



Aquinas College

ASSESSMENT POLICY



Our Vision

*Drawing from our rich Catholic story,
we are an inclusive and welcoming community who
ignite a love of learning,
a sense of wonder and
an openness to God,
empowering us to be the difference in our world.*

Our Mission

*As a place of wonder and a desire for knowledge,
Aquinas College strives to create a learning community
who build a culture of excellence with joy and a love of life,
while sustaining a deep sense of identity and a place of belonging.*

*Inspired by the Gospels, we accompany each other in dialogue on our shared journey,
by honouring our own identity and that of others,
and through accepting and celebrating the diversity of our College community.*

Our Values

FAITH

*'Faith is an intellectual act whose object is truth.'
Saint Thomas Aquinas*

COURAGE

*'Have Courage, the good seed will grow...'
Blessed Edmund Rice*

COMPASSION

*'Compassion should be our animating principle...'
Venerable Catherine McAuley*

BELONGING

*'I was a stranger and you welcomed me'
Matthew 25:35*

Our Story

*We acknowledge the traditional custodians
of the land on which the College was established,
the Kombumerri people, of the Yugambah nation.
We walk together, as stewards of creation, in reconciliation and pay respect to Elders, past,
present and emerging.*

*We build on those who have served before us in partnership with our community.
We celebrate the richness of the Mercy Sisters and Christian Brothers whose spirit flows through
our College.*

*We seek continued inspiration from our College patron, Saint Thomas Aquinas,
and our House Patrons Venerable Catherine McAuley, Blessed Edmund Rice,
Saint Oscar Romero, and Caroline Chisholm.*

Our Motto

*Pro Deo
For God*

We live our Vision and Mission, through animating the rich Catholic story embodied in Our Motto.



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Scope

The Aquinas College Assessment Policy provides information for teachers, students and parents/caregivers 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 and applies to Applied, Applied (Essential), General, General (Extension) subjects and Short Courses across all faculties.

Purpose

Aquinas College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

This policy applies to all students (Year 7 - Year 12) currently enrolled at Aquinas College. It details procedures to be followed in applying for an extension of time to complete an assessment task, late submission and non-submission of student responses to assessment instruments. It also details procedures relating to examination requirements. This policy aims to ensure fairness to all students and requires that students meet their obligations regarding completion of a course of study as they relate to assessment.

This Assessment Policy:

- Provides information to students about expectations for assessment and their responsibilities.
- Includes guidelines for teachers and information to all staff about expectations and their roles and responsibilities.
- Provides parents/caregivers with necessary information and guidance with regards to their child's assessment.
- Is communicated clearly to teachers, students and parents/caregivers.
- Is enacted consistently across all subjects and year levels within the school.
- Is based on information in the QCE and QCIA Policy and Procedures Handbook (v5.0) and QCAA guidelines and syllabuses.



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Principles of Quality Assessment

Assessment, whether formal or informal, provides teachers with information about student learning outcomes. Teachers and learners use assessment techniques to improve progress, provide feedback and create opportunities in the teaching and learning process.

Aquinas College'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 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.

Purpose of Assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the specific time of assessment.



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Assessment information has multiple uses, including:

- Provision of feedback to teachers, such as diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge and their conceptual understandings, which informs the teacher, so they know what students can do and what subsequent teaching is required to progress student learning.
- Identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance.
- Provision of feedback to students and parents/caregivers that gives clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development.
- Evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/caregivers and others.
- Development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning.
- Refinement of quality teaching, by supporting teacher reflection and professional learning.
- Provision of information for certification.
- Measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

Assessment Types

The following assessment types can be used throughout Year 7 to Year 12 for the purposes of internal and external assessment (for Year 12 only). For further information regarding assessment types, please refer to Appendix 1 in this policy.

There are two types of assessment that will be used for assessment at Aquinas College – Internal Assessment and External Assessment.

Internal Assessment is developed and administered for assessment in the Junior School, Year 10, General and Applied subjects. Internal Assessment can include the following:

- Collection of Work
- Examination
- Extended response



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- Investigation
- Performance
- Practical demonstration
- Product
- Project

In Year 11, the Internal Assessment is Formative (FIA) and in Year 12, the first three assessment items are Summative Internal Assessment (IA1,2,3) – (these contribute towards the ATAR calculation). All internal assessment in Years 11 and 12 will contribute to the requirements of the Queensland Certificate of Education (QCE).

External Assessment (EA) is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects in Year 12 only. 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 is:

- Common to all schools.
- Administered by schools under the same conditions at the same time and on the same day.
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment result for a subject contributes to a determined percentage of a student's overall result. For most subjects this is 25 percent, for Mathematics and Science this is 50 percent.

Promoting Academic Integrity

Location of Policy

The Aquinas College Assessment Policy can be found on the Parent Portal, in all Year Level Teams page and for staff, on the Shared Curriculum Resources drive (SCR).

Aquinas College's expectations for teaching, learning and assessment are underpinned by the principles of academic integrity, equity for all students, seeking excellence and maximising student accountability.

The following whole-school procedures, in conjunction with the QCAA Policy and Procedures Handbook, support this endeavour.



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Expectations about engaging in learning and assessment

QCE and QCIA Policy and Procedures Handbook (v5.0) – Section 8.2.1

Aquinas College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students will demonstrate success in their learning when they engage effectively in all learning tasks assigned by the teacher, at the set standard, including literacy and numeracy requirements.

Students become eligible for a Queensland Certificate of Education 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 expected to engage in the learning for the subject or course of study, produce evidence of achievement that is authenticated as their own work and submit responses to scheduled assessment on or before the due date for their results to contribute credit to the QCE and be included in their student report.

To emphasise the importance of sound academic practices, staff and students will complete QCAA academic integrity courses.

School Responsibilities

- Publish final assessment due dates in the relevant year level Assessment Calendar- available in the Parent Portal and in relevant year level Teams page.
- Implement consequences for students that do not meet the requirements of the Assessment Policy including drafts, final submissions, examinations, academic integrity and misconduct.

Teacher Responsibilities

- Provide students with assessment instruments in an appropriate timeframe including ISMGs (Year 11 & Year 12) and achievement standards (Years 7 to Year 10).
- Appropriate time is given to learning and teaching in the classroom to deconstruct task sheets, provide deeper understanding of task sheets and to provide effective feedback between the draft and final submission.
- Teachers will support students by providing them, where appropriate, with modelling, scaffolding and annotated exemplar responses. They will engage students in verbal and/or written feedback and reflection on their assessment (including drafts and final submission) and will be able to articulate reasoning behind the awarded judgement.
- Ensure that the Turnitin process and set up is completed through Teams for each class.
- Teachers are responsible for notifying parents/caregivers (via phone/email) when students do not provide a draft or final submission.



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- Communication must be made with parents/caregivers if a student receives a 'D' level of achievement or lower or is at risk of not meeting achievement standards and/or course requirements.
- Ensure that all student work is either downloaded and stored in the appropriate folder on the SCR or hardcopies are kept in student folios. This work is to be kept until the Curriculum Leader is notified by the Assistant Principal Learning and Teaching.

Student Responsibilities

- Access the relevant Assessment Calendar through the appropriate year level Teams pages to identify when assessment is due. Take note of draft and due dates on task sheets and write in student diary for personal planning.
- All students are responsible for submitting both draft and final assessment items via Teams on or before the due date (Monday 8.30am).
- All written assessment must be submitted through the school's chosen authenticity platform. In Year 10 – Year 12 students will be required to submit through both Teams and Turnitin. In Year 7 – Year 9 students are required to submit through Teams. The hard copy of the assessment task may be required and given directly to your teacher in the first lesson of the due week. Assessment will not be accepted by other teachers or Student Administration Office (SAO).
- When on a traineeship, TAFE, excursion, or other school-based activity, you must ensure that your assessment is submitted through Turnitin via Teams by Monday 8.30am.
- Ensure all assessment tasks submitted are your own work, cited work is referenced using the APA 7 system and the authenticity section is completed - this is mandatory.
- Communicate with your teacher and the Curriculum Leader - Middle Years (Year 7 to Year 9) or the Curriculum Leader – Senior Years (Year 10 to Year 12), if personal or other reasons arise where an assessment adjustment or modification is required.
- Students will be notified of examinations via the Assessment Calendar and Exam Timetable. Students must make note of the date and time scheduled and attend all examinations in accordance with Aquinas College Exam Guidelines.
- If a student is absent for any examination/performance, they must complete the Special Consideration form and submit it to the Curriculum Leader - Middle Years (Year 7 to Year 9) or Curriculum Leader – Senior Years (Year 10 to Year 12), with the necessary documents as soon as possible.



