

Senior assessment policy

Caboolture State High School

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Caboolture State High School encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion in subjects and qualifications contributing credit for the QCE.

Principles

Caboolture State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance, product or other technique that allows students to demonstrate the objectives as described in a unit of competency or subject syllabus.

Assessment should be:

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

Promoting academic integrity

Caboolture State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school policy and procedures support this endeavour.

| QCE and QCIA policy and procedures handbook | Policy and procedures |
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| <p>Location and communication of policy Caboolture SHS Website</p> | <p>This policy is located on the Caboolture SHS website and Sharepoint. All questions regarding this policy should be emailed to the.principal@cabooltureshs.eq.edu.au and directed to either the year 11 or year 12 Deputy Principal or Head of Department Senior Secondary.</p> <p>To ensure the assessment policy is consistently applied, all staff and senior students will be inducted into it at the beginning of each year. The policy will also be referred to:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle. |
| <p>Expectations about engaging in learning and assessment Section 8.2.1</p> | <p>Caboolture State High School recognises that every student's journey through senior secondary is unique however the school maintains high expectations for academic integrity and student participation and engagement in learning and assessment regardless of the student's intended learning option (QCE or QCIA).</p> <p>To ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) all students enrolled in a General subject, Applied subject, or VET qualification are assessed according to the same criteria, standards or performance elements specific to each assessment item. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.</p> <p>Students are required to complete all course and assessment requirements on or before the due date deadline for their results to contribute credit to the QCE.</p> <p>To be awarded a final subject result for eligible subjects that contribute towards an ATAR calculation students must complete all course and assessment requirements on or before the due date deadline in units 3 and 4.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • submit responses to scheduled assessment on or before the due date deadline. • produce evidence of achievement that is authenticated as their own work. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity course in year 10 in preparation for years 11 and 12.</p> |
| <p>Due dates Section 8.2.7</p> | <p>School responsibility Caboolture State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. The school plans and sets due dates for internal assessment to meet QCAA quality assurance deadlines. Due dates for final responses, checkpoints and drafts will be published in the assessment planner and on the assessment item sheet. All students will be provided with their assessment planner by the end of Week 3.</p> <p>The assessment planner will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes |

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| | <ul style="list-style-type: none"> • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording and managing draft and final assessment due dates • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet, or miss a due date, they will:</p> <ul style="list-style-type: none"> • inform their subject teacher as soon as possible • contact the year level Deputy Principal to request an AARA application for illness or misadventure • provide the school with relevant documentation to support the AARA application, e.g. medical certificate • if applicable, adhere to alternative arrangements for submission of assessment, as decided by the school <p>All decisions are at the Principal's discretion and considered case by case. Please refer to AARA information in this policy or QCAA website for more information.</p> |
| <p>Submitting, collecting and storing assessment information</p> | <p>Assessment instruments will provide detail of requirements for submission of draft and final responses, including draft and due dates, task specific conditions and file types.</p> <p>All assessment evidence, including draft responses and final responses, must be submitted by the deadline of 5:00pm on the due date unless an AARA application has been approved.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's hard copy and or electronic folio. Live performance assessments will be recorded and stored in a student's electronic folio as required for QCAA processes. All evidence used for making judgments is stored by the school and shared with the QCAA as required for the purpose of confirming decisions with the QCAA.</p> |
| <p>Appropriate materials</p> | <p>Caboorture State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p> |

Ensuring academic integrity

Caboolture State High School is committed to the consistent application of this assessment policy and optimising opportunities for staff and students to understand academic integrity. The following policy and procedures are to be applied in this context.

Internal assessment administration

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| <p>QCE and QCIA policy and procedures handbook</p> | <p>Policy and procedures</p> |
| <p>Scaffolding Section 8.2.3</p> | <p>Caboolture State High School will apply the appropriate level of scaffolding for assessment items as determined by the specific requirements of each assessment item as outlined in a subject's syllabus.</p> <p>Senior subject syllabuses are publicly available on the QCAA website.</p> <p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment item • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> |
| <p>Checkpoints Section 8.2.4</p> | <p>Students will work on assessment during designated class times in accordance with the specific conditions of each assessment item. They are to submit the required evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and provide feedback to students to complete their assessment.</p> <p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to provide feedback on student progress • be used to establish student authorship. • be used to inform parents/carers if their child is at risk of not submitting or failing an assessment item. <p>In the event that a student does not meet the requirements for a checkpoint or draft , teachers will:</p> <ul style="list-style-type: none"> • inform their subject's Head of Department • contact and inform parents/carers |
| <p>Drafting Section 8.2.5</p> | <p>A draft due date is a crucial checkpoint. Ensuring a 'full final copy' is submitted at draft due date allows more relevant feedback use in improving the quality of final responses to assessment items. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development.</p> <p>Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission of a final response for other reasons.</p> <p>Feedback on a draft is (for drafts submitted on or before the due date):</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. • provided in a timely manner to ensure students have sufficient time to act on the feedback prior to the final due date (at least one week) |

