



COLUMBA CATHOLIC COLLEGE

YEARS 7-12

ASSESSMENT POLICY AND PROCEDURES

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Shine at Columba

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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 departments.

This policy also includes information for teachers, students and parents / caregivers about the roles, responsibilities and processes to ensure the integrity of assessment that applies to students in Years 7-10 completing the Australian Curriculum.

PURPOSE

Columba Catholic College is committed to an educational philosophy that 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 for the QCE, as outlined in the *QCE and QCIA Policies and Procedures Handbook* and QCAA syllabuses. It also applies to students completing the Australian Curriculum.

PRINCIPLES

Columba Catholic College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, extended response, investigation, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the 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

Columba Catholic 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>Columba Catholic College's Assessment Policy is located on the school website. All questions regarding this policy should be directed to the Deputy Principal Administration.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester/unit in homeroom and pastoral care classes. Relevant processes will be revisited:</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.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	<p>Columba Catholic College has high expectations for academic integrity and student participation and engagement in learning and assessment. Commencing in Year 10, 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 responsibilities</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • 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.</p>
Due dates Section 8.5.2 Section 8.5.3	<p>Columba Catholic College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. To allow for consistency, students in Years 7-10 also adhere to the gathering of evidence on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 each semester / unit.</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 / unit
- give consideration to allocation of workload.

Student responsibilities

Students are responsible for:

- recording due dates in their diaries
- planning and managing their time to meet the due dates
- informing the school as soon as possible after they receive the assessment schedule if they have concerns about assessment load and meeting due dates.

In cases where students are unable to meet a due date, they will:

- inform the Subject Teacher and Curriculum Leader as soon as possible
- if absent due to special circumstances e.g. bereavement, on the due date: parent / caregiver and or students in Year 11 and 12 (and Year 10 Religion and Ethics) should contact the Deputy Principal Administration or Senior School Program Leader immediately. Year 7-10 parents / caregivers and or students should contact the subject teacher and Curriculum Leader to discuss the circumstances
- complete the 'Access Arrangements and Reasonable Adjustment' form (Year 10 R&E, Year 11 and 12) or 'Application for Extension / Change of Date Form' (Years 7-10)
- provide the school with relevant documentation. This must be attached to the relevant application forms. Years 10-12 students must have a Confidential Medical Report or detailed medical certificate attached to the application. Years 7-9 students a medical certificate or detailed note.
- submit the relevant documentation e.g. 'Access Arrangements and Reasonable Adjustments' form and supporting documentation to the Subject teacher for consideration
- have the support of the parent / care giver, subject teacher, Curriculum Leader and Deputy Principal Administration to be approved
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school
- attend Assessment Support (Year 7-12 students) if check points are not met or complete drafts are not submitted.

Requesting an extension or variation to an exam date:

Scenario 1:

Planned absence from school (e.g. representative sport, funeral). Note that exams will not be adjusted for family holidays or because the student is commencing holidays at the end of the term early.

Procedure:

- Students are required to submit assignments on or before the due date.
- Students can apply to sit an exam after the due date (must collect an application form and attach supporting documentation).

Scenario 2:

Absence due to illness / misadventure

Procedure:

- Student submits assignment upon return to school (medical certificate required for students in Years 10-12). Student

	<p>completes the application for extension form and attaches the supporting documentation.</p> <ul style="list-style-type: none"> • In the case of an exam, Students will sit the task on the first day back from absence or at a time that is negotiated with the school. Student completes the Application for Extension form and attaches the supporting document to the form on the first back. <p>Scenario 3: Non-submission by the due date.</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Student work completed prior to the due date will be used for marking purposes. If this work is not available, students will be awarded a NR (not rated). This will result in the loss of QCE credit in the senior school. <p>Students should not assume that an extension has been granted until they are informed that this is the case by the subject teacher.</p> <p>Teachers must attach a copy of the approved application form to the student's completed assessment item prior to filing.</p> <p>All final decisions are at the Principal's discretion. Refer to AARA information.</p>
<p>Submitting, collecting and storing assessment information</p> <p>Section 9</p>	<p>Assessment instruments will provide information about Columba Catholic 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>When submitting a draft or final response students will:</p> <ul style="list-style-type: none"> • hand and/or electronically submit the response personally to the teacher on or before the due date specified • submit the response at the start of the lesson on the due date, unless directed otherwise by the teacher • submit the response to the teacher of the subject by 3.00pm if they do not have a lesson on the due date • email the response to the teacher by 3.00pm on the day it is due if absent • submit a hard copy to the teacher on the day the student returns to school. <p>Technological breakdown, which includes computer malfunctions, USB problems, printer or printing problems or loss of electronic work due to a failure to back up cannot be used as a reason for late submission of work or for requests of an extension.</p> <p>Students are responsible for backing up and making hard copies of assignments. Students are to save their work after each working session to their drive. Students are strongly encouraged to email files to their school email account or an external device to ensure a back-up copy is readily available and accessible. Students should retain printed drafts or assignments and notes of material from research and attach to the final</p>

