards ATAR calculations. As a consequence, their QCE and/or ATAR eligibility may be at risk.

QCAA Short Courses (Years 10–12)

When enrolled in a Short Course, students are expected to complete all course and assessment requirements. For the course of study, there must be evidence of student responses to each summative internal assessment to achieve a course result.

Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded. A student who does not receive an exit result does not gain credit for that short course towards their QCE. As a consequence, their QCE eligibility may be at risk.

VET (Years 10–12)

VET qualifications are made up of Core and Elective units of competency. In order to achieve a full VET qualification, a student must be deemed 'competent' in **all** units of competency.

Under the Standards for RTOs 2015 there is a required volume of learning that must occur for each qualification level. As VET assessment is competency-based, this must be undertaken with observation of the student's developing skills and competencies by the trainer/assessor occurring over time.

Therefore, in addition to submitting assessment tasks according to the prescribed due dates, students are also mandatorily required to attend and actively participate in scheduled lessons for the purpose of observation. A student's failure to regularly and actively attend lessons means that the trainer/assessor will not be able to observe their work, and that assessment requirements cannot be met. In the case of VET assessment, non-submission occurs when:

- a student has not submitted training activities and assessment tasks, and/or
- a student has not regularly attended or actively engaged in lessons.

7. External examinations

All external examinations must be completed at a QCAA-approved location, on the day and time specified by QCAA.

By default, students must sit their exams at the school that is their main learning provider (i.e. BrisbaneSDE for all full-time BrisbaneSDE students; the base school for school-based and centre-based students).

Where a student is unable to sit their external assessment at their main learning provider, the school must request a Variation to venue. All applications must be endorsed by the principal and may require supporting documentation.

Each case will be assessed on its own merit.

Applications may incur a fee.

8. Response length

All assessment instruments in Years 3–12 indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:

- indicate the depth of the response required
- encourage conciseness of the response
- ensure equity of conditions for all students
- meet the requirements for endorsement, where applicable.

If a student submits a draft response that exceeds the required length, teachers will advise the student of the need to revise their response to meet the task requirements.

If a student submits a final response that exceeds the required length, teachers will not read/view the response after the required length. Teachers will:

- mark the student's response using information up to the required length

- annotate on the student's response where they have stopped reading/viewing
- note that the student's response has exceeded the required length.

Students must document the length of their response using a word count, page count or time.

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"> • 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) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography • reference list • appendixes[†] • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes[†] • blank pages

*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.

Source: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment>

9. Access arrangements and Reasonable Adjustments (AARA)

9.1 Eligibility

The Queensland Curriculum and Assessment Authority (QCAA) recognises 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.

At BrisbaneSDE AARA's are to be applied. BrisbaneSDE distinguish between:

- AARA for disability/impairment and/or medical conditions (AARA Special Provisions) P–12 and
- AARA for Extensions 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. (AARA Extension) P–12.

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 exam timetable, misreading instructions in exams)
- Matters of the student's or parent's own choosing (e.g. family holidays).

9.2 AARA Special Provisions: Examples of possible adjustments

AARA minimize barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. AARA may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions might be provided as written instructions)
- how the student responds to the assessment (e.g. a student with dyspraxia might complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) might have five minutes per half-hour extra time provided in supervised assessment)
- the environment in which the assessment is undertaken (e.g. a student might sit in a different room to the other students because they need a reader)
- the mode of the assessment (e.g. a student with diagnosed anxiety might complete a spoken assessment by pre-recording their response, rather than responding in front of the class).

The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs, Task Specific Marking Guides and GTMJJs) are used to make judgments about student work and are not modified.

Note re spoken tasks

The QCAA subjects General English, Essential English and Short Course Literacy all have a spoken/signed task as a mandatory aspect of their assessment.

The nature of these tasks cannot be changed, as spoken/signed communication is an inherent element of the objectives of each of these syllabuses, including non-verbal features such as facial expressions, gestures, proximity, stance and movement.

There is, however, considerable flexibility in the ways that spoken/signed responses can be produced. For example, they may be pre-recorded by the student, spoken one-on-one and recorded by the teacher in a web conference or in person at BrisbaneSDE, or spoken to and recorded by a parent, caregiver or friend.

9.3 Who makes decisions about AARA — Special Provisions

P–10 and Units 1 and 2 (Year 11)

The school makes decisions about AARA Units 1 and 2 (Year 11).

The school has a responsibility to ensure that the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4.

The provision of AARA for assessment in Units 1 and 2 by the school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

Units 3 and 4 (Years 11–12)

Most decisions about AARA in Units 3 and 4 are made at the school level. The principal is required to report all decisions to implement AARA in Units 3 and 4 to the QCAA, and to submit the required supporting documentation (see below).

For certain adjustments, schools are required to apply to the QCAA for approval and submit supporting documentation before the AARA can be implemented.

