



CENTENARY HEIGHTS STATE HIGH SCHOOL

SENIOR SECONDARY (Years 10 - 12) ASSESSMENT POLICY

EFFECTIVE FROM 01/01/2024



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OVERVIEW

This policy encompasses the administering of assessment in Years 10 – 12. Assessment plays an integral role in improving learning and informing teaching.

The purpose of this policy is to outline roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) for students in the Senior phase of learning:

- To provide staff, students and families with relevant information on all matters relating to assessment
- To ensure that assessment procedures are clear and equitable for all students
- To meet the requirements of the *QCE and QCIA policy and procedures handbook* and the Department's Curriculum, Assessment and Reporting Framework.

The policy applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Our vision for our school community is:

A learning community promoting equity and excellence for all students in pursuit of their personal best. We strive to develop independent, holistic, lifelong learners; leaders and citizens who are agile and skilled with the social capability to thrive now and navigate toward a successful future.

Centenary Heights Pillars: Learning Success, People of Distinction, Ready for their future.

Purpose

Centenary Heights State High School aims to provide a quality education underpinned by safety, respect and learning. Within a caring and supportive environment, students undertake learning experiences intended to motivate them to progress towards attainment of their academic potential. This policy is designed to build students' capacities as they progress towards summative assessment completion for the QCE at the completion of schooling.

Principles

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

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the achievement standard as described by the Australian Curriculum.

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:

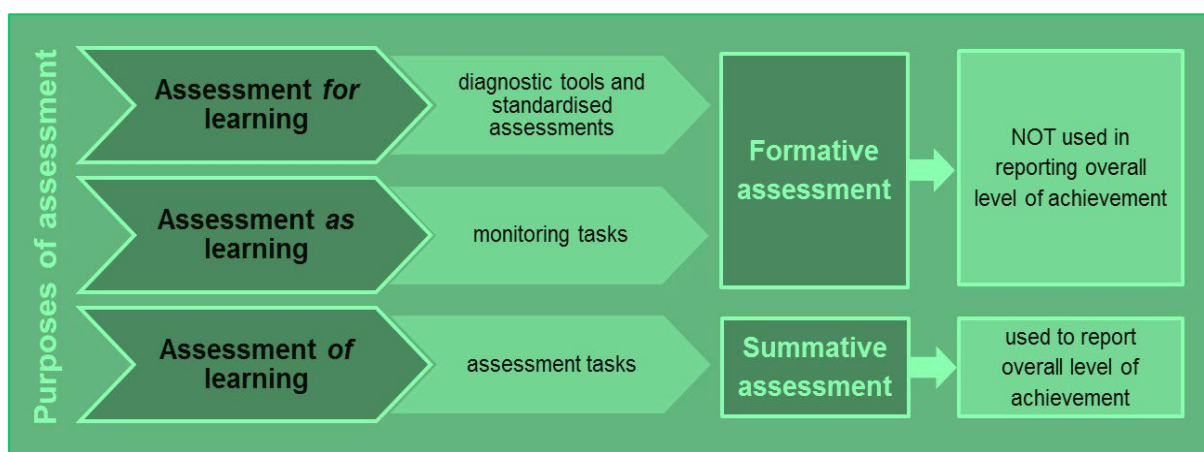
- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable and/or repeatable.

What is Assessment of Learning?

Purpose of Assessment

Assessment is an integral component of systematic curriculum delivery. Teachers frontend assessment in whole school curriculum plans at the unit planning level.

The main purposes of assessment is to gather information and monitor student progress, inform teaching and learning, and report on achievement of the relevant achievement standards.



Key Policy Documents

- [QCAA K -12 policy and resources: Student assessment](#)
 - Understanding K-12 Assessment
 - Principles of quality Assessment
 - Attributes of quality Assessment

Additionally, this policy has been developed under the consideration of the Queensland Curriculum and Assessment Authority Assessment (QCAA) *Policy and Procedures Handbook v4.0 Section 7 and Section 8*.

[QCE and QCIA policy and procedures handbook v4.0](#)



[Department of Education - Curriculum, Assessment and Reporting Framework](#)

Engaging in learning and assessment

Centenary Heights State High School has high expectations for academic integrity and student participation and engagement in learning and assessment.

The QCAA issues a QCE to an eligible student when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

The set amount of learning is measured in credits. Credits are recorded in a student's learning account when the set standard for learning has been met. Credit towards a QCE can only be accrued for successful completion of the equivalent of whole units or pairs of units. For example, for Applied and General subjects, students complete Unit 1 and/or Unit 2 or Units 3 and 4 as a pair of units.

In order to receive an overall subject result for Units 3 and 4, students must:

- complete Units 3 and 4 as a pair
- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the common internal assessment (CIA)
- for General or General (Extension) subjects, complete all aspects of the summative external assessment, on the date published on the QCAA website
- for a General (Senior External Examination) subject, complete all requirements of the Senior External Examination.

Where there is no evidence of a response to each summative internal assessment on or before the due date, where no AARA has been approved, and where an NR is recorded, a subject result cannot be allocated.