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| | <p>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:</p> <ul style="list-style-type: none"> • written feedback • verbal feedback • feedback provided through questioning • a summary of feedback and advice to the whole class <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity or integrity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored with a copy of the draft in the student’s folio.</p> <p>In the event that a student does not meet the requirements for a checkpoint or draft , teachers will:</p> <ul style="list-style-type: none"> • contact parents/carers by phone and or email to inform them and refer the record of contact to their subjects Head of Department <p>If necessary the school will implement actions consistent with the school’s Responsible Behaviour Plan for Students so as to ensure students provide evidence of a response for assessment items.</p> |
| <p>Managing response length Section 8.2.6</p> | <p>Students must adhere to assessment response lengths as specified by syllabus documents and communicated to students through the conditions stated on an assessment item sheet. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. • Specific information regarding inclusions and exclusions of words used to determine response length can be found in Appendix 1 of this document or in section 8.2.6 Managing response length of the QCAA QCE and QCIA Handbook 2019 v1.2 <p>After all these strategies have been implemented, if the student’s response exceeds the time or word/page length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student (under the supervision of their class teacher) to redact their response to meet the required length, before a judgment is made on the student work. <p>Redacting is a process in which a student, under teacher supervision, removes sections of their response to meet task conditions. It is not an editing process and no new material can be added whilst redacting.</p> <p>Teachers will annotate any student work submitted for confirmation purposes that exceeds word length or time to clearly indicate the evidence used to determine a mark.</p> |
| <p>Authenticating student responses Section 8.2.8</p> | <p>Caboorture State High School supports and uses a range of authentication strategies promoted by the QCAA and these will be specified on assessment instruments. Teachers will</p> <ul style="list-style-type: none"> • 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 including classwork, outlines, plans or a draft. |

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| | <p>Students must:</p> <ul style="list-style-type: none"> • complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses • participate in authentication processes such as <ul style="list-style-type: none"> ○ 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 <p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. In cases where a student response is determined as not being their own work teachers will:</p> <ul style="list-style-type: none"> • inform the subjects Head of Department • contact parents/carers to inform them that the student’s work is being investigated for a breach of academic integrity • provide an opportunity for the student to demonstrate that the submitted response is their own work or parts of are. • make a judgement using the relevant ISMG, standards or performance criteria of the parts of the response that are identified to be the student’s own work <p>If necessary the school will implement actions consistent with the school’s Responsible Behaviour Plan for Students .</p> |
| <p>Managing academic misconduct Section 8.1.2</p> | <p>Caboilture State High School is committed to minimising opportunities for academic misconduct and supports students to complete and submit assessment that is of their own work.</p> <p>In the event that a student demonstrates academic misconduct the school will implement consequences in accordance with the QCAA. Some common examples of academic misconduct along with the procedures for managing them are outlined in Appendix 3.</p> |

