



CENTENARY STATE HIGH SCHOOL



Senior Assessment Policy



Overview

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to map student progress along the learning continuum.

This policy has been developed in conjunction and in accordance with Queensland Curriculum and Assessment Authority's [QCE and QCIA policy and procedures handbook](#) to ensure that all student assessment is conducted in a manner which is fair, honest, respectful and accountable. The policy applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties. It covers the administration of assessment items in the senior phase of learning, including the processes and procedures involved with block exams. This policy provides information for all stakeholders, including teachers, students and parents/carers and outlines their roles and responsibilities to ensure the integrity of student work.

Centenary SHS supports its students to develop an integrity-based approach to academic work and assessment by ensuring students are educated in respect to the QCAA's expectations, and supports students to meet those expectations. This approach to academic integrity is educative and preventative.

Purpose

The policy outlines the procedures and processes pertaining to students and their associated school activities in Years 10, 11 and 12, including International Students. This policy is designed to build capacity as students work towards summative assessment completion for the QCE. It outlines:

- Assessment Requirements
- Exam Procedures
- AARA requirements

Principles

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.

Responsibilities – Assessment

Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes. Teachers will:

- Support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses
- Provide assessment instruments that detail expectations for submission of draft and final responses, including due dates, conditions and file types submitted by due dates via Turnitin
- Monitor the development of student responses via Word document shared through Microsoft Teams
- Engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved
- Notify parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card at Checkpoint and Draft stages

Students

All students are responsible for submitting both draft and final assessment items on or before the due date. Students will:

- Complete their assessment using the Microsoft Teams Word document provided
- Submit both Draft and Final assessments via Turnitin by the due date and using correct file types
- Arrive on time for examinations, unless special consideration has been formally arranged through the AARA process
- Students must undertake the QCAA Academic Integrity course within the first three weeks of each school year
- Demonstrate academic integrity

If absent from an assessment, students will:

- Complete an AARA application as soon as practically possible (Year 11 & 12)
- Contact their subject teacher, Head of Department and Year level Deputy Principal on the day of or before the missed assessment and provide the school with relevant documentation eg medical certificate
- Adhere to alternative arrangements for submission of assessment as determined by the Deputy Principal
- All final decisions are at the principal's discretion. Refer to [Illness and Misadventure](#) below

Parents/carers

- Support and encourage their children to complete and submit all drafts and assessment by the due date
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary
- Uphold the school's Assessment Policy

Communication of Policy

The school assessment policy is located on the school website. All questions regarding this policy should be directed to the relevant Deputy Principal.

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in HG classes. Academic Integrity is taught to all students in the *Twenty-first Century Skillsets* course delivered during STEP at the start of each school year. All students must also undertake the QCAA's Academic Integrity course www.myqce.qcaa.qld.edu.au to remain QCE eligible. These policies will be revisited at regular intervals, including:

- Contained within the Senior Agreement
- At enrolment interviews
- During Student Education and Training (SET) planning meetings
- When the assessment schedule is published
- As each assessment is handed to students
- In the school newsletter and by email in response to phases of the assessment cycle.

Key Policy Documents

QCE and QCIA Policy and Procedures Handbook. The [QCE and QCIA policies and procedures handbook](#) is available to teachers, principals and other school staff via the new Noticeboard application in QCAA Portal.

[Curriculum framework for Education Queensland schools: Years 1-10 Assessment: Policy and Guidelines](#)

Australian Curriculum, Assessment and Reporting Authority - <http://www.acara.edu.au/assessment/assessment.html>

Subject Area Syllabus documents QCAA - <https://www.qcaa.qld.edu.au/senior/senior-qce>

Education Services for Overseas Students Act 2000
<https://www.legislation.gov.au/Series/C2004A00757>

National Code of Practice for Providers of Education and Training to Overseas Students 2018
<https://www.legislation.gov.au/Details/F2017L01182>

Department of Education International documents:

- Welfare Policy
- Attendance Policy
- Course Programs Policy
- DEI Initiate Suspension and Cancellation of Enrolment Policy
- Student Initiated Deferred Suspension and Cancellation of Enrolment Policy

Engaging in Learning and Assessment – Years 11 and 12

In Years 11 and 12, students are expected to engage in the learning of the subject they have enrolled in (including all course objectives), for the entire duration of the unit. The QCAA requires that students produce evidence of achievement in response to assessment planned for each unit (Units 1 and 2) or pair of units (Units 3 and 4).