Student responsibility

Students are expected to:

- engage in the learning for the subject or course of study, which requires satisfactory attendance, completion of course work, learning activities and assessment.
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date.

Changing subjects

To receive QCE credit for a unit or unit pair, a student needs to complete all of the learning and assessment as outlined in the syllabus, or in their school's approved study plan for that subject. For example, if a student considers changing from General Mathematics to Essential Mathematics after the beginning of Unit 3, the student needs to complete all learning and assessment required for Essential Mathematics Units 3 and 4, as they are different subjects, with a different syllabus, subject matter and endorsed assessment. If part of the learning and some internal assessment for a unit is completed in one subject, it does not contribute to the completion of the learning and assessment in another subject.

If a unit or pair of units is incomplete, due to non-completion of assessment, a unit or subject result cannot be awarded and no credit towards the QCE will accrue for the unit/s.



GENERAL CONDITIONS

Assessment Schedule

Teacher responsibility

Teachers are responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments. Teachers will ensure the schedule of assessment:

- aligns with syllabus requirements
- provides sufficient working time for students to complete the task;
- allows for internal quality assurance processes;
- enables timelines for QCAA quality assurance processes to be met;
- be clear to teachers, students and parents/carers;
- be consistently applied
- be clearly communicated within the Assessment Planner by the end of week 3 each semester; and
- gives consideration to allocation of workload.

Senior Year Level Deputies will review the Assessment Planner to ensure an individual student has no more than three assessments due on any day. Some changes may occur due to extenuating or unforeseen circumstances, whereby students will be given adequate notice in writing by the relevant Head of Department (HOD).

Student responsibility

All students will be provided with their assessment schedule by Week 3 of each semester. Students will:

- be responsible for recording these dates in their diaries and adhering to these due dates.
- submit their responses on the day a task is due before the Close of Business (COB) of the school office, which is 3.45 pm. Where specific dates are not provided, due dates refer to week beginning to accommodate multiple classes. For exam blocks, dates are set closer to the scheduling of the allocated block. CHSHS is required to adhere to QCAA policies about due dates.
- make full use of the class time provided to work on assessment.
- Comply with checkpoints as outlined on task sheets, providing evidence of work completed as part of authentication processes (see Authentication section).
- present their draft and final copies of assignments by the due dates
- reference using the APA (American Psychological Association) Reference System.



DRAFTING

Drafting is an important part of teaching and learning. A draft is a body of evidence that is provided by students in response to an assessment and is nearly good enough to submit; that is, it is the student's second or third attempt at the assessment. Types of drafts differ depending on subject, for example: written draft; rehearsal of a performance piece; or a product in development. Drafts may also include recordings of oral responses, in addition to a written script of an oral response. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons as their final submission. Evidence will be collected at specific checkpoints as outlined on task sheets. Drafting is a consultative process, not a marking process.

Providing feedback on a draft

When providing draft feedback, teachers:

- will not compromise authenticity of a student response by adding ideas
- will not edit or correct grammar and spelling but note feedback
- will review a maximum of one draft of each student's response
- will return responses within one week of submission of draft.

Note - Draft feedback may vary for students with approved assessment adjustments.

Other considerations:

- a copy of feedback is stored either as a digital or hard copy by the teacher; and
- parents and caregivers will be notified by email or phone call about non-submission of drafts and the processes to be followed.

In providing feedback, teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing rather than correcting or editing all the textual errors in a draft
- provide some written feedback
- provide a summary of their feedback and advice to the whole class.

Incomplete or late drafts will not receive feedback; however, verbal feedback may be given at the discretion of the teacher.

Students will also be expected to sign a declaration of authenticity when submitting assignment responses. In the event that the final copy of a task has not been submitted on or before the due date and time, a student's draft will be marked as a final copy. Failure to submit a draft may result in a N being awarded as student authenticity is unable to be verified.

Parents/carers should also support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members and others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response ([see Section 8.1](#)).



Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the criterion sheet.

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:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class
- peer feedback.

Students will:

- respond to teacher draft feedback to improve their response for final submission
- develop a response of the required length (neither significantly over or under the required length)
- document the length of their response using a word count, page count or time.

Features of effective feedback

Teachers and students make use of qualitative and quantitative assessment information to improve learning. Effective feedback:

- Encourages self-reflection
- allows students to actively monitor and evaluate their own learning
- facilitates self-direction and motivation.

Together assessment and feedback support continuous, collaborative, active and self-directed learning.

Effective feedback is:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards/descriptions
- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment.

Feedback opportunities

Teachers provide feedback that varies throughout the teaching, learning and assessment process. Opportunities for feedback in the classroom may include:

- ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way
- reviewing how students are working towards their learning goals
- working with students on classroom tasks in preparation for the assessment task



- encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing
- enabling students to practise self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.

Scaffolding

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors and the mode of response required
- using visual frameworks or graphic organisers to plan responses.

Scaffolding for assessment

When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument so that a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response (e.g. identifying what information should be included in each paragraph or section of a response) or interfere with students' ability to independently demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments in Units 3 and 4 should focus on processes or presentation of the response. It should avoid repeating cognitions or the task description.