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| <p>Access Arrangements and Reasonable Adjustments, (including illness and misadventure) (AARA) Section 6</p> | <p>Access Arrangements and Reasonable Adjustments (including illness and misadventure) Caboolture State High School is committed to reducing barriers to success for all students and includes actions 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. The school makes considerations and implements AARA procedures that are consistent with the those outlined in Section 6 of the QCE and QCIA policy and procedures handbook</p> <p>The Principal or the QCAA authorises approval of AARA for students. All evidence used to make decisions is recorded with an AARA application in the student’s file.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (Appendix 2) and made as far in advance as possible to meet the QCAA published timelines (see table below). Copies of the relevant documents required to be submitted for an AARA application are included in Appendix 2 of this policy or from the school website. Information regarding eligibility and ineligibility for an AARA can be found in Appendix 2, on the QCAA website or by contacting the relevant year level Deputy Principal at school.</p> <p>Situations in which students are not eligible for AARA include:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided (e.g. time management issues arising from work and assessment commitments) • matters of the student's or parent's/carer's own choosing e.g. family holidays • matters that the school could have avoided. <p>Caboolture SHS will seek the advice of the QCAA for any matters not clearly covered by this assessment policy.</p> <p>Illness and misadventure To apply for adjustment to due dates for assessment as a result of unforeseen illness and misadventure, students and parents/carers must contact the relevant year level Deputy Principal at the school prior to the due date to request an Application for AARA (Appendix 2) and submit the completed application and relevant supporting documentation.</p> |
| <p>Managing non-submission of assessment by the due date Section 11.1 or Section 3.3 of each Applied subject Syllabus</p> | <p>To avoid non submission of assessment teachers collect progressive evidence of students’ responses to assessment instruments at the prescribed checkpoints listed on the instrument-specific task sheets. Instrument-specific task sheets provide details of the evidence that will be collected at each of the checkpoints. When a student does not submit a final response to an assessment item on or before the due date deadline</p> <ul style="list-style-type: none"> • the class teacher will contact the parent/carer to inform them of the student’s failure to submit assessment on or before the due date. The teacher will refer this record of contact to the subjects Head of Department and year level deputy principal for action • a result will be awarded using evidence: <ul style="list-style-type: none"> ○ from the preparation of the response during the assessment preparation period ○ available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work. <p>Where there is no evidence collected by the school in response to the planned assessment item of general and applied subjects, a Not-Rated (NR) result is awarded for the student’s response to the item. A Not-Rated (NR) result for any assessment item in general and applied subjects will impact on a student’s ability to:</p> <ul style="list-style-type: none"> • achieve a satisfactory unit result in unit 1 or 2 for that subject. This means that: <ul style="list-style-type: none"> ○ the student will not get the QCE credit for that unit ○ the subject will not count towards calculation of Completed Core QCE credit |

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| | <ul style="list-style-type: none"> • achieve a final subject result in units 3 and 4 (combined) for that subject. This means that: <ul style="list-style-type: none"> ○ the student will not get the 2 QCE credits for units 3 and 4 for that subject ○ the subject will not count towards calculation of Completed Core QCE credit ○ the subject will not contribute towards calculation of an ATAR (if eligible) |
| Internal quality assurance processes | <p>Caboilture State High School's Whole School Curriculum Plan ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance (moderation) of all assessment instruments before they are administered to students using a variety of quality assurance tools and processes. • quality assurance (moderation) of judgments about student achievement. <p>All marks awarded and reported by the school for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results awarded and reported by the school for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p> |
| Review | <p>Caboilture State High School implements moderation processes for student results (including NR) for all General subjects, Applied subjects, and Short Courses that is equitable and appropriate.</p> |

External assessment administration

| QCE and QCIA policy and procedures handbook | Policy and procedures |
|--|---|
| <p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p> | <p>General subjects require students to undertake an external exam as part of that their assessment program. External exams will be conducted at the school during weeks 4, 5, 6 and 7 of term 4 in Year 12.</p> <p>External exams are administered by the QCAA. External exams are supervised by school staff and overseen by external invigilators appointed by the QCAA. All aspects of the QCAA's and school's Assessment policy apply to these exams.</p> <p>The external exam timetable is published by the QCAA during term 1 of that year. When available, the school will provide a copy to all students undertaking external exams and their parents/carers.</p> <p>Caboolture SHS encourages all students undertaking external exams, and their parents/carers to be aware of their roles and responsibilities towards undertaking the external exams.</p> <p>Students must</p> <ul style="list-style-type: none"> • read and adhere to the information provided by the school including <ul style="list-style-type: none"> ○ External assessment timetable ○ External assessment student rules (when available from QCAA) ○ Approved equipment list (when available from QCAA) <p>Parents/Carers need to</p> <ul style="list-style-type: none"> • read and adhere to the information provided by school, including the <ul style="list-style-type: none"> ○ External assessment timetable ○ External assessment student rules (when available from QCAA) ○ Approved equipment list(when available form QCAA) • support their child to prepare and participate in the external assessments for subjects in which they are enrolled. • Immediately contact the Year Level Deputy if their child is <ul style="list-style-type: none"> ○ attending an exam sick, injured or suffering the effect of an emergent personal or family circumstance ○ going to miss, or missed an external exam (refer to AARA process) |

Related Policy and Procedures

The following policies and procedures should be read in conjunction with the Caboolture SHS Assessment policy. Parent/Carers and students are encouraged to read and familiarise themselves with them.