Credit towards a QCE can only be accrued for successful completion of **whole units or pairs of units**. For example, for Applied and General subjects, students complete Unit 1 and/or Unit 2 or Units 3 and 4 as a pair of units. In order to receive an overall subject result for Units 3 and 4, students must:

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

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

Changing Subjects

Students will be eligible to change subjects at the end of Units 1 or 2 only. Year 10 students may change subjects at the end of Semester 1 only. Students will apply to change a subject by completing the “Subject Change Form” and return to the relevant Deputy Principal by the due date. The form must be endorsed and signed by the Head of Department and parent. Permission to move into a new subject will be based upon availability in that class and the student’s demonstrated competence to achieve in that subject.

QCE Credit

Students entering Year 11 and 12 at Centenary SHS are on a QCE or QCIA pathway. To qualify for a QCE, students must bank at least 20 credits of learning, including the completion of 12 credits from completed Core courses of study. They must also meet minimum literacy and numeracy requirements.

To receive QCE credit for a unit (units 1 & 2 in Year 11) or unit pair (units 3 & 4 in Year 12), a student needs to complete all of the learning and assessment as outlined in the syllabus, or in the school’s approved study plan for that subject. If part of the learning and some internal assessment for a unit is completed in one subject, it does not contribute to the completion of the learning and assessment in another subject. For further information regarding QCE eligibility and requirements, please refer to the [QCAA website](#).

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

Students at Centenary SHS working towards a QCE can choose from a wide range of learning options to suit their interests and career goals, including General subjects for ATAR calculation, Applied subjects and VET (Vocational Education) qualifications. Students can also bank credit from completed university subjects at school or through school-based traineeships and apprenticeships.

Assessment Schedule

A schedule of due dates for assessment will be provided for all senior subjects at the start of each year via the Assessment Calendars on OneSchool and SharePoint.

Students will also be provided with due dates for checkpoints and draft dates on their assessment task sheet. This allows students to avoid all appointments or planned absences that clash with due dates. The year level Deputy Principal may also publish the dates of Block Exams which will be communicated with parents/carers and students ahead of time.

Some changes may occur due to extenuating or unforeseen circumstances, whereby students will be given adequate notice in writing by the relevant Head of Department (HOD). Any changes to the assessment schedule must occur in consultation with the Deputy Principal for that year level.

Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. All students in Queensland entering into the Senior School must complete the QCAA Academic Integrity online course which can be found at www.myqce.qcaa.qld.edu.au.

The role of the teacher is to:

- vary assessment tasks so students are unable to use other students' responses from previous years where appropriate
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response in Microsoft Teams
- collect evidence in Microsoft Teams during the development of responses in order to establish authorship of final responses
- monitor, collect or observe progressive samples of each student's work at various stages through Microsoft Teams, or an authentication record, checklist or photograph
- Assess the progress of each student at designated checkpoints throughout the development of the response

Responsibilities for establishing authorship using Generative AI

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

Teachers will:

- take reasonable steps to ensure that each student's work is their own by providing them with an assessment document in Microsoft Teams using the school's '[Assignment Procedure](#)'
- collect evidence of the authenticity of student responses throughout the process
- (such as classwork, checkpoints, and assessment completed in Microsoft Teams)
- analyse final student responses using plagiarism-detection software (Turnitin)
- teachers will use assessment created in Teams to authenticate work submitted through Turnitin if required
- students may be interviewed to determine their understanding of and familiarity with their responses
- directly compare the responses of students who have worked together in groups use internal quality assurance processes such as cross marking

Students will:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- complete all assessment using the Assessment document shared via in Microsoft Teams to demonstrate ownership of work using the school's '[Assignment Procedure](#)'
- submit a draft and final by the due date using Turnitin
- participate in interviews during and after the development of the final response to authenticate work
- retain records such as research to substantiate the authenticity of their work

Parents/carers will:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines

for drafting and providing feedback as outlined in the [QCAA's Parent and Carers Factsheet](#).

Ethical Use of Artificial Intelligence

The AI Assessment Scale (AIAS) provides a structured framework for integrating AI into educational assessments. It was developed by Mike Perkins, Leon Furze, Jasper Roe, and Jason MacVaugh (2024) and consists of 5 levels for students and teachers to engage with Generative AI, ranging from “no AI” to “AI Exploration.” Please note that the QCAA does not permit the use of Artificial intelligence (‘AI’) to **create** or **modify** an assessment response.