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage their completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the assessment instrument
- providing prompts and cues in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use.

MANAGING RESPONSE LENGTH

Students must adhere to response lengths as specified by the assessment task sheet. The procedures below support students to manage response length.

- All assessment instruments indicate the required length of the response by indicating the required length of a response as either:
 - a range, e.g., word length (600-800 words), page count (4-6 pages), duration (3-5 minutes) or
 - a maximum, e.g., word length (up to 800 words), page count (up to 6 pages).

Determining length of a response.

Centenary Heights State High School staff and students will follow QCAA guidelines regarding elements to be included or excluded from the word length or page count of a written response.

Elements to be included or excluded from the word length or page count of a written response are provided in the following table:

	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 • visual elements associated with the genre * • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography • reference list • appendixes • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes ** • blank pages
*For example, by-lines, banners, captions and call-outs used in genre-related written responses		

**Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Elements to be included in or excluded from the duration of a non-written response are provided in the following table.

	Response length - duration	Notes
Inclusions	<ul style="list-style-type: none"> • Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music • Any required referencing of texts or citations chosen for inclusion, • e.g. as a note on a slide in a multimodal presentation 	
Exclusions	<ul style="list-style-type: none"> • Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up. 	<ul style="list-style-type: none"> • The exclusions for written responses do not apply as they are not relevant to a timed response.

The following school procedures support students to develop knowledge and skills to respond to assessment instruments within the required length:

Teachers will:

- Develop and administer valid assessment instruments of suitable scope and scale
- Review assessment tasks to ensure students can respond to assessment within the required length
- Embed subject-specific strategies about responding purposefully within the prescribed conditions of the task
 - provide model responses within the required length
 - use proactive strategies to support students to meet syllabus requirements for response length, such as explicitly modelling how to edit a response in the required mode
 - provide feedback on one draft or at checkpoint dates if the student work does not meet the assessment conditions
 - give advice to students about why and how to synthesise and develop ideas or information to meet the assessment conditions.

Students will:

- develop a response that meets the conditions of the assessment
- familiarise themselves with and adhere to prescribed task length
- use strategies to manage response length, such as word counts and editing skills
- respond to teacher feedback regarding length during check points



- document the length of their response in the measurement indicated in the syllabus: either a word length, duration or page count.

Strategies for managing response length after final assessment submission:

After all strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the teacher will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit
or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

Managing response length during supervised assessment (exams)

The following school procedures support students to develop knowledge and skills to respond to assessment instruments within the required length during exams and other forms of supervised assessment:

Teachers will:

Embed subject-specific strategies about responding purposefully within the prescribed conditions of the task, such as:

- using average word counts to monitor response length during exam conditions
- provide model responses within the required length
- use proactive strategies to support students to meet syllabus requirements for response length, such as giving students opportunities to respond to practice topics of set lengths within specified time limits that reflect syllabus requirements, such as for short response and extended response items
- give advice to students about why and how to synthesise and develop ideas or information to meet the assessment conditions, such as writing succinctly in response to specific information required
- with 10 minutes remaining in an exam, remind students that they should review and redact their responses to meet required lengths.

Students will:

- develop a response that meets the condition of the assessment
- develop strategies to manage response length, such as completing practice responses under time constraints
- use strategies to monitor response length during supervised conditions, such as average word count methods. A suggested method is to count the number of words across a section of text, such as 10 lines, and divide the number of words by the number of lines to find the average number of words per line. For example, if there is a total of 132 words across 10 lines, the average number of words per line is 13 words. Multiply the numbers of lines per page by words per line to monitor the number of words in the written response.

Strategies for managing response length after assessment submission:

If the student’s response exceeds the word length required by the syllabus, the **teacher will:**

- Complete an average word count to determine if the response exceeds word length
- Decide where to redact the student response so that it meets word length conditions, ensuring that it is one section of continuous prose
- Highlight the section of continuous prose that has been redacted
- Annotate on the student’s response where they have stopped reading/viewing
- Note that the student’s response has exceeded the required length.

Gathering evidence of student achievement

Schools are responsible for gathering evidence of student achievement in response to assessment on or before the due date for internal assessment instruments in all subjects for all units. Strategies will vary according to the assessment technique. As schools are required to maintain the integrity of assessment, it is not possible to gather evidence for the examination technique before the due date where the student is required to respond under supervised conditions to unseen questions or stimulus materials. There may be adjustments to processes or due dates in situations when a student is eligible for AARA.

