

Assessment Policy

Rationale

This assessment policy ensures fairness, equity, and consistency in assessment. Teachers plan and implement assessment to monitor student learning and achievement against QCAA and DoE standards. Assessment provides evidence of learning, informs reporting to parents/carers, and supports continuous improvement.

Academic Integrity

“Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning are responsible for promoting and maintaining academic integrity.” (QCE and QCIA Policy Procedures Handbook V4.1, QCAA January 2023).

For our school, these responsibilities include:

- develop and regularly review school assessment policies and procedures ensuring alignment with DoE and QCAA policies
- ensure that assessment implementation maintains the integrity of assessment at all times and in all cases — including the use of flexible delivery options and AARA in situations affecting individual students, or development of comparable assessment
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students
- model academic integrity, e.g. by practising appropriate research, referencing, and adherence to copyright laws as a school community
- communicate the school’s expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers

Why Academic Integrity Matters

- Builds trust and fairness.
- Protects the credibility of qualifications.
- Prepares students for responsibilities in further education and work.

Senior students must complete the QCAA Academic Integrity course via myQCE.

Key Principles of Academic Integrity

1. Honesty

Submit work that is genuinely your own and be truthful about all aspects of your academic responsibilities. *Example: Being honest about reasons for missing a deadline and never falsifying data or information in assignments.*

2. Originality and Proper Acknowledgment

Avoid plagiarism by ensuring all ideas, words, and work borrowed from others are properly credited using the APA referencing style. *Example: Quoting or paraphrasing a source and citing it accurately according to the APA referencing style.*

3. Ethical Collaboration

Work with others only when permitted and ensure all group members contribute fairly. *Example: Not having someone else complete your assignment or using AI tools without the teacher's consent.*

4. No Cheating

Do not use unauthorized materials, tools, or assistance in assessments.

Example: Do not bring notes into a closed-book exam or seeking answers from another student during a test.

5. Respect for Intellectual Property

Acknowledge the original ideas, research, and creative work of others.

Example: Properly citing academic articles, books, or websites that inform your work.

6. Accountability

Take ownership of your learning by meeting expectations and accepting responsibility for your actions. *Example: Completing assigned tasks on time and being honest about any academic misconduct.*

Authenticity, Plagiarism and Student Work

Students are responsible for producing work that is authentic and genuinely reflects their own efforts and understanding. This involves upholding the principles of academic integrity and working ethically at all times. Students are expected to be honest and responsible in their academic practices, demonstrating respect for school expectations and QCAA guidelines. It is also essential that students acknowledge the contributions, ideas, and research of others by appropriately crediting all sources used (including charts, tables, graphs and other illustrative materials), through the use of the APA 7th Edition Referencing System.

Proof of authenticity

If plagiarism, fabrication or unauthorised AI use is suspected, the students must provide evidence of ownership within 24hours. Acceptable evidence includes:

- Research notes and reference lists relevant to the topic and aligned with the final submission
- Drafts/classwork demonstrating a consistent writing style, including grammar, punctuation and vocabulary
- Documentation of teacher feedback with evidence of student response during drafting (eg OneDrive version history or draft checkpoints)
- Verbal explanation of research/drafting process

Only verified sections will be marked and contribute to the result.

Academic Misconduct

Any form of academic misconduct attracts consequences, including possible loss of credits or a fail result.

Type of Misconduct	Examples
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 their 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, coded messages, 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 a supervised assessment • copies another student's work during a supervised assessment
Disclosing or receiving information about an assessment	A student or other person: <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, before a response to an assessment is completed • 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 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. A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	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 audio-visual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response