Caboolture SHS Documents

- [Responsible Behaviour Plan for Students](#)
- [2019 Senior Handbook](#)
- [ICT Access agreement](#)
- [Whole School Curriculum Plan](#)

QCAA Documents

- [QCE & QCIA handbook 2019 \(QCAA\)](#)

Appendix 1. Managing student response length

Strategies for managing response length

Caboolture State High School is committed to supporting students to complete assessment response lengths within the required word limits and or time.

Before the assessment is submitted

Teachers support students to meet the syllabus requirements for the response length indicated in the assessment conditions and will:

- develop valid assessment instruments of suitable scope and scale
- implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments e.g.
 - provide examples of assessment responses within the required response length (word length, duration of time or page count)
 - explicitly model how to create a draft and edit a response to an assessment in the required mode
 - provide students with feedback at checkpoints and on the draft if the response does not match the required length
 - give advice to students about how to develop ideas and synthesise information relevant to the task and objectives being assessed to meet the assessment conditions.

After assessment is submitted

Caboolture SHS staff will implement the following strategies for marking student responses that exceed assessment conditions for response length and are submitted on or before the assessment due date.

- marking only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length
- or
- allow a student to **redact** a response to meet the required length before a judgment is made on the evidence in the student response.

Strategies for managing response length after submission may take into consideration:

- different strategies may be more appropriate for specific techniques and response types
- excluding evidence in parts of the student response may affect the student's results
- other students' responses or marks may be affected if the response was completed in a group, e.g. a performance in Drama.

When marking student responses, staff cannot:

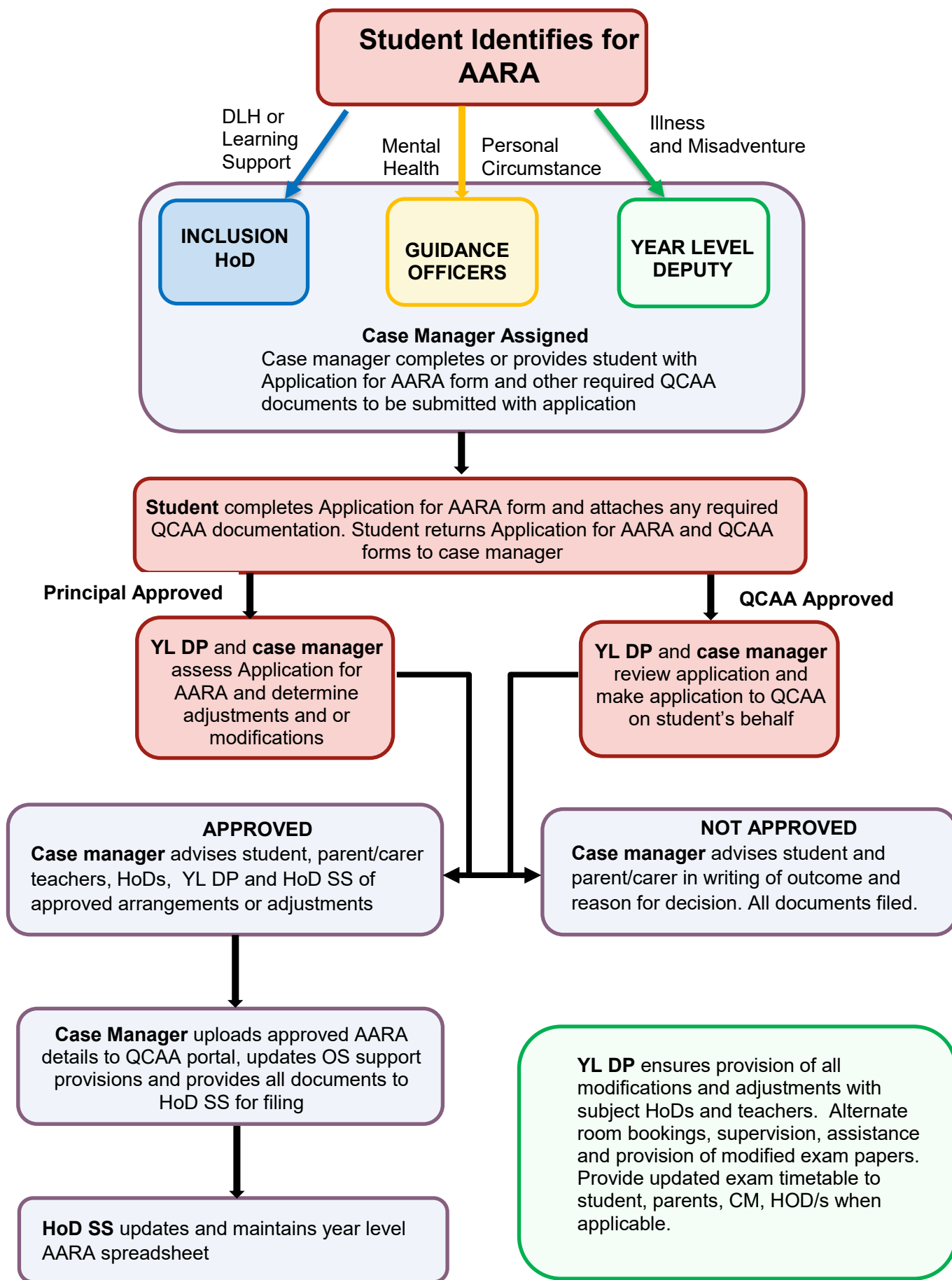
- change the tool being used for making a judgment
- penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result.