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Parent/Caregiver Responsibilities

- Access the relevant Assessment Calendar available in the Parent Portal and be aware of assessment requirements for your child.
- Actively encourage your child to complete all draft and final submissions by the due date and meet authenticity requirements as required on task sheets.
- Follow the requirements outlined in Applying for Special Consideration (Year 7 to Year 10) and Applying for Special Consideration/AARA (Year 11 and Year 12) in this Assessment Policy.
- If your child has a specific learning need, please contact the relevant year level case manager, Curriculum Leader Learning Enhancement or the Assistant Principal Learning and Teaching for support and consideration.

Due Dates/Assessment Calendar

By Week 3 of each term, students will be required to access their relevant year level Assessment Calendar. This can be accessed through the year level Teams pages and the Parent Portal. Senior students studying General Subjects are advised to access the QCAA website for their published external examination timetable, when available.

Changes to the Assessment Calendar can only occur with the approval of the relevant Curriculum Leader and the Assistant Principal Learning and Teaching. Students and parents/caregivers must receive sufficient notice and communication (via email) before the amended due date.

The College is responsible for ensuring it adheres to QCAA assessment policies. Staff are responsible to ensure assessment dates:

- Align with syllabus requirements.
- Provide sufficient working time for students to complete the task.
- Allow for internal quality assurance processes.
- Enable timelines for QCAA quality assurance processes to be met.
- Are clear to teachers, students, parents/caregivers.
- Are consistently applied.

It is the responsibility of all students to submit all drafts and final submissions on or before the due date. It is also the responsibility of students to ensure ownership and authentication of their own work.



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Gathering Evidence and Student Achievement

QCE and QCIA Policy and Procedures Handbook (v5.0) Section 8.2.7

Assessment instruments will provide detailed information about the assessment task. The task sheet will include the following information:

- Unit Number
- Topic/s
- Duration
- Individual/Group
- Modes
- Conditions Specific to Assessment
- Draft Due Date
- Final Submission Due Date
- Task Instructions
- Criteria Assessed

All assessment instruments, including drafts and final submissions, must be submitted via Teams.

Copies of drafts will be electronically stored by individual teachers. All completed and marked assessment will be stored in student folios (either as hardcopies or in digital format). Year 7 to Year 10 folios must be kept until end of Term 1 of the following year. Year 11 and Year 12 folios must be kept until notified by the Assistant Principal Learning and Teaching.

Submission of Final Assessment

School Responsibility

- The College will provide an Assessment Calendar that will clearly outline assessment and due dates.
- Students and parents/caregivers will be able to access Assessment information on the College Parent Portal or through student Teams pages.



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- The College will ensure that the requirements and expectations of the Assessment Policy are adhered to.
- The College will seek to find evidence of work from any students who does not submit their final assessment to provide feedback.

Teacher Responsibility

- Assessment instruments will be provided by the classroom teacher.
- Ensure that the Turnitin process and set up in Teams is completed for both the draft and final submissions.
- Teachers are responsible for notifying parents/caregivers (via phone/email) when students do not provide a final submission.
- Inform the Curriculum Leader of any student who does not submit the necessary assessment. Curriculum Leaders in collaboration with the classroom teacher will explore work collected throughout the assessment period to consider a result in Year 7 - Year 10. Curriculum Leaders will seek guidance for students in Year 11 and Year 12 from the Assistant Principal Learning and Teaching.
- The teacher is responsible for ensuring that they collect student work that supports evidence gathering through the assessment period – consisting of homework tasks, activities, checkpoints etc.

Student Responsibility

- Students will be provided with a due date for all assessment.
- Assessment must be submitted on the due date by 8.30am. Students must use Teams to submit the written component of all assessment to their teacher. In Year 10 – Year 12 students will be required to submit through both Teams and Turnitin. In Year 7 – Year 9 students will be required to submit through Teams.
- A hard copy may be required to be submitted to the classroom teacher in the first lesson of the week.
- If required, students must submit a hard copy of their assessment to their classroom teacher only. Staff will not accept assessment from students for other teachers, nor will assessment be accepted in the playground or at SAO. In the event that the class teacher is absent on the day the hardcopy is due, the student must submit the assessment to the supervising teacher, who will ensure that these are returned to the class teacher.



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- Assessment Techniques such as Practical Demonstration, Performance, Product and Projects, will often occur over several days, during lessons or in the exam timetable. Students must submit any written component or supporting material by the due date through Teams, even if the assessment will be held afterwards. Students are to follow individual teacher directions regarding the final submission of assessment techniques such as Practical Demonstration, Performance, Product and Projects.
- Unless there are exceptional circumstances, all student assessment must be completed and submitted by the due date. There will be times when, due to exceptional circumstances, e.g. illness, injury, family bereavement, sporting commitments it would difficult, if not impossible, for a student to attend classes and/or to complete an assessment by the due date. Subject teachers do not have authority to grant Special Consideration or Access Arrangements and Reasonable Adjustments (AARA). Refer to the Special Consideration and AARA section of this Assessment Policy for further details.

Note: Holidays in term time are not reason for Special Consideration or AARA. Assignments will still need to be submitted by the due date via Teams.

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) will not be considered acceptable grounds for an extension. ALL students MUST save their work at least to the OneDrive platform and any other saving device/platforms.

Parent/Caregiver Responsibility

- Have knowledge of the assessment requirements for their child.
- Actively encourage students to submit final submissions that meet the word limit by the due date.
- Ensure that their child has met the academic integrity requirements outlined by the QCAA.
- Support the processes of the College when determining results if assessments have not been submitted.
- Encourage and support students to develop the skills needed to submit their own work or “work that is authentically their own”.
- Reinforce the importance of ethical conduct.



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Appropriate Learning Experiences and Materials

QCE and QCIA Policy and Procedures Handbook (v5.0) Section 8.2.2

Aquinas College will provide learning experiences that align with the syllabus objectives and learning progressions. Students will be provided with opportunities to respond to a diverse range of assessment in safe environments and with age-appropriate materials. To support this, the school and its staff are responsible for choosing and monitoring the use of texts and stimulus materials used in the teaching and learning and the production of work by students.

The school and its staff will determine the appropriateness of topics, texts, materials and areas of study for their students. These selections will not offend, humiliate, intimidate, cause distress or harm to the individual or wider community.

Possible content for students includes considerations of appropriateness when producing materials. The school will enact proactive and practical risk strategies that comply with appropriate state and national legislation.

Ensuring Academic Integrity

Scaffolding

QCE and QCIA Policy and Procedures Handbook (v5.0) Section 8.2.3

Scaffolding is a strategy through which teachers support students to develop greater independence in completing tasks or responding to assessment instruments.

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.
- Using visual frameworks or graphic organisers to plan responses.



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The integrity of assessment must be maintained during the scaffolding process. Student responses must be their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria across all year levels.

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 for students about the requirements for their response.

Drafts (including Checkpoints)

QCE and QCIA Policy and Procedures Handbook (V5.0) Section 8.2.5

Drafts, including checkpoints, will evaluate student learning within the context of their assessment.

Drafts allow teachers to monitor student work in development. Checkpoints and drafting processes are to support students to:

- Understand the expectations of the assessment objectives.
- Question and clarify assessment.
- Ensure their work is cited and well referenced.
- Receive effective feedback.

A draft is a preliminary version of a student's response to a task. A draft can be used to provide focused feedback on a response and to authenticate student work.

School Responsibility

- The College will provide students with an opportunity to submit a draft prior to a final submission.
- The College will implement consequences for students that do not meet this requirement as per this Assessment Policy regarding Drafts.



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Teacher Responsibility

- All assignments will allow for a draft to be completed before the final due date.
- All drafts will be due no later than 2 weeks prior to the final submission.
- Drafting is a consultative process not a marking process. Feedback varies depending on the nature of the task and may include suggestions such as:
 - ❖ Consider other aspects of the text, report, performance, or activity.
 - ❖ Develop the response to show more awareness of the intended audience or purpose.
 - ❖ Rearrange the sequence and structure of the response to prioritise the most important points.
 - ❖ Investigate further to expand the response.
 - ❖ Synthesise the response by editing or removing excess information.
 - ❖ Adhere to the required response length by, editing and refining the response, checking for relevance or repetition, etc.
 - ❖ Adhere more closely to the APA referencing style required by the task.
- May not compromise the authenticity of student responses by adding ideas.
- Store a copy (electronic or hardcopy) of the student's draft / checkpoint evidence.
- Teachers will contact the student's parents/caregivers to notify them if a draft is not submitted.
- All drafts submitted by the due date will receive written or electronic feedback from the classroom teacher.
- The classroom teacher may give verbal feedback for late drafts.
- Provide feedback on one draft only for Years 7 to Year 12. Feedback will also be provided for Year 7 to Year 10 at the appropriate checkpoints.
- Teachers should not correct or edit all the textual errors in a draft. Precise editing and proofreading for spelling, grammar and punctuation is not part of the draft feedback process.
- Provide feedback on drafts submitted by the draft due date within a reasonable timeframe – this must be within 7 days.
- May provide a summary of teacher feedback and advice to the whole class.
- Teachers are responsible for notifying parents/caregivers (via phone/email) when students do not provide a draft.



