



## SENIOR AND MIDDLE SCHOOL ASSESSMENT POLICY

### Senior and Middle School Assessment Policy

#### Purpose

The purpose of this policy is to promote key principles and values around assessment to ensure equity for all students and compliance with QCAA policies and procedures.

#### Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to:

1. The reporting of A – E levels of achievement for students in Year 7 to Year 12
2. The Queensland Certificate of Education (QCE) for students in Year 10 to Year 12

This policy applies to all Year 7 to Year 10 Core and Elective subjects, to Year 10 to Year 12 Applied, Applied (Essential), General, General (Extension) subjects and Short Courses across all faculties.

#### Purpose

This policy applies to all Year 7 to Year 10 students enrolled at Burdekin Christian College to ensure fairness and equity. The goal is to support students to become independent learners, equipped with appropriate knowledge and organisational skills to achieve personal excellence. This policy is designed to build capacity as students work towards summative assessment in Year 7 to 10 and towards attainment of the QCE in Year 11 and 12.

The central purpose of assessment is to improve the quality of teaching and learning, and raise the standards achieved by all students, both now and in the future. Students are provided with a balanced variety of assessment opportunities and contexts to demonstrate their knowledge, skills and abilities.

#### Principles

Burdekin Christian College 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 judgement 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 repeatable.

## Promoting Academic Integrity

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

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at (TBA). All questions regarding this policy should be referred to the Deputy Principal.</p> <p>To ensure the assessment policy is consistently followed by students, it will be revisited at the beginning of each semester. Relevant processes will be clarified:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during set planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> </ul>
<b>Expectations about engaging in learning and assessment</b> Section 1.2.4 Section 2 Section 8.5.1	<p>Burdekin Christian College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before set due dates.</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</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 integrity in academic practices, staff will regularly engage in completing academic integrity training. Students will be supported to complete academic integrity training (QCAA courses available at myQCE) to support effective participation in assessment.</p>
<b>Due Dates</b> Section 8.5.2 Section 8.5.3	<p><b>College responsibility</b>            Burdekin Christian College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Examination dates and due dates for assignments tasks will be provided via the assessment schedule and in each subject Google Classroom. Due dates for final responses, checkpoints and drafts will also be provided on task sheets for assignment tasks.</p>

	<p>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> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicate at the start of each term</li> <li>• give consideration to allocation of workload.</li> </ul> <p><b>Student responsibility</b></p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their diaries</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates</li> </ul> <p><b>Assessment is expected to be submitted/completed by a student on or before (where applicable) the due date/time stipulated in the assessment conditions.</b></p> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• apply for an extension through the (WHO? – normally HOD) in consultation with the classroom teacher as soon as possible</li> <li>• provide the school with a reasonable explanation including relevant documentation, e.g. medical certificate, AARA application – confidential medical form / student statement, third party advice (Senior) e.g. illness/misadventure</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All final decision for change of conditions of AARA are at the Principal’s discretion. Senior students refer to AARA information below.</p>
<p><b>Submitting, collecting and storing assessment information</b> Section 9</p>	<p>Assessment instruments, where applicable, will provide information about Burdekin Christian College’s arrangements for submission of check point, 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/time as per the assessment conditions. Where required, students will submit assessment to teachers online via email, saving on student drive etc., as per the directions in the assessment conditions.</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. All evidence used for making judgements is stored on the school server.</p>
<p><b>Appropriate materials</b> Section 7.1 Section 8.5.3</p>	<p>Burdekin Christian College is a supportive and inclusive school. Materials and texts are chosen with care in this context by students and staff.</p>

## Ensuring Academic Integrity

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

### Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>Scaffolding</b> Section 7.2.1	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirement 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, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<b>Checkpoints</b> Section 8.5.3	<p><b>Checkpoints</b> 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.</p> <p><b>Teachers in Years 7 – 10 will support students to meet checkpoints which may include contacting suitable intervention strategies, referral to the Deputy Principal and/or contact with a parent/carer. Teachers in Senior School (11-12) will implement support strategies and notify the Deputy Principal and parent/carers for support/intervention, where checkpoints are not met.</b> Students with assessment that is unsatisfactory at a checkpoint will be expected to participate in support determined by the teacher and/or Deputy Principal until assessment meets a satisfactory standard. Repeated failure to participate satisfactorily including engagement with support, will result in referral to the Deputy Principal for further support/intervention. Failure to submit assessment at a checkpoint is deemed unsatisfactory participation.</p>
<b>Drafting</b> Section 7.2.2 Section 8.3	<p>Drafting is a key checkpoint. Types of drafts differ depending on the given subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one draft of each student's response – referring to complete draft e.g. if collect in parts, each part may be given feedback</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> <li>• delivered in a consistent manner and format for all students</li> <li>• provided within one week of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li> </ul>

