

# School assessment policy

## Centenary Heights State High School

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### Scope

This policy provides information for members of the Centenary Heights State High School community - 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](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

### Purpose

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 and excellence.

Assessment includes any examination, 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

Centenary Heights State High School 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
<b>Location and communication of policy</b>	In order that all stakeholders in our school community are aware of the school assessment policy, it is located on the school website. Relevant elements and more detailed requirements of the policy are found in Staff Information folder in G:Drive and student diaries.
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.5.1</a>	<p>Centenary Heights State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p><b>Student responsibility</b> Students are expected to:</p> <ul style="list-style-type: none"> <li>* engage in the learning for the subject or course of study, which requires satisfactory attendance, completion of course work, learning activities and assessment.</li> <li>* produce evidence of achievement that is authenticated as their own work</li> <li>* submit responses to scheduled assessment on or before the due date.</li> </ul> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study, which requires satisfactory attendance, completion of course work, learning activities and assessment.</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<b>Due dates</b> <a href="#">Section 8.5.2</a> <a href="#">Section 8.5.3</a>	<p>School responsibility CHSHS is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments. The Assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task;</li> <li>• allow for internal quality assurance processes;</li> <li>• enable timelines for QCAA quality assurance processes to be met;</li> </ul>

	<ul style="list-style-type: none"> <li>• be clear to teachers, students and parents/carers;</li> <li>• be consistently applied</li> <li>• be clearly communicated within the Assessment Planner by the end of week 3 each semester; and</li> <li>• give consideration to allocation of workload. The Deputy Principal will review the Assessment Planner to ensure an individual student has no more than three assessments due on any day.</li> </ul> <p><b>Student responsibility</b></p> <p>All students will be provided with their assessment schedule by Week 3 of each semester. Students are responsible for recording these dates in their diaries and adhering to these due dates. On the day a task is due, students should submit their responses 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.</p> <p><b>Exam Absence</b></p> <p>In the instance a student is unable to attend an exam due to illness, it is expected that parents/caregivers contact the school to inform staff of the student's absence, and a medical certificate must be provided (Years 10 - 12). If a medical certificate is not provided, students may not be given opportunity to sit the exam at a later date, and an N-Rating will be awarded. If a student is unable to attend an exam due to an emergency or misadventure, the school must be contacted immediately and further documentation may be required.</p> <p><b>Request for Extensions</b></p> <p>Students must follow the relevant procedure for their identified year level. Junior students, Year 7 – 9, should make an application to the relevant subject HOD, who will consult with the student's Case Manager/HOY where necessary. For Senior students, Years 10 – 12, application must be made by the student and parent/caregiver using the Application for Extension form. The application will be reviewed by the Head of Department, in consultation with relevant staff such as the Guidance Officer, where necessary. If an extension is required due to medical reasons, a medical certificate must be provided.</p> <p>Extensions must be requested at least one week prior to a due date, unless in the instance of an unforeseen emergency. It is not appropriate to request an extension for computer/technology issues on the day that a task is due.</p>
<p><b>Submitting, collecting and storing assessment information</b></p> <p><a href="#">Section 9</a></p>	<p>Assessment instruments will provide information about the school'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.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. 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</p>

	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.
<b>Appropriate materials</b> <a href="#">Section 7.1</a> <a href="#">Section 8.5.3</a>	Centenary Heights State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

## Ensuring academic integrity

Centenary Heights State High School staff believe in high expectations, engaged learning and focussed teaching. To support excellence in teaching and learning, the school 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.

### Internal assessment administration

<a href="#">QCE and QCIA policy and procedures handbook</a>	Policy and procedures
<b>Scaffolding</b> <a href="#">Section 7.2.1</a>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, from Years 7 – 12, students will gradually be given more responsibility for understanding the processes required to complete their tasks, developing increasing independence in their learning.</p>
<b>Checkpoints</b> <a href="#">Section 8.5.3</a>	<p>The monitoring of student progress is detailed by checkpoints on task sheets. Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> <li>• be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Teachers will communicate with parents/caregivers when checkpoints have not been met by students. Teachers will also maintain appropriate records of contact and support and communicate with Heads of Department to help resolve any potential assessment completion issues.</p>