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Student Responsibility

- Submit the draft by the due date – Monday 8.30am through Teams and upload to Turnitin (Year 10 to Year 12).
- All assessment will allow for a draft to be completed before the final due date.
- All drafts will be no later than 2 weeks prior to the final copy.
- It is imperative that students submit a draft so that teachers can offer feedback and ensure that students are on track to complete their final copy.
- Submit a completed draft that meets the word limit.
- The student will receive verbal feedback only for late drafts.
- Once feedback has been received, students should conduct further research, substantiate points and follow the recommendations of their teacher.
- If students fail to submit a draft, they will only receive general feedback that's shared with the class.

Note: Holidays in term time are not reason for Special Consideration or AARA. Assignment drafts will still need to be submitted by the due date via Teams.

Note: Technology failure (such as a printer not working, work not being saved, or computer malfunction etc.) will not be considered acceptable grounds for an extension. ALL students MUST save their work at least to the OneDrive platform and any other saving devices/platforms.

Parent/Caregiver Responsibility

- Encourage and support students to submit a completed draft that meets the word limit by the due date.
- Encourage and support students to develop the skills needed to submit their own work or “work that is authentically their own”.
- Reinforce the importance of ethical conduct.



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Managing response and length

QCE and QCIA Policy and Procedures Handbook (v5.0) Section 8.2.6

Students are required to meet the conditions outlined in the syllabus and as directed on task sheets. One of these conditions is the response length.

In Year 11 and Year 12, each Syllabus describes different assessment techniques and conditions for each assessment. All assessment instruments must include the required length of a response range as a word length, duration of time, or page count to match syllabus requirements. This information is provided to:

- Indicate the scope and scale of the response required.
- Ensure equity of conditions for all students.
- Support students to develop skills in managing the length, scope and scale of their responses appropriately.
- Ensure that internal assessments (IA) developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement.
- Ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

School Responsibility

- The College will provide students with information regarding the conditions of the assessment. Students will be directed to the relevant Syllabus documents to support this section.
- The College will clearly outline the process that occurs when a student fails to follow the guidelines outlined to manage response length.

Teacher Responsibility

- Provide feedback to students during the checkpoint and drafting to inform students that the response length does not meet the acceptable length conditions of the task.
- Encourage modification of the draft response in line with the conditions of the task.
- Implement strategies for when a student submits a response that exceeds the word length.

Strategies could include:

- ❖ Teacher stops marking the assessment and annotates that the word length has exceeded the required length.



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- ❖ Provide the student with an opportunity to redact text from the assessment before the submission.
- ❖ Students may also be given an opportunity to redact information after submission if the response still does not meet syllabus requirements.
- Provide students with examples of responses that are within the word length.
- Model how to create and edit a response:
 - ❖ that is relevant of the task and objective being assessed.
 - ❖ to meet length requirements.
- Teachers mark the final student response using the information provided by the student to the required length.

Student Responsibility

- Develop an appropriate response that does not exceed or is not significantly under the required length.
- Clearly document the length of their responses using a word count or page count on the task / coversheet of the assignment. Students will need to do this across all assessment techniques including submissions of performance and projects, etc.
- Apply teacher feedback and edit responses to meet the length requirements.
- In Year 11 and Year 12, students are required to submit on their title page the Inclusion Word Count and the Exclusion Word Count.

Parent/Caregiver Responsibility

- Encourage and support the student to submit drafts and final submissions that are length appropriate as outlined in the assessment task conditions.



Guidelines about the lengths of a response – inclusions and exclusions are provided in the following table:

Table 1: Determining word length and page count of a written response.

	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
<p>* 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.</p>		

Table 2: Determining length of a non-written response.

	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 	See 'After assessment is submitted'
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. 	The exclusions for written responses do not apply as they are not relevant to a timed response.

Note: A teacher may request that you submit two copies for the final submission – one copy will be the complete submission and the other will have all exclusions removed.



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Authenticating student responses

QCE and QCIA Policy and Procedures Handbook (v5.0) Section 8.2.8

The accurate judgement of student achievement can only be made on genuine student assessment responses. Aquinas College have the following strategies in place to ensure authenticity of student responses can be determined.

School Responsibility

Assessment instruments created and distributed to students of Aquinas College will include formal acknowledgements of authorship. Assessment that is submitted (whether draft or final submissions) will require students to acknowledge their own and the work of others.

As a school community we will:

- Ensure the authenticity of student responses aligns with syllabus requirements,
- Deliver assessment tasks that requires each student to produce a unique response,
- Create a variety of different assessment tasks that will promote originality of student work,
- Allow sufficient class time for students to complete the assessment task and to monitor the development of these responses,
- Collect evidence during the development of responses to establish authorship of final responses. Teachers will do this through:
 - ❖ Monitoring, collecting, or observing progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist, 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 will use all or a selection of the following:

- Directly compare the responses of students who have worked together in groups.
- For text, analyse final student responses using plagiarism detection software Turnitin.
- Interview a student if their authorship of text, visual, audiovisual, performance or spoken/signed responses may have been compromised (e.g. by use of Artificial Intelligence (AI)), to determine their understanding and familiarity with their response.
- Use internal quality assurance processes such as cross-marking and moderation.



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If the use of AI is suspected, teachers will use AI detection software to provide a gauge of the extent of use of AI. 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.

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 can be gathered in the conditions specified by the syllabus/parent document, on or before the due date.

Where appropriate, students may be awarded a Not-Rated (NR) when it is not possible to verify the student's submitted work as their own authentic work.

Teacher Responsibility

Teachers have specific responsibilities for establishing authorship of responses. Teachers should:

- 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 including AI, 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).

Teachers and Curriculum Leaders are responsible for managing academic misconduct.

- For authorship issues: If the use of AI is suspected, teachers will use AI detection software to provide a gauge of the extent of use of AI. 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.
- For all instances of academic misconduct: Results will be awarded using any evidence from the preparation of the response that is available that is verifiable the student's own work that can be gathered in the conditions specified by the syllabus/parent document, on or before the due date.
- Students may be awarded a Not-Rated (NR).

Student Responsibility

Student responsibility for establishing authorship of their responses should include:

- Complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses.
- Participate in authentication processes as required by the schools, such as to:
 - ❖ Sign a Declaration of Authenticity and provide the name and description of any large language models (LLMs) used, such as ChatGPT, as well as other AI tools like Quillbot and Grammarly, including the prompts used and the date accessed.



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- ❖ Submit a draft.
- ❖ Submit the final response using plagiarism detection software. In Year 10 – Year 12 students will be required to submit through both Teams and Turnitin. In Year 7 – Year 9 students will be required to submit through Teams, where required participate in interviews during and after the development of the final response.

Parent/Caregiver Responsibility

Parents/Caregivers and others who support students also have a responsibility to promote and maintain academic integrity.

For example, parents/caregivers could:

- Encourage students to complete the course.
- Reinforce the importance of ethical conduct and study practices.
- Support students to understand family, community and school expectations.
- Support students to understand their responsibility to maintain academic integrity.
- Ensure students understand the consequences of academic misconduct.
- Support students to develop the skills needed to submit their own work.
- Encourage students to seek additional information and/or advice from their school if they have questions after completing the course.
- Discuss any concerns they may have with the school.
- Is aware of and follows the school's assessment policy, including the guidelines for drafting and providing feedback on a draft student response (see Section 8.2.5: Drafting).



Academic Misconduct

Aquinas College supports students to complete assessment and submit work that is their own and minimises 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 procedures used for managing them.

The types of misconduct and examples listed in the table below are not exhaustive.

Table 3: Common types of academic misconduct, with examples

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work, the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct</p> <p>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</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment. 	<p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
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 a supervised assessment • copies another student's work during a supervised assessment. 	