	<p>submission copy of the task. The Library is available for the printing of assignments.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio, located in the filing cabinets in the Teacher's Staffroom. Electronic copies of Year 10 RAE and Year 11 and 12 student responses will be stored on the College's server. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Columba Catholic College's Handbook.</p>
Appropriate materials Section 7.1 Section 8.5.3	<p>Columba Catholic College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

ENSURING ACADEMIC INTEGRITY

Columba Catholic 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 in this context.

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> <p>As students progress throughout their course of study, scaffolding will vary from task-to-task, year level-to-year level.</p>
Checkpoints Section 8.5.3	<p>Checkpoints will be:</p> <ul style="list-style-type: none"> • detailed on student task sheets • used to monitor student progress • used to establish student authorship. <p>Students will <u>work on assessment during designated times</u> and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Department Curriculum Leaders, Residential Leaders and parents/caregivers will be contacted by phone or email if checkpoints are not met. Details of all contact made must be recorded in the Chronicle section of Compass.</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 • provided within one week of submission of a draft. <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 located in the filing cabinets in the teacher’s staffroom and for Year 10 Religion and Ethics and Year 11 and 12 subjects electronically on the school server.</p> <p>Drafts are submitted to the teacher as specified by the conditions outlined on the task sheets.</p> <p>Parents / caregivers and Residential Leaders will be notified by phone or email about non-submission of drafts and the processes to be followed. All communications must be recorded in Chronicle in Compass.</p> <p>If students do not submit a draft on or before the due date / checkpoints, they will be detained to attend Assessment Support and complete the response. Assessment Support is supervised by the Deputy Principal Administration and/or a Curriculum Leader.</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 may be available. • Feedback about length is provided by teachers at checkpoints. • Students are required to include a word count on their drafts and final submission. <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>Teachers will 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>Columba Catholic College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>Examples of authentication strategies include:</p> <ul style="list-style-type: none"> • class time provided for the completion of the task • teacher feedback provided on an annotated draft • interviews or consultations with students as they develop the task • use of plagiarism software when assessment is due eg. Turnitin to submit drafts and final submissions • acknowledging all sources used • comparing the responses of students who have worked in a group. <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>Columba Catholic 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>In Years 10-12 the College Principal manages all approval of AARA for students with the assistance of the Learning Enrichment Program Leader, Senior School Program Leader and Deputy Principal Administration.</p> <p>In Years 7-9, AARA will be determined and implemented by the Deputy Principal, Learning Enrichment Program Leader and Curriculum Leader in consultation with other stakeholders.</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 Principal, Deputy Principal Administration or Senior Schooling Program Leader.</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 • matters that the school could have avoided. <p>Being absent for a couple of lessons, family holidays, leaving early at the end of term or inability to complete work outside of school due to other commitments are not grounds for an extension. The College must be advised of an unavoidable impending absence as soon as possible.</p>

	<p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/caregivers must contact the subject teacher and Curriculum Leader as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the 'Access Arrangements and Reasonable Adjustment' form, the Confidential Medical Report Template and other supporting documentation are available from the school office.</p> <p>In Years 10, 11 & 12, AARA will be authorised by the Principal, Deputy Principal Administration or Senior School Program Leader, or the Queensland Curriculum Assessment Authority (QCAA).</p> <p>Students in Years 10, 11 & 12 will require documentation such as a Confidential Medical Report or evidence of verified disability.</p> <p>In Years 7-9, extensions will be determined and implemented by the Deputy Principal, Curriculum Leader and subject teacher in consultation with other stakeholders.</p> <p>A medical certificate or detailed note must be attached to the 'Application for Extension / Change of Date Form'.</p>
<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 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 and indicated on student report cards (all year levels). <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject or receive credit for the unit.</p>
<p>Internal quality assurance processes Section 8.5.3</p>	<p>Columba Catholic 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 and TCEO. quality assurance of judgments about student achievement. A sample set of student responses are moderated by teachers within the curriculum area. Students are to receive their results within two weeks from the submission date.

