

Senior Secondary Assessment Policy (Years 11 & 12)

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. Students in Years 7-10 should refer to the **Secondary Assessment Policy; Yrs 7-10**.

Purpose

Annandale Christian College seeks to be a vibrant learning community under the Lordship of Jesus Christ, where all stake-holders (i.e. parents, students, staff and interested members of the wider local community):

- *are valued as Christ's image bearers*
- *willingly accept their individual and collective roles and responsibilities within the college environment and*
- *actively pursue positive Godly relationships with all other members of the college community in order that all have the opportunity to serve, lead, teach, learn and achieve to their full potential.*

This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Assessment is the process of collecting, identifying, interpreting, evaluating, recording and reporting evidence of student performance. It informs the teaching and learning process and reports on the student's outcomes in each unit of work, often, but not necessarily, in relation to standards. It is a requirement that schools assess students and report regularly to students, parents (in particular) and the wider community.

At Annandale Christian College assessment should be based on Biblical principles and reflect the values, mission statement and aims of the school. It should also comply with Queensland Curriculum and Assessment Authority requirements the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 .

All assessment should be based on the following foundations:

- God has given each student different gifts and talents. Assessment should be qualitative, honest and truthful (Ephesians 4:15), based on a paradigm of acknowledging each student's gifts and the fact that each student is special to God and has a plan and purpose in life (Matthew 18:5-14).
- Each child is of inestimable value and this value is independent of their gifts. Each child's gifts are from God who made us and are distributed sovereignly and therefore are nothing to boast about.
- Assessment should recognise effort/gifting and be flexible (i.e. open to modification), based in a caring relationship where the teacher genuinely knows the student and seeks to encourage development of the gifts God has given them (Ephesians 4:29).
- Feedback should emphasise student strengths and weaknesses (Ecclesiastes 12:14) and not simply ranking students (though this latter function is required as a requirement by QSA and ACARA).
- As a general principle, teachers should also encourage students to employ self-assessment methods (Galatians 6:4) where appropriate in order to develop sound self-management techniques and general learning capabilities.

Promoting academic integrity

Annandale Christian College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>The senior assessment policy is located on the <i>Policies and Procedures</i> section in the College's data drive, the college's website at www.acc.qld.edu.au and in the Senior Subject Selection Handbook. All questions regarding this policy should be directed to the Head of Secondary.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in Care classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • 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. Click or tap here to enter text.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	<p>Annandale Christian College has high expectations for academic integrity and student participation and engagement in learning and assessment. 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. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</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

	<ul style="list-style-type: none"> • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses. Year 11 students will complete this as part of their Study Skills program early in Term 1.</p>
<p>Due dates Section 8.5.2 Section 8.5.3</p>	<p>.For the purposes of this policy, a student is deemed to have met the due date by submitting by 12.00pm midnight (2400 hours) on the due date.</p> <p>School responsibility Annandale Christian College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses will be published in the assessment schedule and checkpoints and drafts included on Term overviews for each stubject. All students will be provided with their assessment schedule by the end of Week 3.</p> <p>The assessment schedule 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 • 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 due dates in their diaries • 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 a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Secondary and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate, and complete an application form (available from the Secondary Office) • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>Students are NOT eligible for extensions to due dates: If there is a known reason for an absence that is a matter of the student’s or parent’s/carer’s own choosing (e.g. family holidays), and the student will be absent on the day the assessment is due, then the school can make the decision to:</p> <ul style="list-style-type: none"> • for examinations — offer a comparable examination before the due date; or • for non-examinations — require students to submit/present the assessment before the due date. <p>Examples of these situations may include:</p> <ul style="list-style-type: none"> • district, regional, state or national representation for sport e.g. athletics, touch

	<ul style="list-style-type: none"> • district, regional, state or national representation for cultural activities e.g. ballet, debate <p>All final decisions are at the Head of Secondary’s discretion. Refer to further AARA information later in this document</p>
Submitting, collecting and storing assessment information Section 9	<p>Assessment instruments will provide information about the College’s arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the College’s academic integrity software ‘Turnitin..</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student’s folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
Appropriate materials Section 7.1 Section 8.5.3	<p>As a Christian College, material and texts are chosen with care to be sensitive to a Christian World View. Where prescribed texts are used that don’t necessarily align with Christian perspectives, students will be given opportunities to engage with and critique the texts from a biblical perspective.</p>

Ensuring academic integrity

Annandale Christian College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	<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 instrument • 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>
Checkpoints Section 8.5.3	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship.