	Types of misconduct	Procedure
Disclosing or receiving information about an assessment	<p>A student or other person:</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, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work, the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct</p> <p>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</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.</p>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	<p>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.</p> <p>A student completes a response to an assessment in place of another student.</p>	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>	
Self-plagiarism	<p>A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.</p>	
Significant contribution of help	<p>A student or other person arranges for, or allows, a tutor, parent/caregiver or any person in a supporting role to complete or contribute significantly to the response.</p>	



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Use of Artificial Intelligence

If Generative AI is used to help generate ideas or plan processes, an acknowledgement of how the tool has been used must be included on the Declaration of Authenticity that is submitted with all assessment. This must occur even if AI generated content is not used in the assignment. Students must provide a description of the AI tool used, prompts used and the date accessed.

The use of AI without attribution and/or contrary to the direction of teachers, is considered a form of plagiarism/contract cheating and will be considered academic misconduct. Any permissible use must be attributed using correct conventions.

References should provide clear and accurate information for each source and should identify where they have been used in the submitted work. AI does not reference where materials are drawn from and as such this reference serves only to be transparent about the use of the tool. It does not satisfy individual subject requirements for any specific types of sources nor the way they are expected to be referenced.

All students enrolled in Years 11 and Year 12 at Aquinas College must complete the Academic Integrity course provided by the QCAA at the beginning of each school year. Teachers of Year 7 – Year 10 will support students in understanding ethical scholarship through the use of age-appropriate resources provided by QCAA. These resources support the use of a shared language and conversations with students about:

- What it means to act with integrity at school, home and in the wider community.
- The importance of understanding and practicing academic integrity.
- Effective practices that support and empower ethical scholarship.

Teachers and Curriculum Leaders are responsible for managing academic misconduct.

- For authorship issues: If the use of AI is suspected, teachers will use AI detection software to provide a gauge of the extent of use of AI. 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.
- For all instances of academic misconduct results will be awarded using any evidence from the preparation of the response that is available that is verifiable the student's own work that can be gathered in the conditions specified by the syllabus/parent document, on or before the due date.
- For instances of academic misconduct during examinations students may be awarded a Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented.



Access Arrangements and Reasonable Adjustments (AARA) including Illness and Misadventure

QCE and QCIA Policy and Procedures Handbook Section 6

Access Arrangements and Reasonable Adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. Aquinas College is committed to reducing barriers to success for those students whose disability, impairment, medical condition, or other circumstances prevent them from responding or participating in assessment. AARA are considered on an individual basis and decisions are made in consultation with the eligible student, parent/caregiver, school staff and when applicable, the QCAA. AARA can be applied to both Internal and External Assessment.

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 categories:

- Long-term and chronic conditions
- Short-term conditions and temporary injuries
- Illness and misadventure.

The definition of 'disability' used in the *Disability Discrimination Act 1992* (DDA) is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement and the presence in the body of disease-causing organisms.

The QCAA uses broad disability categories for AARA:

- 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 (see Section 6.5: Illness and Misadventure).



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For more information about supporting documentation required for different eligibility categories and possible adjustments (see Section 6.5.4: Supporting Documentation).

Aquinas College will follow the processes outlined in the QCAA's QCE and QCIA Policy and Procedures Handbook. For students in the senior phase of studies, QCAA policy, procedures and requirements take precedence over school policy in cases of variance. All evidence and decisions will be kept in student files. All AARA applications for summative assessment in Units 3 and 4 require QCAA approval.

Access Arrangements and Reasonable Adjustment (Special Consideration)

Year 7 to Year 10

Special Consideration - Making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.

Special considerations may be sought by a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Assessment criteria and standards are not modified; the intent and rigour of the syllabus or subject intent is maintained.

In deciding about special consideration, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of communication of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

Absence in Year 7 to Year 10:

SHORT – 1 week or less. Teacher may consider evidence already collected and use it to form judgement on an assessment item, or a variation of date(s).

MEDIUM – 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle.

LONG – More than 2 weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgements at the end of the course of study.



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The class teacher will talk with the student about the time they will be absent and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- Any support materials that can be provided to minimise the effect of absence to learning.
- Any planning adjustments that may be made to minimise the effect of absence to learning.
- Whether Special Consideration be considered?

Exemptions in Year 7 to Year 10:

Exemption is the allowance of non-completion of a particular piece of assessment under exceptional circumstances:

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the Assistant Principal Learning and Teaching).
- An exemption will only be allowed when there are sufficient documented reasons and sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument.
- An exemption is inappropriate where the student is unable to meet mandatory requirements.
- Exemption is not an option where reasonable adjustment is appropriate.

Late submission of a student response Year 7 to Year 10

When a student submits an assessment piece after the due date set by the school, a result should be allocated based upon demonstrated evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs/copies of student work, teacher observations.

Ineligibility for Special Consideration

Students are **not** eligible for Special Consideration 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/caregiver's own choosing (e.g. family holidays or sporting events).



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Access Arrangements and Reasonable Adjustments (AARA)

Year 11 and Year 12

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where diagnosis has been made before Year 10, an update only is required. This may be substantiated by a medical practitioner, general practitioner, paediatrician or other relevant allied health provider.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:

- For **internal assessment**, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects.
- For **external assessment**, no earlier than 30th April of the assessment year.

Making decisions about AARA

The Principal or Principal's Delegate is responsible for making decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. When making decisions for Principal reported AARA or when QCAA approval is required, they make decisions based on the particular context for an eligible individual student, for a particular assessment.

The Principal or Principal's Delegate will consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow each student to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.



The decisions may involve an adjustment to:

- How the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instruction may be provided as written instructions).
- How the student responds to the assessment (e.g. a student with dyspraxia may complete the assessment using a computer with approved software).
- The time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment).
- The scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment).
- The environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader).
- The mode of the assessment (e.g. a student with an injury may perform a different physical activity from the rest of the cohort in Physical Education in order to be able to demonstrate the unit objectives).

In approving AARA, the 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.

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.

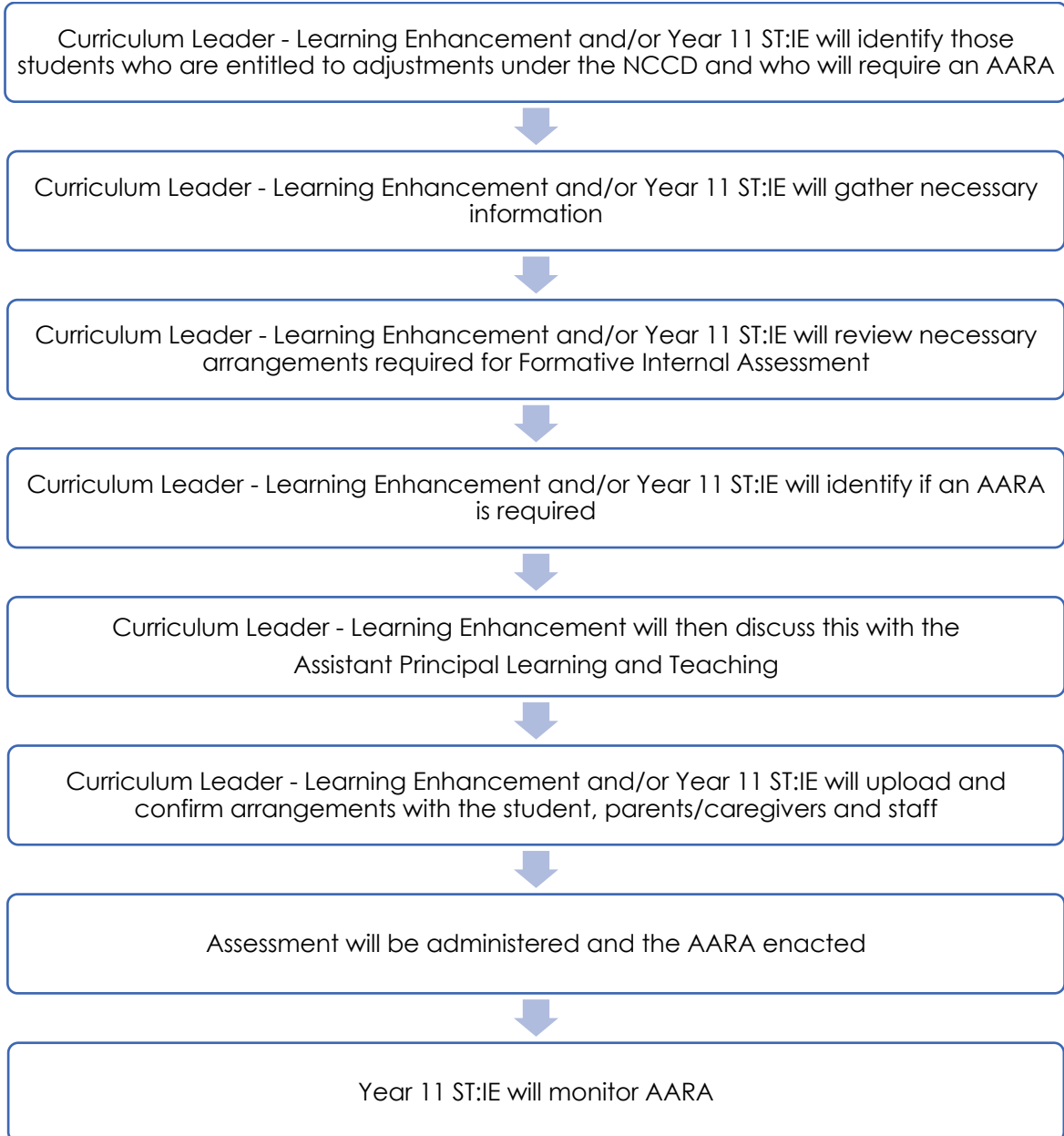
QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal.