In the gathering of evidence of student achievement, the following guidelines apply:

Teachers should:	Students should:
<ul style="list-style-type: none"> • establish effective strategies for gathering evidence before students submit or complete assessment tasks, e.g. work completed in class in response to the instrument, such as a draft, rehearsal notes or photographs of work • consider the mode of the assessment and how to collect evidence that meets the conditions, e.g. for a spoken instrument, a spoken response rather than a draft of a written speech. A draft rendered by text-to-speech software is not appropriate, as the student’s voice is to be recorded • use checkpoints to indicate the timelines for the development of key components of a student’s response and allow for gathering evidence at key junctures, e.g. declared due date for: submission of a research question, a draft in the appropriate mode or submission of a final response for the assessment instrument • provide points of intervention so that teachers, other school staff and parents/carers can provide support to prevent the non-submission of a response to assessment or the submission of a response that is not in the mode required by the syllabus. This includes contact made with 	<ul style="list-style-type: none"> • plan use of time effectively to ensure you are working progressively on assessment responses, including the effective use of class time. You should be able to produce evidence of work completed in class, such as a draft, rehearsal notes or photographs of work, to authenticate your response as your own. • produce evidence that meets the assessment conditions eg. for a spoken instrument, a spoken response rather than a draft of a written speech. A draft rendered by text-to-speech software is not appropriate, as your own voice is to be recorded. • meet checkpoints as required to produce evidence of work completed a key junctures, such as submission of a research question, a draft in the appropriate mode or submission of a final response for the assessment instrument • maintain academic integrity in the construction of assessment responses. For example, if you produce a draft that is markedly different from the evidence you have produced during class checkpoints, then work cannot be authenticated as your own response, and you will be required

<p>parents/carers to inform them that a draft or final submission has not been received.</p> <ul style="list-style-type: none"> • use a variety of methods – both direct and indirect – to collect evidence and authenticate a student’s response. For the purpose of confirmation, direct evidence of the student’s response is required. Teacher observations are not sufficient on their own to support a judgment. 	<p>to produce a draft is compatible with the evidence presented during previous checkpoints. Similarly, if you have been absent during class time scheduled for drafting and teachers have not been able to observe development of your work, it is also difficult to authenticate work as your own.</p>
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RESEARCHING

In addition to search engines such as Google or Google Scholar, there are several online spaces that you can access in the research process. Firstly, you can use the [CHSHS library catalogue](#). You can also access the [Toowoomba Regional Council Library catalogue](#). Additionally, you can access the [One Search catalogue through the State Library of Queensland](#).

Evaluating information

Regardless of the source, it is important that you are critical of the information you find when conducting research. In doing so, it will be useful to consider the following:

Authority

- Who has produced the information?
- If they are an individual, are they trustworthy?
 - Do they have relevant qualifications?
 - Are they considered an authority in their field?

Consider whether a government or professional body may be a better source than that from a private individual.
- If no author is named, and no particular person or company is willing to have their name associated with the work, perhaps consider whether the source is useful
- Remember that sources such as *Wikipedia* can be edited and therefore are not always reliable.
 - It is alright to start your research here, but this site should not be one of the sources that you refer to in the body of your written work.

Reliability and objectivity

- Is the source fair and does it present multiple points of view?
- Does the author make their viewpoint or bias clear?
- Has the author been transparent about their own sources of information?
- Is there an effort to present the information neatly, accurately and logically?
- Has the information been peer-reviewed by others who are authorities in this field?

Publication date

- How old is the information?
 - Unless you are discussing the history or context of a particular topic, it is recommended that you seek sources published within the last 5 – 10 years.
- If there is no publication date communicated, and if it is difficult to determine how dated the information is, perhaps consider whether the source is still worth referring to in your work.
- If it is a website, are the links still active?
- When was the source last revised or updated?

Domain (for websites)

- What does the internet address tell you about the website?
 - Is it a commercial site (‘.com’) with potential commercial interests?
 - Is it an organisation (‘.org’) with potential bias?
 - Is it from an educational (‘.edu’) or government (‘.gov’) site?
 - Is it from Australia (‘.au’) or from another country e.g. United Kingdom (‘.uk’)?

Relevance

- Is the information presented at an appropriate level?
- Is the information useful for your task?

REFERENCING

What is referencing?

Referencing is an expectation in academic practice that requires you to communicate where the ideas in your work have come from. At CHSHS, students are expected to use the APA referencing style. This is an author-date system of referencing that includes two equally important aspects: in-text citation and full bibliographic citation.

Why reference?

By referencing your work with in-text citation and full bibliographic citation, you demonstrate academic integrity. You show where ideas in your work have come from, and you provide enough information to allow your reader to be able to find your sources for themselves. If you do not reference in these ways, this is considered academically dishonest, and you could be accused of plagiarism.

What is in-text citation?

When you are drafting the body of your written work, you need to include an in-text citation every time you directly quote or paraphrase ideas or work that belongs to someone else. In-text citations that follow the APA style will look like this:

Direct quotation:

Hagrid is a character who is described as being quite unkempt, with his “long, shaggy mane of hair and a wild, tangled beard” (Rowling, 1997, p. 50).

Paraphrase:

Researchers have found a link between the popularity of the Harry Potter franchise and the rise in owl trade (Vesper, 2017, p.15).



What is full bibliographic citation?

At the end of your work, you need to include a reference list that gives the full details of the sources that you have used. All of the entries in this list should match the in-text citations you have used throughout the body of your written work, but they will provide additional details. The way in which you format each entry (including the use of punctuation and italics) should make the type of source clear to your reader. Full bibliographic citations that follow the APA style will look like this:

Print book:

Rowling, J. K. (1997). *Harry Potter and the Philosopher's Stone*. Bloomsbury.