Acceptable and Unacceptable Uses of AI

Acceptable Uses of AI	Examples of Instructions	Unacceptable Uses of AI
Using AI to brainstorm ideas for an assignment	'Give me 5 ideas for a persuasive essay on climate change.'	Copying and submitting AI-generated work as your own
Asking AI to explain a difficult concept in simpler words	'Can you explain what photosynthesis is in simple terms?'	Using AI to write essays, reports, or creative tasks without doing your own work
Getting help with spelling, grammar, or rewording a sentence	'Critique the grammar in this sentence and tell me how to improve it.'	Using AI to complete homework or assessments without teacher permission
Using AI to practise quiz questions or revise content	'Give me a quiz to practise Year 8 history.'	Using AI to cheat on tests or exams
Getting help with coding by asking AI for examples or explanations	'Show me an example of how to code a basic calculator in Python.'	Copying AI-generated code and submitting it without understanding or modifying it
Asking AI to summarise a text you've already read	'Summarise this article in 5 dot points: [paste article]'	Asking AI to summarise a text you haven't read and pretending you've done the reading
Using AI to help organise ideas into a structure (e.g. dot points, outlines)	'Create list of ideas in bullet point form, providing instruction of what do talk about (regarding this question or text provided).'	Using AI to generate entire assignments, projects, or creative pieces
Using AI to explore different opinions or perspectives for class discussion	'What are different opinions about social media and mental health?'	Using AI to generate fake sources or information
Asking AI for feedback on your draft to improve your writing	'Provide critical feedback with suggestions for improvement in concise bullet points (regarding the text provided).'	Using AI to impersonate someone or spread false or harmful content

Consequences of AI Misuse

Senior Students

Draft Submission

If plagiarism, or the use of AI is suspected, the onus to prove ownership and authenticity sits with the student, **within one school day, 24 hours, of notification**. Ways to prove ownership include:

- Research notes relevant to the topic used for the evidence submitted
- Referenced sources used for the evidence submitted
- Formative classwork relevant to the topic for evidence submitted with a consistent writing style and language features such as grammar, punctuation and spelling
- Clear evidence of response to teacher feedback during the drafting stage or evidence of drafting from One Drive, or reaching checkpoints
- Verbal explanation of the research process used to create the evidence

Students must resubmit a draft that is entirely their own and is authenticated by their teacher as their own within 24 hours.

Final Submission

Final assessment will be treated as per QCAA guidelines. Only the sections of assessment that can be authenticated as the students' own work will be marked. This will provide the final result. The academic misconduct will be entered onto One School. The One School entry will be referred to the Head of Department of the Curriculum area and Senior Schooling. The Head of Department Senior Schooling will look for patterns of behaviour and discuss the academic misconduct with the parent.

Junior Students

Draft and Final Submissions

Students must resubmit a draft that is entirely their own and is authenticated by their teacher as their own within 24 hours.

The academic misconduct will be entered onto One School. The One School entry will be referred to the Head of Department of the Curriculum area and Wellbeing. The Head of Department Wellbeing will look for patterns of behaviour and discuss the academic misconduct with the parent.

Assessment Requirements

Assessment Schedules

- All students will have access to the assessment calendar
- Parents are able to access this same information through the website
- Due dates on the assessment schedule will refer to the week the assessment is due
- Specific due dates will be communicated to students in class and documented on their Task/Criteria sheets.

a. Task Sheets

- All summative assessment, (assessment used for the awarding of an academic result), will have a Task/Criteria Sheet which specifies the assessment conventions.
- Assessment convention will include:
 - a clear statement of the task
 - conditions and response type
 - the specific purpose of the assessment and its context and/or relation to course objectives
 - expected format, and length requirement
 - the criteria against which work will be assessed
 - specific due dates for presentation of drafts and final copy

b. Word Length

- Word length and timing are not negotiable.
- Parts of the response that exceed the word length will not be eligible for credit.
- Criteria and marking guides are applied to the evidence provided in responses.

c. Drafting

- Drafting is an essential part of the feedback cycle and allows both the student and the teacher to gauge the progress of learning that has occurred prior to final assessment.
- Teachers do not edit or correct all errors in a draft and instead provide feedback on areas issues that the student needs to address.
- Drafts that are submitted past the due date will not be considered for feedback.
- Drafts will be used as evidence of student achievement and awarded a grade, if the final version is not submitted on, or before, the due date.

Submission of Assessment

a. Assessment submission

- Students are required to submit their assessment, with the exception of practical tasks or exams, through Turnitin.
- Students who are absent from school on the day of their assessment are still expected to submit their work through Turnitin by the due date.
- Once students have submitted their work, it will be marked and a grade will be awarded. For senior students, opportunities to resit or reattempt the assessment are not available in the event of a failing result.

b. Oral/Practical Submission

- All oral/practical assessment is to be submitted to the teacher during the lesson on the due date.
- Students who are unavoidably absent from school on the day of their assessment, are required to contact their teacher as soon as practical.

c. Exam Procedures

- Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses.
- Students should arrive at the exam room promptly and if during an exam block, at least 10 minutes prior to the exam.
- It is the student's responsibility to bring all required materials and equipment but they must not bring in to the exam room any specifically-prohibited items such as mobile phones, smart watches, computers/iPads etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.
- Students may not communicate with anyone other than the exam supervisor during the exam.
- Supervising teachers cannot provide advice or assistance to students with questions regarding the materials, content or questions of the examination.
- Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor.
- To support students with time management, exam supervisors will clearly communicate time junctures such as 30 and 10 minutes before the finish time.
- Students who are unavoidably absent from school on the day of their exam, are required to contact their teacher as soon as practical. This is in addition to the parent contacting the school to notify of the absence.

d. Late and Non-Submission

- All assessment must be submitted on or before the due date.