	<ul style="list-style-type: none"> <li>• edit or correct spelling, grammar, punctuation and calculations</li> <li>• allocate a mark.</li> </ul> <p>Reporting is an indication of a student’s performance in all aspects of the course for the reporting period.</p> <p>A copy of the draft with feedback will be stored electronically or in hard copy in a student folder/folio.</p> <p>Parents and caregivers will be notified by the teacher via email and/or phone about non-submission of drafts and the processes to be followed. Students with assessment that is unsatisfactory at a draft will be expected to participate in support determined by the teacher until assessment meets a satisfactory standard. Teachers are not expected to mark drafts that are not submitted by the due date/time. Repeated failure to participate satisfactorily including engagement with support, will result in referral to the Deputy Principal for further support/intervention. <b>Failure to submit a draft by a due date is deemed refusal to participate (unsatisfactory participation)</b></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, e.g. word length range, time frame for a performance etc. For example, where a word length range of 500-600 words is provided, a student response must be within this word range. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available (Year 11-12).</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> <li>• Feedback about length is provided by teachers at draft.</li> </ul> <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• allow a student to redact their response to meet the required length, before a judgement is made on the student work. This process would occur at the discretion of the school and under supervision of a member of staff.</li> </ul> <p>And, annotate any such student work submitted for confirmation purposes (Year 12) purposes to clearly indicate the evidence used to determine a mark.</p> <p>For Year 11 and 12, the QCE and QCIA Handbook section 7.2.3 on managing response length provided further guidelines about the length of response including a comprehensive table that gives specific guidance on inclusions for word count and exclusions for word count, e.g. in text citations, appendices, title pages etc.</p>
<p><b>Authentication student responses</b> Section 7.3.1</p>	<p>Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Burdekin Christian College uses the authentication strategies promoted by QCAA. The authentication strategies will be specified on assessment instruments. All students are expected to submit assessment as per the authentication strategies specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student’s own work, procedures for managing alleged academic misconduct will be followed.</p>
<p><b>Managing Special</b></p>	<p>Burdekin Christian College is committed to reducing barriers to success for all students.</p>

**Consideration (7-12) and/or Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Year 11 -12**  
Section 6

### **Special Consideration**

For Middle School (Year 7-10) students that require special consideration for assessment need to complete the **BCC Assessment Extension Request** found on website and Google Classrooms and submit to the relevant teacher prior to the due date. A sample is included below.

- In the case of an illness or last minute extenuating circumstance, special consideration needs to be sought from the Deputy Principal. If granted, this consideration may allow an extension of time, or a modified submission.
- In the case of missed examinations, students will generally be required to sit a catch up examination at a time specified by the respective teacher. Under certain circumstances, the Deputy Principal may exempt a student from sitting a catch up examination. Catch up examinations are sat under typical conditions.

### **AARA**

For Senior students (11-12) with a disability or impacted by illness and/or misadventure (an unexpected event) AARA applications are required for support for access arrangements and reasonable adjustments. AARA are actions taken by the college 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.

The college follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

The College Principal or their delegate (Deputy Principal) manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1 of the QCE Handbook) 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.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing, e.g. holiday
- matters that the school could have avoided.

### **Application for extensions to due date for unforeseen illness and misadventure**

Students and parents/carers must contact the Deputy Principal as soon as possible and submit the relevant supporting documentation for AARA.

Copies of the confidential medical report template and student statement documentation are available from the college website or the college office.

During Senior School the Principal or their delegate determines AARA for Unit 1-2. AARA for Unit 3-4 is Principal reported to the QCAA or determined by the QCAA. Students must submit a complete AARA application for Unit 3-4, whereby the college, if applicable is deemed suitable, will submit the AARA application to the QCAA.

For each AARA application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject.