Teachers will annotate the student response to indicate the evidence used to determine the result. Elements to be included in or excluded from the word length or page count of a written response are provided in the following table.

Determining word length and page count of a written response

| | 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 • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations | <ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes* |
| <p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p> | | |

Appendix 2. AARA Application Procedure





APPLICATION FOR AARA – ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

This application is required to request a change to any conditions regarding a piece of assessment

Please refer to [Section 6 of the QCE and QCIA policy and procedures handbook 2019](#) for further information

| STUDENT'S FULL NAME | DATE OF BIRTH | HOUSE GROUP |
|--|---------------|--------------------------|
| | / / | |
| SUPPORTING DOCUMENTATION. Please tick below and attach the relevant document when submitting application | | |
| <input type="checkbox"/> Medical Report <input type="checkbox"/> Student statement <input type="checkbox"/> School statement <input type="checkbox"/> Police report <input type="checkbox"/> Official notice <input type="checkbox"/> Other | | |
| ELIGIBILITY CATEGORY - Please tick relevant box below | | |
| <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Cognitive | | |
| Please provide a short description of the student's disability, impairment, medical condition or circumstances for which this application for AARA is based | | |
| | | |
| Briefly describe what effect (limitations, restrictions and functional impact) the student's disability, impairment, medical condition or circumstances has on access to or participation in assessment | | |
| | | |
| PARENT/CARER SIGNATURE | | STUDENT SIGNATURE |
| PLEASE COMPLETE THE REQUESTED INFORMATION ON THE NEXT PAGE FOR EACH ASSESSMENT TASK THAT IS TO BE CONSIDERED IN THIS APPLICATION. BRIEFLY OUTLINE WHAT ACCESS ARRANGEMENTS OR SPECIFIC ADJUSTMENTS TO ASSESSMENT CONDITIONS (EXTENSION ETC.) ARE BEING REQUESTED? | | |

AARA REQUESTED

For each assessment item this application applies to please complete the following:

| Subject Code | Teacher Code | Assessment Item/Task | Due Date | AARA Request (due date, condition change, support required) |
|--------------|----------------|----------------------------|---|--|
| | | | | |
| HOD Approval | CODE: Date: | Is this request supported? | <input type="checkbox"/> YES <input type="checkbox"/> NO | If no, please give reason: |

| Subject Code | Teacher Code | Assessment Item/Task | Due Date | AARA Request (due date, condition change, support required) |
|--------------|----------------|----------------------------|---|--|
| | | | | |
| HOD Approval | CODE: Date: | Is this request supported? | <input type="checkbox"/> YES <input type="checkbox"/> NO | If no, please give reason: |

| Subject Code | Teacher Code | Assessment Item/Task | Due Date | AARA Request (due date, condition change, support required) |
|--------------|----------------|----------------------------|---|--|
| | | | | |
| HOD Approval | CODE: Date: | Is this request supported? | <input type="checkbox"/> YES <input type="checkbox"/> NO | If no, please give reason: |