Journal article

Vesper, I. (2017). Harry Potter linked to rise in owl trade. *Nature*, 547(7661), 15.

What is the difference between a reference list and a bibliography?

When using APA style, the standard is to provide a reference list at the end of your written work. A bibliography is a step further than a reference list. In a bibliography, you include all of the full bibliographic citations as you would in a reference list, but you also include full bibliographic citations for any wider research you might have conducted that you have not necessarily referred to in the body of your written work. This demonstrates how widely you have read about a particular topic. While a reference list is generally the standard when using APA style, it is best to check with your teacher regarding whether or not they would prefer a bibliography instead of a reference list.

Generative Artificial Intelligence Examples of Citations

In-text citation

Author of generative AI model, Year of version used

Examples:

(OpenAI, 2022)

OpenAI (2022)...

Reference list

Author of AI model used. (Year of AI model used). *Name of AI model used* (Version of AI model used) [Type or description of AI model used]. Web address of AI model used

Example:

OpenAI. (2022). *ChatGPT* (Dec 20 version) [Large language model]

The full transcript of a response can be included in an appendix or other supplementary materials

Examples of Citations

	In-text citation	Full bibliographic citation
Print book by single author	(Daley, 2019, p. 7)	Daley, M. (2019). <i>Raising Readers: How to nurture a child's love of books</i> . University of Queensland Press.
Print book by two authors	(Miller & Kelley, 2014, p. 33)	Miller, D., & Kelley, S. (2014). <i>Reading in the Wild: The Book Whisperer's Keys to Cultivated Lifelong Reading Habits</i> . Jossey-Bass.
Edited print book	(Arizpe & Cliff-Hodges, 2018, p. 2)	Arizpe, E., & Cliff-Hodges, G. (Eds.). (2018) <i>Young People Reading: Empirical Research Across International Contexts</i> . Routledge.
E-book	(Battles, 2011)	Battles, M. (2011) <i>Library: An Unquiet History</i> . W.W. Norton & Company. https://www.amazon.com.au/Library-Unquiet-History-Matthew-Battles/dp/0393351459?asin=B00MPMWPYK&revisionId=ef4b7a88&format=2&depth=1
Online journal with DOI	(Caldwell, 2019, p. 236)	Caldwell, C. (2019). Adolescents brain development and gender: Predictors of future reading habits. <i>Journal of Neurology, Neurosurgery & Psychiatry</i> , 90(2), 235-238. https://doi.org/10.1136/jnnp-2018-318094
Online journal without DOI	(Wilhelm & Smith, 2016, p. 26)	Wilhelm, J. D., & Smith, M. W. (2016) The power of pleasure reading: What we can learn from the secret reading lives of teens. <i>English Journal</i> , 105(6), 25 - 30. http://www.ncte.org/journals/ej/issues/v105-6
Print journal	(Sullivan, 2015, p. 5)	Sullivan, A. (2015). The life-long benefits of reading for pleasure. <i>School Librarian</i> , 63(1), 5-6.
Legislation	(Copyright Act 1968)	<i>Copyright Act 1968</i> (Cth) (Austl). https://www.legislation.gov.au/Details/C2019C00042
Government source	(ABS, 2019)	Australian Bureau of Statistics. (2019). <i>Planning the 2021 Census</i> . https://www.abs.gov.au/ausstats/abs@.nsf/mf/2089.0
Website	(Howard, 2019)	Howard, J. (2019). <i>What I learnt from Draco Malfoy... by playing Draco Malfoy</i> . WIZARDING WORLD: https://wizardingworld.com/features/what-i-learnt-from-dracomalfoy-by-playing-draco-malfoy
Website without author	(WIZARDING World, 2019)	WIZARDING World. (2019). <i>Harry Potter and Fantastic Beasts cast members join forces for Lumos charity album A Magical Time of Year</i> . https://www.wizardingworld.com/news/harry-potter-and-fantastic-beasts-cast-join-forces-for-lumos-charity-album
Website without date	(IASL, n.d.)	International Association of School Librarianship. (n.d.). <i>About IASL</i> . https://iasl-online.org/about/index.html
Podcast	(Kruszelnicki & Marigliano, 2019)	Kruszelnicki, K. (Presenter) & Marigliano, L. (Presenter). (2019). <i>Science with Dr Karl</i> (Audio podcast). https://www.abc.net.au/triplej/programs/drkarl-podcast/
Streamed video	(Hyden, 2018)	Hyden, S. (Producer). (2018). <i>Harry Potter: How J.K. Rowling Writes Mystery</i> (Video). https://www.youtube.com/watch?v=D_YOFHNhgg
Film	(Columbus, 2001)	Columbus, C. (Director). (2001). <i>Harry Potter and the Philosopher's Stone</i> (Film). Warner Bros Pictures.
Television programme	(Campbell, 2019)	Campbell, C. (Executive producer). (2019, December 6). <i>The Project</i> (Television program). Network Ten.
Music recording	(Higgins, 2018)	Higgins, M. (2018). <i>Strange Utopia</i> (Recorded by Mushroom Music Publishing). On <i>Solastalgia</i> (Album, CD). Eleven Music.