Any application for extra time or rest breaks during an examination must be pre-approved by the QCAA.

9.4 Supporting documentation

AARA — Special Provisions for disability, impairment or medical condition

All applications for AARA on medical grounds require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition

- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

Medical reports for all AARA applications in Years 10–12 should be completed on the QCAA medical report template. This report is forwarded by the school to the QCAA if the application relates to Units 3 and 4 assessment.

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act 2001*), and who is not related to the student or employed by the school.

Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report.

For Years 11 and 12, this may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment schedules in November, as applicable. Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required.

AARA for other circumstances

Where the condition is not medical, applications must be supported by other relevant evidence, e.g. police reports or other official notices.

9.5 Currency of supporting documentation (Years 11 and 12 — Units 3 and 4)

The required currency of supporting medical documentation depends on the nature of the diagnosed disability, impairment and/or medical condition.

Long-term conditions that are unlikely to improve over time

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

Where an application for AARA has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student's condition.

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, is to be dated:**

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Units 3 or 4 assessment event
- for summative external assessments, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

Many General subjects have summative assessment for Unit 3 during Term 4 of Year 11. Supporting documentation for short-term conditions should therefore be obtained during Term 3 of Year 11.

How to Apply

See website under Support and Resources.

9.6 Extensions for illness or misadventure

An extension of the final due date of an assessment item is a form of AARA (Access Arrangement and Reasonable Adjustment), in the category of **illness or misadventure**. Extensions are for unforeseen circumstances or events that occur close to the due date.

Extensions for work in Units 3 and 4 (Years 11 and 12) must be recorded in the QCAA Portal, and are subject to audit.

Extensions are **not available for known events** (for example, sporting competitions, religious activities/reasons, holidays). In these cases, the student should negotiate to submit their work before the due date.

Evidence of the student's progress in developing their response must be attached to the email. (This includes a rehearsal of their speech or performance, in the case of a non-written task.)

If an extension is approved, a new due date for the task will be specified. If no response is submitted by the new due date, the most recent evidence will be graded.

'Days' include weekends, public holidays, student-free days and school holidays

If, on the due date, the student has not been notified that an extension has been approved, they must submit a response to the task via the method specified on the task sheet. If an extension is later approved, the student will be able to submit a new/updated response.

Extensions of the due date for a draft or checkpoint should be negotiated directly with the teacher.

A separate Application/Extension Request must be made for each assessment item however the same medical certificate can be attached to each application.

The application must come from the parent or carer.

A medical certificate or other relevant documentation should be attached to the email if applicable. See **Extension Procedures — How to Apply**.

Internal assessment

A student who is ill or otherwise unable to complete internal assessment must inform the school as soon as practical.

AARA Extension may be implemented to provide opportunities for the student to complete the assessment.

Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work.

Year 11–12

For Years 11 and 12 the school is required to meet QCAA timelines. Under no circumstances can the due date for an assessment be extended beyond the date one week prior to the QCAA upload date for the relevant assessment instrument.

Units 3 and 4 (Years 11–12)

Most decisions about AARA in Units 3 and 4 are made at the school level. The principal is required to report all decisions to implement AARA in Units 3 and 4 to the QCAA, and to submit the required supporting documentation (see below).

For certain adjustments, schools are required to apply to the QCAA for approval and submit supporting documentation before the AARA can be implemented.

External examinations (Year 12 — Units 3 and 4)

No extensions or comparable assessments are available for external examinations. Students who are ill on the day of an external exam should still attend the exam if possible. They should then make an application for AARA for illness or misadventure, and QCAA will ensure that they are not disadvantaged if their results on the exam are atypical.

9.7 AARA Extension Procedures — How to apply

See school website under AARA Extensions.

10. Academic integrity

Accurate judgments of student achievement can only be made on genuine student assessment responses.

10.1 Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers:

- 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
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by the school, such as to:
 - sign a declaration of authenticity
 - submit a draft
 - submit the final response using plagiarism-detection software, where required
 - participate in interviews during and after the development of the final response.

Parents/Carers:

- 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

10.2 Inability to establish authorship

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards. The onus is on the student to demonstrate that their response to a task is their own work.

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the school may:

- provide an opportunity for the student to demonstrate that the submitted response is their own work, for example, through research notes, early drafts/versions of the response, interview with the teacher exploring aspects of their response, etc.
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

11. Appeals

Students who wish to question a grade awarded for a task should follow this process:

1. The student should contact the teacher within one week of receiving the results, and ask for clarification. The student should take notes to assist in any conversations with parents.
2. If the student still believes the result is inaccurate, they should email the teacher and include specific details about which aspect of the ISMG has been demonstrated, and where the evidence is located within their response.
3. After the teacher has responded, if concerns remain about the accuracy of the result, forward the original email and the teacher's response to the Head of Department.

Students who believe that the school's Assessment Policy has not been followed may consult with the Head of Department, or the Head of School.