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



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AARA Process for students with additional needs - Formative Assessment in Units 1 and 2



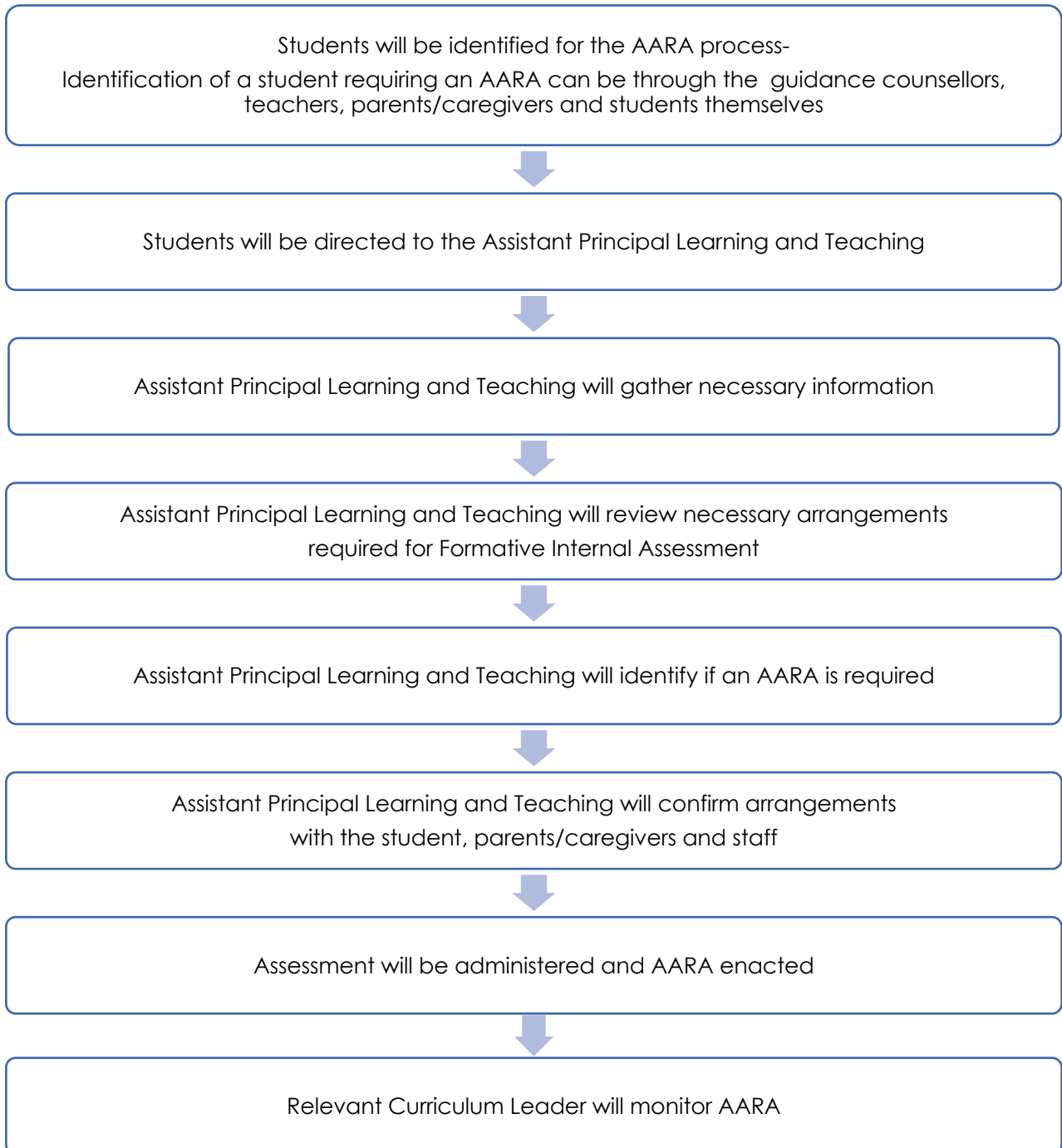
*Please Note: Students who are recognised under NCCD will continue to have in-class adjustments alongside their approved AARA provision.



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AARA Process for students who may experience circumstances that create barriers to their performance.

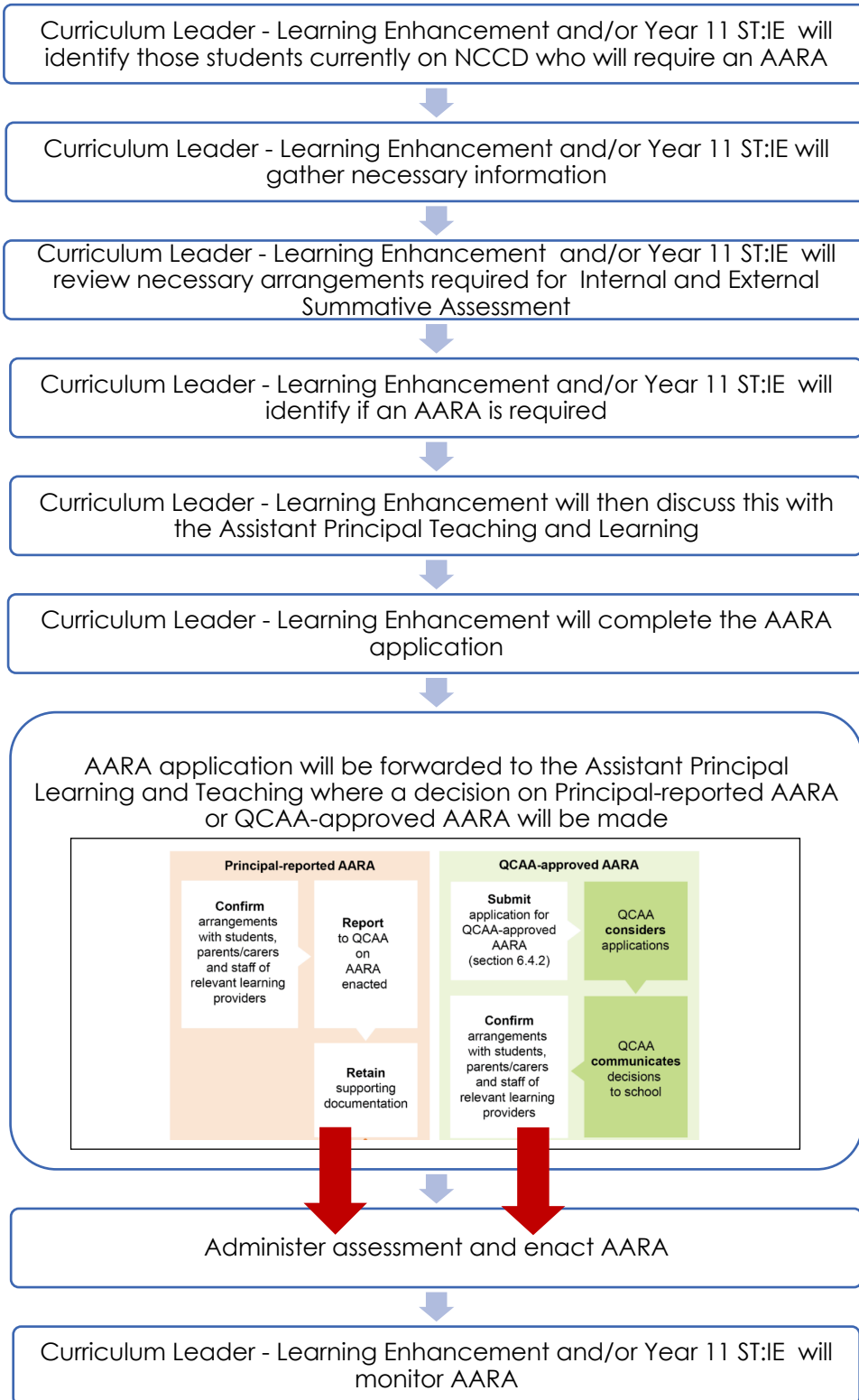
Formative Assessment in Units 1 and 2





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AARA Process for students with additional needs - Summative Assessment in Units 3 and 4