The college will:

- check the accuracy of information supplied in the AARA application

	<ul style="list-style-type: none"> <li>• consider whether a student’s application for AARA is consistent with eligibility requirements and clarify with QCAA officers are required</li> <li>• complete the online application and submit supporting documentation by the due date via the QCAA portal</li> <li>• advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.</li> </ul> <p><b>External Course participants</b> e.g. TAFE, School Based Apprenticeships etc. do not meet the requirements for AARA and are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with external provides to complete assessment where a clash exists.</p>
<p><b>Managing non-submission of assessment by the due date</b> Section 8.5</p>	<p>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.</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, teacher make judgements based on this</li> <li>• was not provided by the student on or before the due date/time as specified by the college and no other evidence is available. Not-Rated (N) will be issued by the college for the assessment item on the school report. Teachers determine a result for a student at reporting junctures based on completion of the course requirements ‘on balance’ during the reporting period.</li> <li>• In Senior School (11-12), where evidence of student achievement is insufficient for the given unit ‘Not-Rated’ (NR) must be entered in the Student Management system by the date published in the SEP calendar, for the QCAA.</li> </ul> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <p><b>In circumstances where a student response is judged N/NR</b>, the student will not meet the requirements for that subject. Students failing to meet participation requirements for an assessment will have further supports/interventions implemented by the respective teacher. Students not meeting participation requirements across their educational program will be referred to the Deputy Principal.</p> <p>Students who receive a ‘Not Rated’ on a single piece of assessment may also receive a ‘Not Rated’ for their Semester credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.</p> <p>It is essential for student experiencing difficulty with a piece of assessment to approach the teacher for support before the due date.</p>
<p><b>Internal quality assurance process</b></p>	<p>Burdekin Christian College’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, e.g. endorsement, internal system for checking assessment is reliable, valid and accessible before implementing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Quality assurance of judgement about student achievement e.g. confirmation, moderation.</li> <li>• External quality assurance of Year 12 assessment instruments via participation in the QCAA endorsement processes as scheduled by the QCAA annually</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>
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**External assessment administration – Senior School**

QCE and QCIA policy and procedure handbook	Policy and procedures
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> Section 7.3.2 Section 10.3 Section 10.4 <b>Year 12</b></p> <p>See also: <i>External assessment – administration guide (provided to schools each year)</i></p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 7.3.2) and follow the <i>External assessment – administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p> <p>External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. External assessment contributes 25% of the overall subject results in most senior subjects and generally assesses Unit 3-4 of the syllabus. In mathematics and science subjects, external exams contribute 50% of the overall subject result. Applied (Essential) subjects has a common internal assessment (CIA) that students in these subjects must participate in.</p> <p>The QCAA determines the timing of external assessments. External assessment occurs in Term 4, Year 12. The specific dates for external assessment are made available on the QCAA website at the beginning of each year. Students must complete external assessment of the date published on the QCAA website.</p> <p>At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the <i>External Assessment student rules</i> to students.</p> <p><b>Senior External Assessment (SEA) coordinators:</b></p> <ul style="list-style-type: none"> <li>• Adhere to and manage external assessment processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> and as per the <i>External Assessment – Directions for Administration</i></li> <li>• Communicate to school staff, students and parents/carers the <ul style="list-style-type: none"> <li>○ <i>External assessment timetable</i></li> <li>○ <i>External assessment student rules</i></li> <li>○ <i>Approved equipment list</i></li> </ul> </li> <li>• Apply to the QCAA for the rescheduling of an external exam if there is an external assessment timetable clash</li> <li>• Supervise the overarching exam block planning and preparation including: <ul style="list-style-type: none"> <li>○ Allocate teaching staff or other suitable staff to supervise external assessment. <b>Senior secondary teachers are ineligible for supervision of an external exam for subjects that they teach in a given year.</b></li> <li>○ Allocate physical and human resources, e.g. rooms, furniture etc.</li> </ul> </li> <li>• Manage incidents when a student is suspected of or observed participating in an act of academic misconduct</li> </ul>