	<p>In Year 12, 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>Columba Catholic 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> <p>Years 7-12 student work across all year levels is moderated by subject teachers and Curriculum Leaders throughout the year.</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</p> <p>Section 7.3.2 Section 10.3 Section 10.4</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>Refer to the <i>QCE and QCIA Policy and Procedures Handbook</i> (Section 7.3.2) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the School External Assessment (SEA) Coordinator, teachers and students.</p>

MANAGING ACADEMIC MISCONDUCT

Columba Catholic 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:

QCE and QCIA policy and procedures handbook	Types of misconduct	Procedures for managing academic misconduct
<p>Cheating while under supervised conditions</p>	<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>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA Policy and Procedures Handbook</i> (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Behaviour Management Policy will be implemented.</p> <p>If a student demonstrates academic misconduct during an examination:</p> <ul style="list-style-type: none"> • Instances of academic misconduct will be noted, when the instance occurs, by the supervising teacher. • The student will be permitted to complete his/her paper. • The supervising teacher must report the incident to the relevant subject teacher, Curriculum Leader and Deputy Principal Administration who will conduct an investigation into the circumstances surrounding the incident. • Teachers and Curriculum Leaders will record details of the incident in Chronicle located in Compass and place a paper copy on the student's file. • The subject teacher is required to inform the parents / carers of the details of the incident. • Appropriate procedures and consequences will be applied as indicated in the College's Behaviour Management Policy.

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</p> <ul style="list-style-type: none"> • 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. <p>For all instances of academic misconduct</p> <ul style="list-style-type: none"> • Any work that is not the student's own is disregarded in the calculation of a final result. • 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.
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>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.</p>
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>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA Policy and Procedures Handbook</i> (Section 8.5.1 and Section 8.5.2). 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 <i>QCE and QCIA Policy and Procedures Handbook</i> (Section 8.5.1 and Section 8.5.2). 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. 	<ul style="list-style-type: none"> • Any work that cannot be verified as authentic is disregarded in the calculation of a final result. Students will only be assessed on the work using credible sources / data.

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. 	<ul style="list-style-type: none"> • Students are required to present their student identification card at all examinations/supervised sessions, if not known to staff. • Students will receive a 'Not Rated' (NR) for their response.
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	<ul style="list-style-type: none"> • Prior to the commencement of work under exam conditions teachers will read instructions to students, giving students the opportunity to check for any unauthorised equipment/materials not permitted in the examination room. Teachers will also outline the conditions by which students are required to complete the task. • In the event of misconduct during exam conditions, supervisors are permitted to remove the student from the examination room and send them to the office. Failure to comply with the requirements of supervised conditions will result in a 'Not Rated' (NR) being awarded.
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>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.</p> <p>For all instances of academic misconduct</p> <ul style="list-style-type: none"> • Any work that is not the student's own is disregarded in the calculation of a final result. • 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. <p>Procedure to be followed:</p> <ul style="list-style-type: none"> • Evidence must be gathered by the teacher and the findings indisputable.

		<ul style="list-style-type: none"> • This evidence is then presented to the relevant Curriculum Leader who will liaise with the Deputy Principal Administration in order to determine the appropriate course of action. • As determined by the Deputy Principal Administration, parents are contacted by the subject teacher to arrange a face-to-face meeting. • Declining this meeting is at the discretion of parents. The evidence must be made available at this meeting. • An appeal by the student must be made in writing within five (5) days to the relevant Curriculum Leader who will then consult with the Deputy Principal Administration. • The final decision rests with the Deputy Principal Administration/Principal. • The result will then be recorded on the student's academic profile for the relevant subject.
Self-plagiarism	A student duplicates work, or part of work already submitted by them as a response to an assessment instrument in the same or any other subject.	Students will not receive credit for duplicated/resubmitted work.
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.	<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.</p> <p>For all instances of academic misconduct</p> <p>Any work that is not the student's own is disregarded in the calculation of a final result.</p> <p>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.</p>