ACADEMIC INTEGRITY

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. To emphasise the importance of sound academic practices, staff and students entering into the senior years will complete the QCAA academic integrity courses.

Strategies for establishing authorship

When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. CHSHS uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on task sheets.

Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response using checkpoints.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses.

Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist, digital record or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes if there is more than one class for a subject cohort.

Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers will:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).



Students will:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to sign a declaration of authenticity
- submit a draft
- submit a final copy of their assignment using Turnitin (where appropriate)
- participate in interviews during and after the development of the final response and provide elaborations, planning documents and electronic version histories.

Parents/carers will:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.

Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Use of Generative Artificial Intelligence (AI) in Assessment

Centenary Heights State High School aims to harness the potential of Generative AI tools in assessment while upholding academic integrity. We are committed to providing our students with a supportive and innovative learning environment that prepares them for the challenges and opportunities of the future.

Generative AI tools may be utilised in the following ways to support student learning and assessment:

- Providing creative inspiration or suggestions to assist students in starting their assignments or projects
- Recommending authoritative sources of information relevant to the subject matter
- Generating study resources, including quizzes or flashcards, to aid in consolidation and revision of information
- Demonstrating grammar, sentence construction, and language skills to enhance students' writing abilities.

Plagiarism and Artificial Intelligence (AI):

If you use ChatGPT or other generative AI to help you **generate ideas or plan your process**, you should **acknowledge how you used the tool**, even if you don't include any AI generated content in the assignment.

Provide a description of the AI tool used, what you did and the date accessed.

Save a copy of the transcript of your questions and responses from the generative AI tool. You can:

- Take a screenshot
- Right click and select **Save as** to save the webpage file.

Students must understand that while AI tools can assist in various aspects of their academic work, it is their responsibility to ensure the integrity of their own work. Plagiarism, which includes submitting generated content without proper attribution or using AI tools to produce work for assessments is strictly prohibited. Students must demonstrate academic integrity by including both in-text and full bibliographic references when they have used generative ideas, words, images from AI tools within any work submitted for assessment.

Types of academic misconduct and examples of behaviours:

Type of misconduct	Examples
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.
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.
Contract cheating/ significant contribution of help	<p>A student:</p> <ul style="list-style-type: none"> ▪ arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response ▪ acquires a response to an assessment from a third party e.g. a person, service, or artificial intelligence (AI), or has them complete a response to an assessment ▪ sells or trades a response to an assessment ▪ when students use a generative AI, such as ChatGPT, Bing Chat or other translators, chat bots and virtual assistants to create or change their work, that work is no longer assessable as the student's own. The boundaries for appropriate use of AI are similar to that of a collaborator and are covered in principle by the existing definitions of misconduct in the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2: Understanding academic misconduct).
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.
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.



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 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 audio-visual material, figures, tables, design, images, information or ideas. Use of AI in the drafting of a response must also be acknowledged). 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.

Submission and Completion of assessment Obligations

Student responsibility:

- All due dates for draft and final copy submissions are to be strictly observed
- All assessment items are to be submitted to their subject teacher or to the office by 3:45 pm on the day that the assessment is due.
- Students will complete a Student Authentication Declaration for their final submission.

Students are required to follow specific subject requirements when handing in assessment which may include handing in a paper-based and/or physical product directly to the teacher, or to the school office, where a receipt will be issued.

In the event where students are unable to hand in a physical copy of a response as requested by a teacher, an electronic copy must be received by the teacher by the close of business - 3.45 pm - on the due date. An electronic copy may include submission via Turnitin, or an email with the assessment response attached. If the teacher has requested a hard copy of the task, this should be handed to the teacher the next lesson after the assignment has been submitted electronically.

Teacher responsibility:

- In the event that a final copy has not been submitted by the due date and time, a student's draft will be marked as a final copy. Students should retain a copy of the submitted assignment.



- If a student does not produce a draft copy by the scheduled draft due date, students will be required to write a draft in the next lesson after the draft is due.
- Teachers should inform parents/caregivers if students do not comply with checkpoints, including draft due dates.
- Teachers should also inform relevant Heads of Department/HOYs if a student does not comply with checkpoints.

ASSIGNMENTS

Notice of Assessment

Assignments may take many forms and may include some of the following types of assessment items:

- research assignment
- folio assignment
- oral presentations
- group performances
- multimodal projects
- practical assessment

Submission

Student responsibility:

- All due dates for draft and final copy submissions are to be strictly observed
- All assessment items are to be submitted to their subject teacher or to the office by 3:45 pm on the day that the assessment is due.

Students are required to follow specific subject requirements when handing in your assessment which may include handing in a paper-based and/or physical product directly to the teacher, or to the school office, where a receipt will be issued. In the event where students are unable to hand in a physical copy of a response as requested by a teacher, an electronic copy must be received by the teacher by the close of business - 3.45 pm - on the due date. An electronic copy may include submission via Turnitin, or an email with the assessment response attached.