<p><b>Drafting</b> Section 7.2.2 Section 8.3</p>	<p>Drafting is an important part of teaching and learning. As per CHSHS's Drafting policy, 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. Evidence will be collected at specific checkpoints as outlined on task sheets. Drafting is a consultative process, not a marking process;</p> <p>When providing draft feedback, teachers:</p> <ul style="list-style-type: none"> <li>• will not compromise authenticity of a student response by adding ideas;</li> <li>• will not edit or correct grammar and spelling but note feedback;</li> <li>• will review a maximum of one draft of each student's response;</li> <li>• will return responses within one week of submission of draft.</li> </ul> <p>Other considerations:</p> <ul style="list-style-type: none"> <li>• a copy of the feedback is stored with a hard copy of the draft in the student's folio; and</li> <li>• parents and caregivers will be notified by phone call (in the absence of a response, an email will be sent) about non-submission of drafts and the processes to be followed.</li> </ul> <p>In providing feedback, teachers may:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• provide some written feedback</li> <li>• provide a summary of their feedback and advice to the whole class.</li> </ul> <p>Incomplete or late drafts will receive feedback at the discretion of the teacher in junior classes. In Senior, incomplete or late drafts will be given verbal feedback only, at the teacher's discretion, if submitted in a timely manner.</p> <p>Students will also be expected to sign a declaration of authenticity when submitting assessment 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 NR being awarded as student authenticity is unable to be verified.</p> <p>Parents/carers should also support the efforts of teachers and students to authenticate student responses by ensure that tutors, family members of others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (see Section 7.2.2).</p>
<p><b>Managing response length</b> 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 response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> </ul>

- Syllabuses describe assessment techniques and conditions for each assessment instrument. Assessment instruments match syllabus requirements by indicating the required length of a response as either:

- a range, e.g. word length (1000–1200 words), page count (9–11 pages) , duration (5–8 minutes)

or

- a maximum, e.g. word length (up to 1000 words), page count (up to 10 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 (Section 7.2.3).

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

	<b>Word Length</b>	<b>Page count</b>
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and subheadings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• visual elements associated with the genre *</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• numbers, symbols, equations and calculations</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes</li> <li>• page numbers</li> <li>• in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes **</li> <li>• blank pages</li> </ul>
<p>*For example, by-lines, banners, captions and call-outs used in genre-related written responses</p> <p>**Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

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
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>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</li> <li>Any required referencing of texts or citations chosen for inclusion,</li> <li>e.g. as a note on a slide in a multimodal presentation</li> </ul>	
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.</li> </ul>	<ul style="list-style-type: none"> <li>The exclusions for written responses do not apply as they are not relevant to a timed response.</li> </ul>

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

#### **Teachers:**

- 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 of 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:**

- Develop a response that meets the condition of the assessment.
- Familiarise themselves with and adhere to prescribed task lengths.
- 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 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.

The teacher will also annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

### **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:**

- 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:**

- Develop a response that meets the condition of the assessment.
- Familiarise themselves with and adhere to prescribed task lengths.
- 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. If you know the numbers of lines per page, you can monitor the number of words as you progress in writing the 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 any such student work submitted for Confirmation purposes to clearly indicate the evidence used to determine a mark.



<p><b>Authenticating student responses</b> 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>Centenary Heights State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>Failure to meet checkpoints to demonstrate evidence of student authorship during drafting may result in a student being awarded an NR for an assessment task.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> Section 6</p>	<p><b>Applications for AARA</b></p> <p>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.</p> <p>The college follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from <a href="http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019">www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019</a>.</p> <p>The college principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carers' own choosing</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website.</p>
<p><b>Managing non-submission of assessment by the due date</b></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p>

<p><a href="#">Section 8.5</a></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"> <li>• 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.</li> <li>• 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.</li> </ul> <p>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.</p> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p><b>Internal quality assurance processes</b> <a href="#">Section 8.5.3</a></p>	<p>Centenary Heights State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p><b>Review</b> <a href="#">Section 9.1</a> <a href="#">Section 9.2</a> <a href="#">Section 9.5</a></p>	<p>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.</p>

## External assessment administration

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

## Managing academic misconduct

Centenary Heights State High School is committed to supporting students to complete assessment and to submit work that is their own, employing a range of proactive strategies to minimise opportunities for academic misconduct (refer to section *Authenticating Student Responses*). However, 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:

these procedures.