- When the assessment is not submitted by the due date; late submissions will not be accepted. The result will be based on evidence available on or before the due date.
- When there is no evidence on or before the due date, a result cannot be awarded.
- Students may apply for an AARA or Special Consideration and/or Illness and Misadventure if there are valid grounds

Special Provisions / Access Arrangements and Reasonable Adjustments (AARA)

a. Purpose

- Benowa State High School recognises that some students may require special arrangements and/ or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably.
- Special Provisions (Year 7 – 10), Access Arrangements and Reasonable Adjustments (AARA, Year 11-12) are designed to assist students who have a disability, impairment, medical condition, or experience other circumstances which may be a barrier to their performance in assessment.
- Special Provisions/AARA must be planned as early as possible to remove these barriers. Please make sure that Special Provisions/AARA are received before the due date or at maximum 3 days after due dates.
- Students are not eligible for Special provisions/AARA for:
 - unfamiliarity with the English language,
 - matters that could have been avoided such as misreading a task sheet or exam timetable,
 - matters of the student or family choosing things such as family holidays.

b. Process

- Students, parents or staff may identify a student as requiring Special Provisions / AARA.
- For Years 7-10, Special Provisions need to be discussed and submitted to the relevant HOD of Wellbeing and Engagement.
- For Years 11-12 AARA applications need to be discussed and submitted to HOD Senior Schooling
- The application form for an AARA is available on the school website or from HOD Senior Schooling. Parent fact sheets are available to explain the process in detail.
- Supporting evidence must be submitted which may include but is not limited to, prior recognition of a verified disability, medical report, police report, official notices or psychologist's assessment.
- Parent/Carers must sign the form indicating their support of the application.
- Approved Special Provisions / AARAs will be documented in OneSchool under "Support Provisions" and classroom teachers notified.
- In Years 11 and 12, AARA applications for summative assessment in Units 3 and 4, will need the approval of QCAA.

c. Examples of AARA

- Alternative venue or due date, assistance from teacher aide or assistive technology, rest breaks or extra time, scribe or reader, alternative format of task, varied seating or audience.
- The Special provisions / AARA allocated will be dependent on the needs of the student, the evidence submitted and the nature of the task. A student must be allowed to demonstrate what they know and can do in relation to the task and the AARA must support this process.

Illness and Misadventure

a. Purpose

- An Illness and Misadventure provision allows for unavoidable and unexpected events which may impact on a student's ability to complete assessment. These are events that are beyond the student's control such as illness/accident, family emergency or unforeseeable technical issues.
- Students are not eligible for Illness and Misadventure for:
 - matters that could have been avoided such as misreading a due date or exam timetable;
 - matters of the student's or family's choosing such as family holidays.

b. Process

- Students, parents or staff may identify a student as requiring Illness or Misadventure provision.
- For Year 7-10, students/parents need to contact the classroom teacher if they are absent on the day of an exam/oral assessment.
- For Year 11-12, and illness and misadventure application needs to be submitted to the HOD Senior Schooling.
 - Supporting evidence must also be submitted which may include but is not limited to medical reports, police reports, official notices or psychologist's assessment.
 - According to the QCE/QCIA Policy Handbook 2023, supporting medical reports for Illness and Misadventure in Year 11 or 12, must include:
 - The illness, condition or event
 - 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
 - For non-medical claims, written evidence from a relevant independent professional or other independent third party such as a witness or police report
 - Parent/Carers must sign the form indicating their support of the application.
 - Outcomes will be for either an extension or exemption. However, exemptions are not applicable for Vocational Education and Training certificates or course studies in Year 11 or 12.
 - Approved Illness and Misadventure applications will be documented in OneSchool under "Support Provisions" and classroom teachers notified.
 - In Years 11 and 12, Illness and Misadventure applications for extension of summative assessment in Units 3 and 4, will need the approval of QCAA.