In the event that a final copy has not been submitted by the due date and time, a student's draft will be marked as a final copy. Students should retain a copy of the submitted assignment.

Request for Extensions

Some of the reasons you might need an extension or adjustment are:

- You have a disability or impairment that is a barrier to you completing the assessment.
- You have recently suffered an illness or injury that is a barrier to you completing the assessment, and you have evidence such as a medical certificate.
- You have sought approval to attend a school, district regional, state or national competition/event for school-supported sport or an artistic endeavour, or similar activity.

The following circumstances are not valid reasons to have your assessment adjusted:



- Unfamiliarity with the English language.
- Teacher absence or other teacher-related difficulties.
- Matters that you could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations).
- Computer or technology issues on the date a task is due.
- Matters of you or your parent's/carer's own choosing (e.g. family holidays, work placements).

To request an extension, you are required to follow the relevant procedure:

- Extensions must be requested at least one week prior to a due date, unless in the instance of an unforeseen emergency. Requests for extension received less than one week prior to a due date will generally not be approved.
- For Senior students, Years 10-12, an application is required to be made by you and your parents/carers using the appropriate Application for Extension form and supporting documentation, such as a medical certificate, letter, email or phone call from a parent:
 - **Single Subject Application for Extension:** Should be completed when students require an extension for a single subject. The application will be reviewed by the Head of Department, in consultation with relevant staff such as the Guidance Officer, where necessary.
 - **Multiple Subjects Application for Extension:** Should be completed when circumstances are impacting multiple subjects. Students should submit the form to the Deputy in charge of the Year Level or Guidance Officer.

If an extension is required due to medical reasons, a medical certificate must be provided.

It is not appropriate to request an extension for computer/technology issues on the day that a task is due.

- For students attending a school-approved activity such as state, national sporting or artistic event; work experience, TAFE or traineeships/school-based apprenticeships, notification must be given to Heads of Department and teachers at least four weeks before the event so that adjustments to learning can be made. In the case of selections/invitations that occur less than four weeks from the time of the event, please seek approval from the Principal and notify Heads of Department as soon as possible. Generally, if you are absent on the day an assessment is due because you are attending a school-approved activity, you will be required to complete the task before you leave – that is, an assignment must be handed in on or before the due date; and an exam must be completed before you attend the event. In the case of an exam, it will be a comparable assessment to the exam completed by the rest of the cohort. For Senior students undertaking TAFE subjects, school-based apprenticeships and traineeships, the expectation is that students will comply with scheduled exam blocks and assignment due dates, unless otherwise approved.

Extensions must be requested at least one week prior to a due date, unless in the instance of an unforeseen emergency. The granting of extensions is at the discretion of the Head of Department or Deputy Principal.

An extension/exemption from an assignment can only be granted in the following situations:

- illness and/or misadventure
- bereavement
- exceptional circumstances as determined by the Head of Department /Deputy Principal.

Late or non-submission

If students are absent on the day an assignment is due, including students on suspension, it is expected that:



- parents/caregivers must contact the school to inform staff of your absence.
- the assignment should still be submitted, as it is the culmination of a unit of study, and it is expected that students have been progressively working on the assignment through the course of study. A hard copy must be provided to the teacher during the first lesson after the student returns to school.
- the assignment should be submitted via the appropriate platform such as Turnitin, and comply with submission guidelines such as file sizes and types.
- Extensions cannot be granted on the day a task is due, unless due to accident, illness or misadventure, which will require further documentation such as a medical certificate.

Teachers will:

- collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

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:

- provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this, which may include a written draft or oral draft.
- 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.

For oral responses, if a recording is specified as a draft and final copy, it must be handed in by the due date in accordance with submission guidelines. Computer issues will generally not be accepted for late submissions of oral recordings. File types are specific and do take time to be uploaded – it is a student's responsibility to ensure that responses are recorded and uploaded well within specified time frames.

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject

Orals/Practical performance

On the first day of orals/practical performances, all students must submit a copy of the script they intend to use for their presentation to their class teacher (either submit using Turnitin, submission drive, a hard copy or digital copy via email). This script cannot be amended from this point in time. This makes the preparation time more equitable for all students. Students absent on this day should email their script to the teacher to arrive in time for the scheduled presentation.

Submitting, collecting and storing assessment information

Assessment instruments will provide information about the school's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date.

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. To maintain academic



security and integrity, copies of assessment responses and annotated marking guides will be kept in students' folios rather than being retained by students. However, students and parents are welcome to meet with teachers to discuss assessment results. All evidence used for making judgments is stored as described in QCAA's Policy and Procedures handbook, including the retainment of all evidence used for making judgments about internal assessment until the end of Term 1 of the year following a student's exit from the school.

EXAMINATIONS

Completion

Students are to complete examination in the nominated lesson or exam session communicated by the teacher. Students should avoid all appointments that clash with examination dates.

Student Examination Conduct

- Any breaches of student conduct in the exam should be directed to the Head of Department for resolution
- Students must adhere to exam conditions that includes no talking in the examination room, no standing or moving around and seeking assistance is attained by raising a hand and waiting for a supervisor
- Students must be aware that breaches of academic integrity will be viewed as serious. Such behaviour may result in academic penalties, including an N rating..