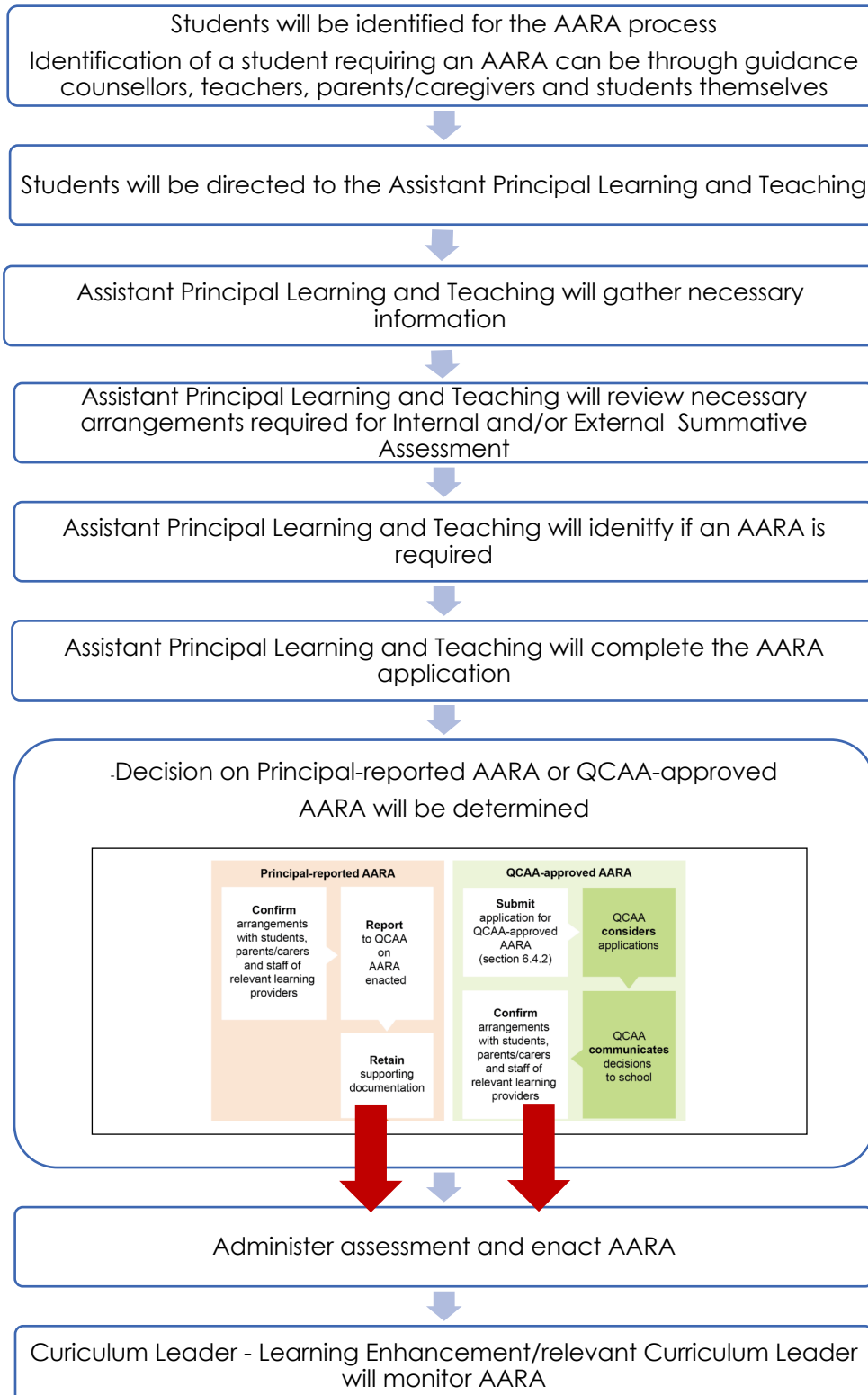




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AARA Process for students who may experience circumstances that create barriers to their performance.

Summative Assessment in Units 3 and 4





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Special Consideration (Illness and Misadventure) – Year 7 to Year 10

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for special consideration.

The following guidelines apply for illness and misadventure:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation e.g. summons/subpoena to appear in court or close family members' death/funeral.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/caregivers, such as a family holiday.

Application for Special Consideration

Students are responsible for initiating an application for special consideration if they believe they have been adversely affected by illness or other emergent circumstances. Students will need to complete the Special Consideration Form and submit this to the Curriculum Leader – Middle Years (Year 7 to Year 9) or Curriculum Leader – Senior Years (Year 10). The relevant Curriculum Leader will then advise of the consideration provided.

Illness during Exams

A student who is ill during an exam (Year 7 - Year 10) must communicate only with the exam supervisor. The student will be sent to SAO. The exam supervisor will contact the relevant Curriculum Leader who will then make a decision regarding the exam and contact the parent/caregiver.

Non-attendance at an Exam

The school must be notified BEFORE the scheduled exam via an email forwarded to the classroom teacher and the Curriculum Leader – Middle Years (Year 7 to Year 9) or Curriculum Leader – Senior Years (Year 10) explaining the absence. Students in Year 7 - Year 10 can apply for special consideration and a new exam time can be scheduled.

Parents/caregivers will be notified by email or phone by the Curriculum Leader of any unexplained absence.



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Prior Knowledge of Absence

If a student knows in advance that they will be absent for a scheduled test they must:

- Complete an Assessment Extension Request form that must be submitted to the relevant the Curriculum Leader – Middle Years (Year 7 to Year 9) or Curriculum Leader – Senior Years (Year 10).
- If approved the student will be allowed to complete a comparable assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Leader.

Failure to Attend an Exam

If a student fails to attend a scheduled exam in Year 7 – Year 10 and does not comply with the processes outlined above, they will be required to sit the exam at the first available opportunity.

If the student does not attend the rescheduled exam, the report result will be determined by examining the students folio of work.



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Special Consideration – ALL Year 7 to 10 students for Assessment (Formative and Summative)

Students become ill or are unable to attend school for Internal Assessment



Parents/Caregivers need to contact the classroom teacher and Curriculum Leader – Middle Years (Year 7 to Year 9) or Curriculum Leader – Senior Years (Year 10)



Student will need to complete an Special Consideration form and submit to the and Curriculum Leader – Middle Years (Year 7 to Year 9) or Curriculum Leader – Senior Years (Year 10) with supporting documentation



The Curriculum Leader – Middle Years (Year 7 to Year 9) or Curriculum Leader – Senior Years (Year 10) will review the application and provide an opportunity for the student to complete assessment, if appropriate. This will be communicated via email to both the parent/caregiver and student.



Special Consideration (Illness and Misadventure) – Year 11 and Year 12

QCE and QCIA Policy and Procedures Handbook Section 6.5.

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. This section provides for students whose ability to attend or perform in Summative Internal or External Assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation e.g. summons/subpoena to appear in court or close family members' death/funeral.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/caregivers, such as a family holiday.
- Schools implement Principal-reported AARA, when possible, before considering an application for illness and misadventure.
- For External Assessment, 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.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the Summative Internal Assessment schedule, or during an External Assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Application for Special Consideration

Students are responsible for initiating an application for special consideration if they believe they have been adversely affected by illness or other emergent circumstances. Students will need to complete a Special Provisions Form and submit this as soon as possible to the Curriculum Leader – Senior Years with the required documentation.

In Year 11 and Year 12, a principal-reported AARA may be considered if illness or misadventure is established, arrangements such as a comparable assessment or extension may be considered. The Curriculum Leader – Senior Years will communicate the outcome of the special consideration application to both the student and the relevant Curriculum Leader.



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Illness during Exams

A student who is ill during an exam or external exam (Year 12 only) must communicate only with the exam supervisor. The exam supervisor will contact the Curriculum Leader – Senior Years who will direct the student and the exam supervisor to the necessary next steps. The Curriculum Leader – Senior Years, will act in accordance with the QCE and QCIA Policy and Procedures Handbook.

Non-attendance at an Exam

A student in Year 11 or Year 12 who has not attended an exam or External Assessment must notify the Curriculum Leader – Senior Years. The school must be notified BEFORE the scheduled exam and an email forwarded to the Curriculum Leader – Senior Years explaining the absence. A Special Consideration – Exam form must be completed and submitted to the Curriculum Leader – Senior Years with the relevant documentation attached. For internal assessments, students in Year 12 will be provided with a comparable assessment item, if appropriate.