	<ul style="list-style-type: none"> <li>• Manage and AARA or illness/misadventure application via the QCAA portal in consultation with the with the Principal</li> </ul> <p><b>Teachers are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Complying with and supervise external assessment according to the external assessment guidelines</li> <li>• Allowing a student suspected of academic misconduct to complete the external assessment</li> <li>• Informing a student of suspected of academic misconduct that the SEA coordinator will be advised of an alleged incident of academic misconduct</li> <li>• Reporting an alleged incident of academic misconduct to the SEA coordinator</li> <li>• Adhering to external assessment processes outlined in the <i>QCE and QCIA policy and procedures handbook</i> and as per the <i>External Assessment – Directions for Administration</i></li> <li>• Supervising external assessment – <b>senior secondary teacher are ineligible for supervision of an external assessment for subjects that they teach in a given year.</b></li> <li>• Reporting incidents when they suspect or observe an act of academic misconduct by a student.</li> </ul> <p><b>Students are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Read and comply with the <i>External assessment student rules</i> and external assessment information that is made available of the QCAA website and provided to schools each year.</li> <li>• Read the information provided by schools, including: <ul style="list-style-type: none"> <li>○ <i>External assessment timetable</i></li> <li>○ <i>External assessment student rules</i></li> <li>○ <i>Approved equipment list</i></li> </ul> </li> <li>• Attend external assessment on the day/time in which they are enrolled.</li> </ul> <p><b>Parents/Carers are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Read the <i>External assessment timetable</i> and <i>External assessment student rules</i> on the QCAA website</li> <li>• Support students to participate in the external assessment in which they are enrolled</li> </ul>
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## Managing academic misconduct

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

	Types of misconduct	Procedures for managing academic misconduct
<b>Cheating while under supervised conditions</b>	A student: <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instructions to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> </ul>	<p><b>For authorship issues</b></p> When authorship of student work cannot be established or a response is not entirely a student’s own work the college will provide an opportunity for the

	<ul style="list-style-type: none"> <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>student to demonstrate that the submitted response is their own work.</p> <p>Teachers will determine appropriate opportunities, with consideration to QCAA internal quality assurance processes (Section 8.5.3) and college operations.</p>
<b>Collusion</b>	<p>When:</p> <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 a student gives or receives a response to an assessment.</li> </ul>	<p>Opportunities may include:</p> <ul style="list-style-type: none"> <li>- verbal confirmation of responses</li> <li>- resit modified assessment</li> <li>- resubmit modified assessment</li> <li>- mark verifiable assessment</li> <li>- mark checkpoint/draft assessment</li> </ul> <p><b>For all instances of academic misconduct</b></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>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>
<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><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (N/NR). For Senior students, see the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2)</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>Students being disruptive during an examination will be (1) redirected, (2) warned and, if persistent despite redirection and warning, (3) removed from the examination. Removal from an examination will result in the Deputy Principal contacting a parent/carer and the student will be awarded a Not-Rated (N/NR).</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><b>For instances of late arrival to examinations</b></p>
<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>Students who arrive late to an examination will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.</p>
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p> <p>Any use of electronic devices during and examination is academic misconduct, e.g. smart phones, phones, smart watches.</p>	<p><b>For instances of possession/use of electronic devices during examinations</b></p> <p>Students possessing a device during an examination will be subject to (1) the</p>

<b>Plagiarism or lack of referencing</b>	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, designs, images, information or ideas).	device being confiscated (2) the student may complete or be withdrawn from the examination dependent on the assessment of the misconduct by staff, and referred to the DP (3) the misconduct being reported to eh DP for further action (4) DP to determine academic misconduct impact and action based on maintaining academic integrity. Not Rated (NR) for the assessment where it is judged for students misconduct constituted cheating or misconduct during an examination.
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or other subject.	
<b>Significant contribution of help</b>	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.	
<b>Late arrival for an exam</b>	A student arrives late for an examination without providing a reasonable explanation.	

## Assessment Review Process

Burdekin Christian College is committed to an assessment review process in relation to school-based assessment. The appeals process it to

- achieve valid subject results, which used for reporting purposes
- promote assessment procedures that are valid, accessible and reliable
- provide an assessment review procedures that are accessible and responsive to all students

The purpose of an assessment review is to ensure that assessment results are valid and the procedures applied are those that are reported and are correct. The assessment review process enables a student to seek a review of teacher (Year 7 -11) or the QCAA judgement after confirmation (Year 12).