| Subject Code | Teacher Code | Assessment Item/Task | Due Date | AARA Request (due date, condition change, support required) |
|--------------|----------------|----------------------------|---|--|
| | | | | |
| HOD Approval | CODE: Date: | Is this request supported? | <input type="checkbox"/> YES <input type="checkbox"/> NO | If no, please give reason: |

| Subject Code | Teacher Code | Assessment Item/Task | Due Date | AARA Request (due date, condition change, support required) |
|--------------|----------------|----------------------------|---|--|
| | | | | |
| HOD Approval | CODE: Date: | Is this request supported? | <input type="checkbox"/> YES <input type="checkbox"/> NO | If no, please give reason: |

| Subject Code | Teacher Code | Assessment Item/Task | Due Date | AARA Request (due date, condition change, support required) |
|--------------|----------------|----------------------------|---|--|
| | | | | |
| HOD Approval | CODE: Date: | Is this request supported? | <input type="checkbox"/> YES <input type="checkbox"/> NO | If no, please give reason: |

PLEASE SUBMIT THIS FORM ALONG WITH THE REQUIRED SUPPORTING DOCUMENTS TO THE YEAR LEVEL DEPUTY

Administration use only

| | | | |
|------------------|-------|----------------------------------|-----------|
| Deputy Principal | CODE: | Application Approved YES / NO | Date: / / |
|------------------|-------|----------------------------------|-----------|

If no, reason for rejecting application:

Case Manager Assigned - Year DP GO HOD Inclusion

| For units 1 or 2 | For units 3 and 4 | |
|--|--|--|
| | Internal Assessment | External Assessment |
| <input type="checkbox"/> Application saved in Portal (units 3 and 4) <input type="checkbox"/> Decision communicated to: Student, Parent/Carer, Teachers & HODs <input type="checkbox"/> RoC in OneSchool | Application saved in Portal Decision communicated to: Student Parent/Carer, Teachers & HODs RoC in OneSchool | Application made to QCAA Decision communicated to: Student, Parent/Carer, Teachers & HODs RoC in OneSchool |

The following table is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student's individual circumstances.

Summary of AARA documentation requirements

| Eligibility category | Examples of possible AARA | Supporting documentation required | Currency of supporting documentation for AARA applications – Units 3 and 4 | |
|----------------------|---|---|--|---|
| | | | Summative internal assessment | Summative external assessment and SEE |
| Cognitive | <ul style="list-style-type: none"> • Computer • Extra time • Reader • Rest breaks • Scribe | <ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement | <ul style="list-style-type: none"> • No earlier than Year 10 | <ul style="list-style-type: none"> • No earlier than Year 10 |
| Physical | <ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks | <ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement | <ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: dated within six months preceding the relevant assessment event | <ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 30 April of the assessment year. An additional, updated medical report may be required. |
| Sensory | <ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks | <ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement | <ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: dated within six months preceding the relevant assessment event | <ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 30 April of the assessment year |
| Social/emotional | <ul style="list-style-type: none"> • Alternative venue • Varied seating • Assistance • Rest breaks | <ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement | <ul style="list-style-type: none"> • Anxiety and depressive conditions: dated within six months preceding the relevant assessment event. • Other conditions: No earlier than Year 10 | <ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than 30 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10 |

Appendix 3. Management of Academic Misconduct

| Types of misconduct | |
|--|---|
| Cheating while under supervised conditions | A student: <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. |
| Collusion | When: <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. |
| Contract cheating | A student: <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. |
| Copying work | A student: <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam. |
| Disclosing or receiving information about an assessment | A student: <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials. |
| Fabricating | A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. |
| Impersonation | A student: <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student. |
| Misconduct during an examination | A student distracts and/or disrupts others in an assessment room. |
| Plagiarism or lack of referencing | A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). |
| Self-plagiarism | A student duplicates work, or part of work already submitted as a response to an assessment item in the same or any other subject. |
| Significant contribution of help | A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response. |

Consequences for Academic Misconduct

For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work Caboolture SHS will provide an opportunity for the student to demonstrate that the submitted response is their own work. Results will be awarded using any evidence available from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For all instances of academic misconduct

Results will be awarded using any evidence available from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR).

Further Information

See the *QCE and QCIA policy and procedures handbook* ([Section 8.5.1](#) and [Section 8.5.2](#)).

Where appropriate, Caboolture State High School's behaviour management policy may also be implemented.