Parents/Caregivers will be notified by email or phone by the relevant Curriculum Leader of the unexplained absence.

Non-attendance at an External Assessment (Year 12)

There will be no alternative arrangements made for external exams in Year 12.

Individual student Illness and Misadventure (Year 12)

Students who believe their performance in an exam is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during their assessment schedule, must speak to the Curriculum Leader – Senior Years regarding an application for illness and misadventure once all principal-reported AARA have been exhausted (See QCE and QCIA Policy and Procedures Handbook Section 6.5.4: Supporting documentation).

Supporting documentation for Illness and Misadventure — Internal and External Assessment (across Year 11 and Year 12)

Students who need to apply for illness and misadventure must submit a written advice or medical report that includes the following details:

- Diagnosed illness, condition, or event
- Date of diagnosis, onset, or occurrence
- Symptoms, treatment, or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment.



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For non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor, or funeral director.

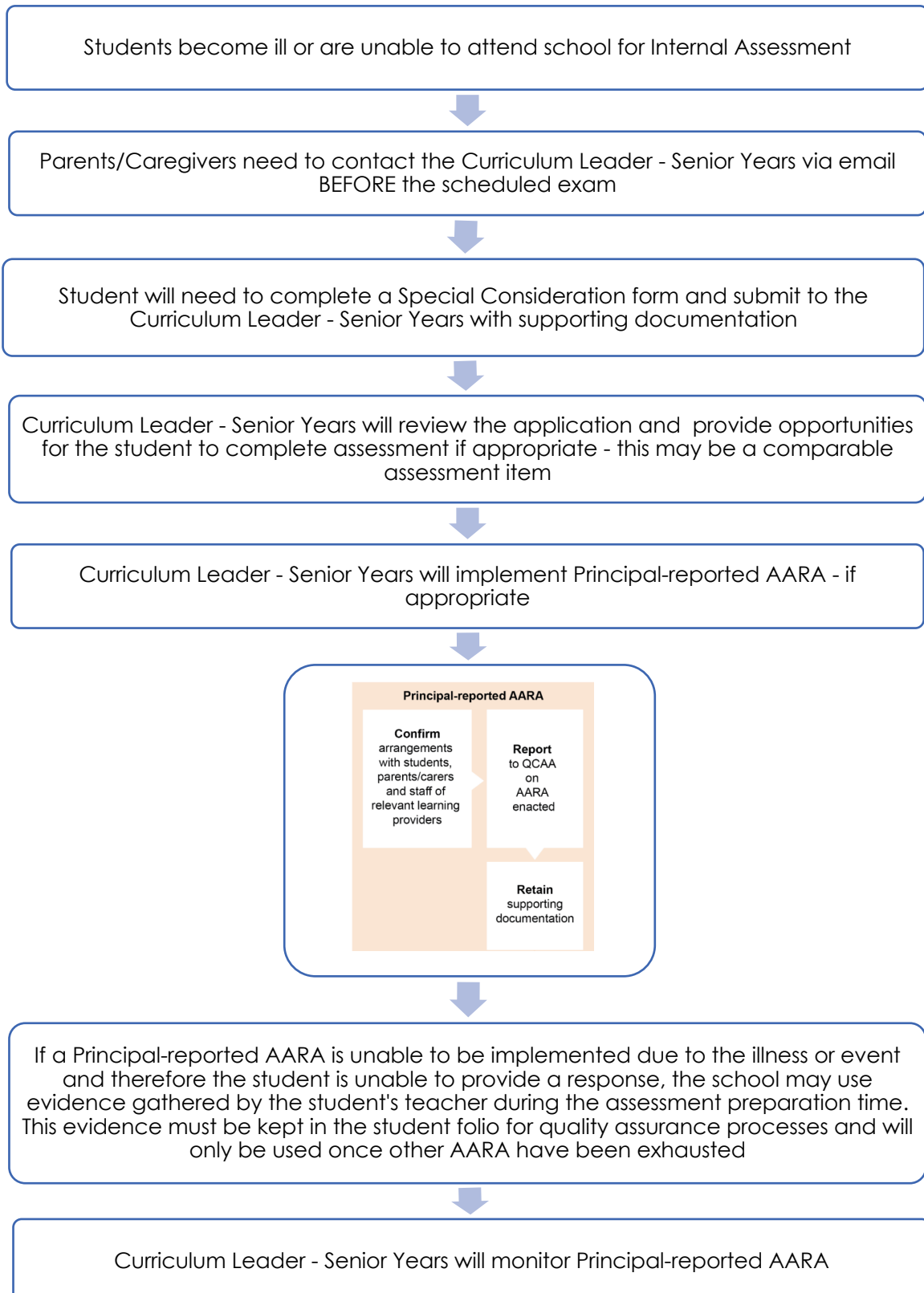
In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma, or serious intervening event and must not have a close personal relationship with, or be related to, the student.



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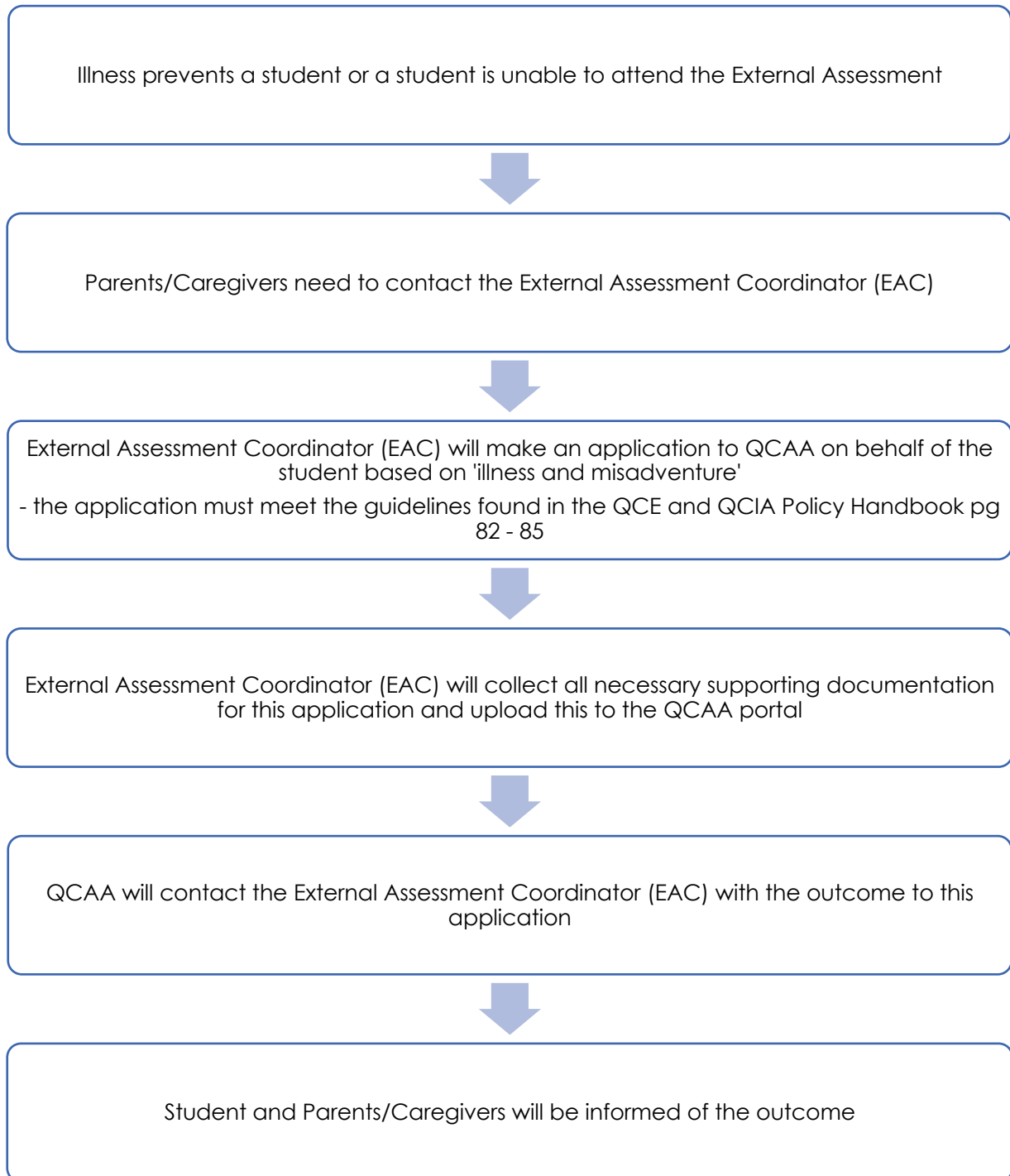
Special Consideration (Illness and Misadventure) – ALL Year 11 and 12 students for Internal Assessment

(Formative and Summative)





Illness and Misadventure – Year 12 External Assessment (Summative)





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Prior Knowledge of Absence

If a student knows in advance that they will be absent for a scheduled test they must:

- Complete an Assessment Extension Request form that must be submitted to the Curriculum Leader – Middle Years or the Curriculum Leader – Senior Years.
- If approved the student will be allowed to complete a comparable assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Leader.
- For Years 11 and 12, QCAA processes will be followed.