	Types of misconduct	Procedure
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• 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.</li> </ul>	<p>For authorship issues: When authorship of student work cannot be established or a response is not entirely a student's own work the school 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, 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> <p>For instances of academic misconduct during examinations, students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.</p>
<b>Collusion</b>	When:	To provide opportunities for students to verify authorship teachers may (but will not

	Types of misconduct	Procedure
	<ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment.</li> </ul>	<p>be restricted to:)</p> <ul style="list-style-type: none"> <li>* directly compare the responses of students who have worked together</li> <li>* interview students to determine their understanding of, and familiarity with, their responses</li> <li>* use internal quality assurance processes such as cross-marking</li> </ul> <p>Heads of Department will be consulted and parents notified. In determining results, only work that can verifiably be attributed to individual students will be used to make judgements about performance. Where appropriate, the school's Behaviour Management policy will be implemented.</p>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>	<p>Teachers will apply internal quality assurance processes to verify authorship. Responses that are not the student's own cannot be used to make a judgement. If there is no evidence that a student's work can be matched the relevant ISMG, then an NR (Not-Rated) result will be awarded. Where appropriate, the school's Behaviour Management policy will be implemented.</p>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> <li>copies another student's work during an exam.</li> </ul>	<p>In determining whether there was collusion in the copying of work, teachers will (but not be restricted to):</p> <ul style="list-style-type: none"> <li>* directly compare the responses of students</li> <li>* interview students to determine their understanding of, and familiarity with, their responses</li> <li>* use internal quality assurance processes such as cross-marking</li> </ul> <p>Heads of Department will be consulted and parents notified. In determining results, only work that can verifiably be attributed to individual students will be used to make judgements about performance. Where appropriate, the school's Behaviour Management policy will be implemented.</p>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>	<p>For instances of academic misconduct the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2) will be consulted, and students may be awarded an Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented</p>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references.</li> </ul>	<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. Where appropriate, the school's Behaviour Management policy will be implemented.</p>

	Types of misconduct	Procedure
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	<p>For instances of academic misconduct, the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2) will be reviewed, and students will be awarded a Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented.</p>
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>For instances of academic misconduct during examinations, students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented</p>
<b>Plagiarism or lack of referencing</b>	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p>	<p>When authorship of student work cannot be established, or a response is not entirely a student's own work, teachers will</p> <ul style="list-style-type: none"> <li>* provide an opportunity for the student to demonstrate that the submitted response is their own work</li> <li>* make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.</li> </ul> <p>For senior students, responses that cannot be verified as the student's own work cannot be used to make a judgment. If there is insufficient evidence that a student's work can be matched to the relevant ISMG, then an NR (Not-Rated) result will be awarded. For junior students, evidence of plagiarism in a response will result in the student being asked to complete the assignment again in an in-class withdrawal during the next available lesson. Where appropriate, the school's Behaviour Management policy will also be implemented.</p>
<b>Self-plagiarism</b>	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	<p>If a student has duplicated a response, or sections of a response, judgments about student achievement will be made based on sections of the response that can be verified as not previously submitted. If there is insufficient evidence that a student's work can be matched to the relevant ISMG, then an NR (Not-Rated) result will be awarded. Where appropriate, the school's Behaviour Management policy will also be implemented.</p>
<b>Significant contribution of help</b>	<p>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>	<p>In determining whether a tutor, parent/carer or any other person contributed significantly to a student's response, teachers will (but not be restricted to):</p> <ul style="list-style-type: none"> <li>* compare the student's final submission to progressive samples collected at various stages</li> <li>* interview the student to determine their</li> </ul>

	Types of misconduct	Procedure
		<p>understanding of, and familiarity with, their response</p> <p>Heads of Department will be consulted and parents notified. In determining results, only work that can verifiably attributed to individual students will be used to make judgements about performance. Where appropriate, the school's Behaviour Management policy will be implemented</p>

## Related school policy and procedures