

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.

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
- 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.