Failure to Attend an Exam

If a student fails to attend a scheduled exam and does not comply with the processes outlined above, they:

- In Year 11 and Year 12 a not rated (NR) will be awarded for the unit and on their report card as there is insufficient evidence produced by the student in response to the complete assessment program. This will result in a loss of QCE credits. In Year 11, this is a single QCE point, whereas in Year 12 (Unit 3 & 4) this will result in the loss of **two** QCE points.
- Parents/Caregivers must be contacted via email by the relevant Curriculum Leader to inform them of the not rated (NR) result.

Managing Non-submission of Assessment by the Due Date

Teachers will gather evidence of student responses throughout an assessment period. Student work will be kept in folios throughout Year 7 to Year 12. The work will be gathered at prescribed checkpoints.

Evidence includes (but not limited to):

- Unmarked drafts
- Documented class work
- Rehearsal notes
- Photographs of student work
- Documented teacher observations



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The exact nature of the evidence will be specified in the checkpoints on the instrument specific task sheets.

If a student is eligible for AARA (Year 11 and Year 12) or Special Consideration (Years 7 to Year 10), an extension of time will be granted. A new timeframe will be implemented from the application approved from either the Curriculum Leader – Middle Years or the Curriculum Leader – Senior Years / QCAA / the Principal's Delegate (Year 11 and Year 12).

When a student does not submit a response to an assessment instrument on, or before, the due date set by the school, a result will be awarded using any evidence from the preparation of the response that is available on or before the due date.

In Year 7 – Year 10, where assessment has not been fully completed, a folio of work will be considered to determine the outcome for reporting purposes.

Where no evidence exists, the student in Year 11 and Year 12 will receive a not rated (NR) result for the task.

- In Year 11 and Year 12 a NR will also be awarded for the unit and on their report card as there is insufficient evidence produced by the student in response to the complete assessment program.
- For Year 11 and Year 12 students, failure to submit a draft and final for any assessment piece will result in a loss of QCE credits. In Year 11, this is a single QCE point, whereas in Year 12 (Unit 3 & 4) this will result in the loss of **two** QCE points.
- The parent/caregiver must be contacted by the relevant Curriculum via email to inform them of the not rated (NR) result.

For all late assessment items

The classroom teacher will contact the student's parents/caregivers to notify of any assessment that has not been submitted on time. This will be done via a phone conversation or email.

Note: Holidays in term time are not reason for Special Consideration or AARA. Assignments will still need to be submitted by the due date via Teams.

Note: Technology failure (such as a printer not working, work not being saved, or computer malfunction etc.) will not be considered acceptable grounds for an extension. ALL students MUST save their work at least to the OneDrive platform and any other saving devices/platforms.



Internal Quality Assurance Processes

QCE and QCIA Policy and Procedures Handbook Section 9.

Aquinas College will ensure that suitable internal quality assurance processes are designed to guarantee valid, accessible and reliable assessment of student achievement. Processes may be conducted within or across learning areas. 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 judgements about student achievement and about student work contributing to reporting and results, e.g. Moderation Policy.
- Quality assurance of processes for confirmation that ensure that the data (results) are being uploaded correctly and according to QCAA standards.

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

QCE and QCIA Policy and Procedures Handbook (v5.0) - Section 9.

Aquinas College's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied Subjects and Short Courses are designed to be equitable and appropriate for the local context. They will be reviewed periodically and as required.

Any student wanting a review of individual results can apply to the Assistant Principal Learning and Teaching through the Review of Results form. The Assistant Principal will review the application and seek feedback from the appropriate Curriculum Leader and subject specific teacher. An outcome will be provided to the application and forwarded to the student.

Please Note: Where a student requires review of results after Confirmation for Unit 3 and 4, this will be through QCAA processes.



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External Assessment Administration (Year 12 Only)

QCE and QCIA Policy and Procedures Handbook (v5.0) - Section 10.1 and 10.6.1.

External Assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects. External assessment will run in accordance with the QCE and QCIA Policy Handbook (v5.0). The roles and responsibilities for all parties involved in this assessment are in the following table:



Table 4: External assessment roles and responsibilities

Schools	QCAA
<p>Principals:</p> <ul style="list-style-type: none"> • manage the school's overall responsibilities for external assessment processes • ensure students are receiving adequate hours of learning/tuition for General (Senior External Examination) subjects • <i>may</i> delegate external assessment responsibilities to an external assessment coordinator/s (EA coordinator) • <i>may</i> appoint an additional assistant EA coordinator/s • manage the security, storage and movement of assessment materials. 	<p>The QCAA:</p> <ul style="list-style-type: none"> • develops external assessments and marks student responses to the external assessments • provides timelines, guidance, support and resources to help schools prepare for and conduct external assessment <ul style="list-style-type: none"> – communicates timelines for external assessment in the Senior Education Profile (SEP) calendar – creates, publishes and communicates the <i>External assessment timetable</i> – publishes and communicates the DFA and <i>Directions for students: External assessment</i> each year – communicates with schools about procedures for the delivery and collection of external assessment materials – reschedules external assessments for students with a timetable clash – provides training for external assessment writers and external assessment markers – appoints external assessment invigilators and external assessment observers.
<p>EA coordinators:</p> <ul style="list-style-type: none"> • maintain the security and integrity of assessment materials according to QCAA requirements • adhere to and manage external assessment processes outlined in the DFA • ensure the assessment venue meets QCAA requirements • receive and disseminate communications from the QCAA and communicate with the QCAA as required • are aware of, and prepare for, QCAA-approved and principal-reported access arrangements and reasonable adjustments (AARA) for any students sitting an assessment at their school • register and collect fees for students wishing to sit the Senior External Examination • ensure the assistant EA coordinator is able to assume the role if necessary • provide school staff, students and parents/carers with the following documents <ul style="list-style-type: none"> – <i>External assessment timetable</i> – <i>Directions for students: External assessment</i> – <i>External assessment equipment list</i> • provide school staff with the DFA • implement QCAA arrangements for rescheduled assessments if there is a timetable clash • allocate suitable staff to supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year) • manage disruptions and incidents of suspected academic misconduct • complete the <i>Incident record</i> in the attendance section of the External Assessment application • communicate with any alternative learning providers if students are not sitting the external assessment at their own MLP. 	
	<p>QCAA invigilators:</p> <ul style="list-style-type: none"> • attend allocated assessment sessions at assessment venues • verify that the shrink-wrapped materials for an assessment have not been tampered with, damaged or opened before distribution onto students' desks • observe the administration of assessments, including the collection, counting and packing of materials at the end of assessments • report their observations to the QCAA after each assessment session by completing an online invigilator report.
	<p>QCAA observers:</p> <ul style="list-style-type: none"> • attend their nominated school and external assessment session • observe the administration of assessments • quality assure processes and procedures for external assessment, in line with the DFA • report to the QCAA on quality assurance and process improvements.
<p>School staff:</p>	



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Schools	QCAA
<ul style="list-style-type: none"> • adhere to external assessment processes in the DFA • supervise external assessment as required (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year) • complete records as required • report incidents of suspected academic misconduct. 	
<p>Students:</p>	
<ul style="list-style-type: none"> • read and adhere to the information provided by schools, including the <ul style="list-style-type: none"> – <i>External assessment timetable</i> – <i>Directions for students: External assessment</i> – <i>External assessment equipment list</i> • attend external assessment in which they are enrolled • attend the oral component for SEE Languages subjects (administered online). 	
<p>Parents/carers:</p>	
<ul style="list-style-type: none"> • read the <i>External assessment timetable</i> and <i>Directions for students: External assessment</i> on the QCAA website • complete applications and provide documentation for AARA, if required • support students to participate in the external assessment in which they are enrolled. 	



Appendix

Appendix 1: Assessment Types

Examination	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.
Extended response	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.
Investigation	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.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, 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.
Product	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.
Project	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.