	<p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Curriculum Heads and parents/carers will be contacted if checkpoints are not met.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</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 <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity 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 hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified by phone or email about non-submission of drafts and the processes to be followed.</p>
<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. 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. <p>After all these strategies have been implemented, if the student's response exceeds the word 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 to redact their response to meet the required length, before a judgment is made on the student work. <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Queensland College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>

<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>Annandale Christian College is committed to reducing barriers to success for all students. AARA are actions taken by the school 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.</p> <p>The college follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>The Head of Secondary, in conjunction with the College's Learning Support Coordinator, manages all applications and approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Head of Secondary or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</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 • matters of the student's or parent's/carer's own choosing (eg. holidays, participation in sporting teams) • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Head of Secondary as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the Secondary Office and the College's website (Student Wellbeing Tab).</p> <p>To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:</p> <ul style="list-style-type: none"> • the illness, condition or event (including details of a diagnosis, where applicable) • date of diagnosis, onset or occurrence • symptoms, treatment or course of action related to the condition or event • explanation of the probable effect of the illness, condition or event on the student's participation in the assessment • for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a police report.
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this

	<ul style="list-style-type: none"> was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
Internal quality assurance processes Section 8.5.3	<p>Annandale Christian College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA quality assurance of judgments about student achievement. <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
Review Section 9.1 Section 9.2 Section 9.5	<p>Annandale Christian College's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: <i>External assessment — administration guide</i> (provided to schools each year)	<p>The College will refer to the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students to implement and communicate the required assessment processes.</p>

Managing academic misconduct

Queensland College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <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. 	<p>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented.</p>
Collusion	<p>When:</p> <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. 	<p>For authorship issues When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. If this is not satisfied, results will be awarded using any evidence from the preparation of the response that is available 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. The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented.</p> <p>For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented.</p>
Contract cheating	<p>A student:</p> <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. 	<p>When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. If this is not satisfied, results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or</p>

	Types of misconduct	Procedure
		before the due date. Where contract cheating is verified, the instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented.
Copying work	<p>A student:</p> <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. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. If this is not satisfied, results will be awarded using any evidence from the preparation of the response that is available 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. Where copying has been verified, the instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented.</p> <p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented</p>
Disclosing or receiving information about an assessment	<p>A student:</p> <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. 	<p>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented</p>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	<p>When sources and references in student work cannot be established the college will provide an opportunity for the student to demonstrate that the sources and references are valid. If this is not satisfied, results will be awarded using any evidence from the preparation of the response using valid sources. Where fabrication is verified, the instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented.</p>

	Types of misconduct	Procedure
Impersonation	<p>A student:</p> <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. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. If this is not satisfied, results will be awarded using any evidence from the preparation of the response that is available 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. Where impersonation has been verified, the instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented</p> <p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented</p>
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented</p>
Plagiarism or lack of referencing	<p>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).</p>	<p>When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. If this is not satisfied, results will be awarded using any evidence from the preparation of the response that is available 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. Where plagiarism has been verified, the instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented</p>
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	<p>Where self-plagiarism has been verified, results will be awarded using any evidence from the preparation of the response that is available 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. The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented</p>

	Types of misconduct	Procedure
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.	Where significant contribution by a third party has been verified, results will be awarded using any evidence from the preparation of the response that is available 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. The instance will be referred to the Head of Secondary and where appropriate, the school's behaviour management policy will be implemented