<b>QCE and QCIA policy and procedure handbook</b>	<b>Policy and procedures</b>
Procedure for Assessment Review (Year 7 - 11)	<p>If a student is dissatisfied with an assessment result for a task:</p> <ul style="list-style-type: none"> <li>• Review should be sought within 5 school days of the assessment outcome being available to the student.</li> <li>• seek a review of the task from the class teacher. This takes the form of a clarification or explanation of a mark or a remark if necessary. The mark can be reviewed up or down or may remain the same. The teacher must explain to the student all possible outcomes and the right of the student to seek further review.</li> <li>• If the student is still dissatisfied, they may write to the Principal who will facilitate a formal review to the Principal if necessary. The written review from the student should include: <ul style="list-style-type: none"> <li>- The students name</li> <li>- The specific mark/s, penalty being appealed, including the task, unit, course</li> <li>- The specific remedy being sought for each matter being appealed</li> <li>- A statement setting out and supporting the matters of appeal</li> </ul> </li> <li>• Students and others involved in an assessment review should understand that there are three possible outcomes for an review: <ul style="list-style-type: none"> <li>- A higher mark</li> <li>- No change</li> <li>- A lower mark</li> </ul> </li> </ul>

	<p><b>Teachers responsibility</b></p> <ul style="list-style-type: none"> <li>• Teachers to facilitate a meeting with the student and clarify the mark given.</li> <li>• Teachers must explain to the student all possible outcomes and how to seek a formal review from the Principal.</li> <li>• During a formal review the classroom teacher will need to provide: <ul style="list-style-type: none"> <li>- Written evidence of steps taken to resolve the issue</li> <li>- The assessment task with clean rubric or marking scheme</li> <li>- A statement setting out matters related to the appeal from the marker’s perspective</li> </ul> </li> <li>• Deputy Principal to facilitate a formal review to the Principal</li> <li>• Principal will make a decision and communicate the outcome of the assessment review to the student.</li> </ul>
<p><b>Review of a confirmed result</b> (Year 12) (Section 9.6.5)</p>	<p>QCAA communicates confirmed results to schools via the QCAA Portal. Burdekin Christian College may request a review of confirmed result/s for one or more students if an exception or anomaly is recognised, within the timeline specified by the QCAA.</p> <p><b>College responsibility</b></p> <ul style="list-style-type: none"> <li>• Must provide, in a template provided by the QCAA, clear written justification for the provisional mark awarded by the school</li> <li>• May need to submit files of student response/s for review using a method specified by the QCAA.</li> <li>• The outcome of a review may be a change to the student’s mark (higher or lower than the confirmed result), or that the confirmed mark stands.</li> <li>• Communicate to students the process of the review</li> <li>• Communicate to students the outcome of the review process</li> </ul>

<b>BCC Board Approval Dates:</b>		
<b>Version</b>	<b>Approval Date</b>	<b>Next Update</b>
Version 1.1		January 2024

## Appendices

Appendix 1 – Student 7- 12 Request for Assessment Extension (for use where AARA is not applicable)

This form is used where a student is requesting an assessment extension regarding a piece of assessment including:

- Checkpoint, draft or due date extension, and/or;
- Amended assessment task or modifying the conditions of the assessment task

### Section A – Student Details /Statement

Student Name: \_\_\_\_\_ CARE Class: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date assessment issued: \_\_\_\_\_ Date assessment is due: \_\_\_\_\_

Date application made: \_\_\_\_\_

Reason for Request: (supporting documentation to be attached e.g. Medical Certificate)

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Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section B –Subject teacher to complete

Teacher Comment:

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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section C – Deputy Principal or Principal

Request Supported? YES / NO (please circle)      New Draft Due Date: \_\_\_\_\_

New Due Date: \_\_\_\_\_

DP Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Student is to submit this form to the classroom teacher for consideration

Guidelines for use of this form:

- It is the student's responsibility to complete the assessment extension request form
- Completion of this form does not constitute a guaranteed change of conditions e.g. extension
- An Assessment Extension Request form must be completed for each assessment item.

## Appendix 2 – General / Applied assessment techniques

Assessment technique	Purpose
<b>Examination</b>	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
<b>Extended response</b>	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
<b>Investigation</b>	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
<b>Performance</b>	A performance is an assessment technique that requires students to demonstrate a range of cognitions, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
<b>Product</b>	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
<b>Project</b>	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.
<b>Collection of work (Applied only)</b>	A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
<b>Practical demonstration (Applied only)</b>	A practical demonstration assesses the practical application of a specific set of teacher-identified production skills and procedures. Responses are completed individually and in a set timeframe.

Table – refer to QCAA, QCE and QCIA policy and procedure handbook, Section 8.4 Assessment requirements

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