Late Arrival to Examination

Students who arrive late to an exam will be permitted to enter to the exam room, but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.

Examination Obligations

Assessment must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties.

Illness and misadventure

If you are unable to attend an exam due to illness:

- parents/caregivers must contact the school to inform staff of your absence.
- A medical certificate must be provided in within three days of absence to the Year Level Deputy. If a medical certificate is provided, the exam will be rescheduled with a comparable assessment task.
- If a medical certificate is not provided, you will be awarded an N-Rating. You will still be expected to complete the exam upon your return to school, but will not be awarded a result for the task.



- If you are unable to attend an exam due to an emergency or misadventure, the school must be contacted immediately and further documentation may be required.

Internal Quality Assurance Processes

Centenary Heights State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- 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.

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Review

Centenary Heights State High School'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.

REASONABLE ADJUSTMENTS FOR ASSESSMENT

Applications for AARA

Centenary Heights State High School 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. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARAs minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

The [Disability Discrimination Act 1992](#) (DDA) and the [Disability Standards for Education 2005](#) (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.



The following principles inform the decision the school will make about AARA.

- Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA.
- Timeliness — AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment. Schools identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students so that students have opportunities to demonstrate the assessed knowledge and skills.
- Standards-based assessment —The relevant exit or reporting standards are used to make judgments about student achievement. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.
- Effects of AARA —Schools consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. Schools consider the identified disability, impairment and/or medical condition and the functional impact on the student's capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.
- Flexibility —Schools review the AARA provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.
- Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

Eligibility for AARA

AARA are provided 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.

These barriers fall into three broad categories:

- Permanent
- Temporary
- Intermittent

The QCAA used broad application categories for AARA eligibility:

- Cognitive
- Physical



- Sensory
- Social / emotional

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances.

Ineligibility

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)
- Failure of technology; all students are encouraged to back up assessment in multiple places.

Reporting and approving AARA

Access arrangements and reasonable adjustments (AARA) for summative assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabuses and Short Courses may be either principal-reported or QCAA-approved.

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student.

In approving AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

Schools retain supporting documentation for principal-reported AARA. Schools may be required to supply a copy of supporting documentation as part of the quality assurance processes for AARA or as part of a review process. The QCAA publishes timelines for principal-reported AARA to enable schools to meet their reporting requirements.

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, summative assessment for Short Courses and for external assessment in General, General (Extension) and General (Senior External Examination) subjects, as defined in the table below.

QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal.



Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Adjustments for which schools are required to apply to the QCAA:

Type of assessment	Adjustment
Summative assessment – internal and external	<ul style="list-style-type: none"> • extra time and/or rest breaks
Summative external assessment or Senior External Examination	<ul style="list-style-type: none"> • extra time and/or rest breaks • format of papers • assistance • assistive technology, including the use of a computer • a reader and/or scribe • a change of venue (changes to rooms should be recorded)

Further information around AARA conditions can be found in the via the QCAA portal.

- Use of Computers
- Readers and Scribes
- Rest breaks

Application and Notification Process

Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Early applications for all AARA are recommended to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment should not be for known long-term conditions.

Schools must submit an application to the QCAA, via the QCAA Portal, for QCAA-approved AARA for students undertaking summative internal and external assessment in Units 3 and 4 of Applied and General subjects, and for assessment in General (Senior External Examination) subjects and Short Courses.

For more information see QCE and QCIA policy and procedures handbook.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative



internal assessment in Units 3 and 4 of Applied and General syllabuses, and for assessment in General and General (Senior External Examination) subjects and Short Courses.

Medical report

Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

The medical report may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist registered under the Health Practitioner Regulation Act 2010 (Qld), and who is not related to the student or employed by the school. Details of the diagnosis should be written by the practitioner who is best placed professionally to make the diagnosis.

The QCAA provides a medical report template, in the QCAA Portal, which may be used to complete the report but is not compulsory, that is, medical reports may use a different format, as long as they provide the required details. Furthermore, applications may not be medical in nature, in which case no medical report is needed.

Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.



Appendix A

**CENTENARY HEIGHTS STATE HIGH SCHOOL
APPLICATION FOR ASSESSMENT EXTENSION**

****Must be filled in and handed to Head of Department before due date! ****

Student's name:		PCG:	
Teacher:		Subject/Class Code:	
Type of Assessment:		Current due date:	
		Requested due date:	
Reason for extension (Please provide supporting evidence e.g. Medical Certificate, note from parents?)		<hr/> <hr/> <hr/> <hr/>	
Teacher Comments (You will not receive an extension if this section is incomplete)		<hr/> <hr/> <hr/>	



Student's name	
Extension granted	<input type="checkbox"/> Yes <input type="checkbox"/> No
Assessment item	
If Yes, the due date is now:	____/____/____
THIS FORM MUST BE ATTACHED TO YOUR ASSESSMENT ITEM WHEN SUBMITTED ON THE NEW DUE DATE.	
_____ HOD SUBJECT AREA	____/____/____ DATE