Incorporating the scale allows teachers to design classroom activities that focus on areas requiring human input and critical thinking.

The AI Assessment Scale:

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

The scale may be used by teachers to select the appropriate level of AI use by students to provide clarity and transparency on how AI can and cannot be used in each classroom activity.

Artificial intelligence may not be used to **create** or **modify** any assessment response.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Types of academic misconduct and examples of behaviours include:

Types of Misconduct	Examples
Artificial Intelligence e.g. ChatGPT	A student: Engages an AI tool such as ChatGPT, Quillbot, Grammarly to create or modify the written work being used as evidence of the

	student's ability to meet the assessment requirements (outlined on the assessment task)
Cheating while under supervised conditions	A student: • 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
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment
Contract cheating/ Significant Contribution or Help	A student: • arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy • looks at another student's work during an exam • copies another student's work during an exam
Disclosing or receiving information about an assessment	A student or other person: • 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
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references
Impersonation	A student • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • A student completes a response to an assessment in place of another student
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	• A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas)

	Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student
Self-plagiarism	A student duplicates work, or part of work already submitted as a response an assessment instrument in the same or any other subject.

Procedure for Academic Misconduct

For authorship issues:

When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. This may involve presenting work completed in Teams using the process outlined in Appendix 1 and through an interview with a member of the school leadership and teacher. Students may also present their research, notes and other materials at this interview to demonstrate ownership of the assessment.

Awarding results for Assignments with Authorship issues:

Results will be awarded using any evidence from the preparation of the response that is available, and is:

- verifiably the student's own work (i.e. work completed in Microsoft Teams)
- completed on or before the due date using work completed by the student in Microsoft Teams
- gathered in the conditions specified by the syllabus

For instances of academic misconduct during examinations:

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* ([Section 8.1.2](#) and [Section 8.2.1](#)). Where appropriate, the school's behaviour management policy will be implemented.

Students who fail to maintain academic integrity may be subject to disciplinary action and will need to re-sit the QCAA's Academic Integrity course.

Suspected use of AI

The teacher or the Head of Department for that subject will speak with students to establish why the work was flagged. Here are some tips to prepare for this conversation (Adapted from:

<https://go.turnitin.com/handling-false-positives-student-guide-us>). For further information about the conversation you will have with your Head of Department, refer to Appendix II.

Ensuring academic integrity

Centenary SHS has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. All students in Years 11 & 12 must complete the QCAA's Academic Integrity course and follow these procedures:

Scaffolding	Scaffolding for assessment helps students understand the process for completing the task by: • maintaining the integrity of the requirements of the task or assessment instrument • allowing for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints	Checkpoints will: • be provided on student task sheets • monitor student progress • be used to establish student authorship. 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. Heads of departments and parents/carers will be contacted if checkpoints are not met.
Drafting	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece or a product in development. Drafts might be used as evidence of student achievement in the case of illness, misadventure or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within a fair and equitable time-frame of submission of a draft. Feedback on a draft must not: • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. Types of Feedback on Drafts: Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the response. Possible strategies include: • written feedback • verbal feedback • feedback provided through questioning

	a summary of feedback and advice to the whole class. Parents and carers will be notified by email about non-submission of drafts and the school assessment process followed
Managing response length	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length: - All assessment instruments indicate the required conditions, including response length where appropriate - Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task - Model responses within the required length will be made available - Feedback about length will be provided by teachers at checkpoints and draft After all these strategies have been implemented, if the student's final response exceeds the word length required by the syllabus, the school will: - mark only the work up to the required length, excluding evidence over the prescribed limit and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Centenary SHS uses the authentication strategies as outlined in Appendix 1 and in the previous section. In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed.
What about Grammarly and Quillbot?	Do not use Grammarly and Quillbot (or any similar software and websites) at any stage of your assignment. They often use AI to generate text and suggested changes. Work created with these tools will likely be deemed as AI-generated. Avoid any program that 'changes' or 'modifies' your written words, or constructs written work. This includes any translation service such as Google Translate.
Internal quality assurance processes	Centenary SHS's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: - quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA - quality assurance of judgments about student achievement and adherence to the subject specific marking guide - All marks for summative internal assess All marks for summative internal assessments 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.

Access arrangements and reasonable adjustments (AARA) (including Illness and Misadventure)

The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed on the same basis as other students.

Centenary SHS is committed to reducing barriers to success for all students. The school 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>

AARA is provided to students on the following grounds:

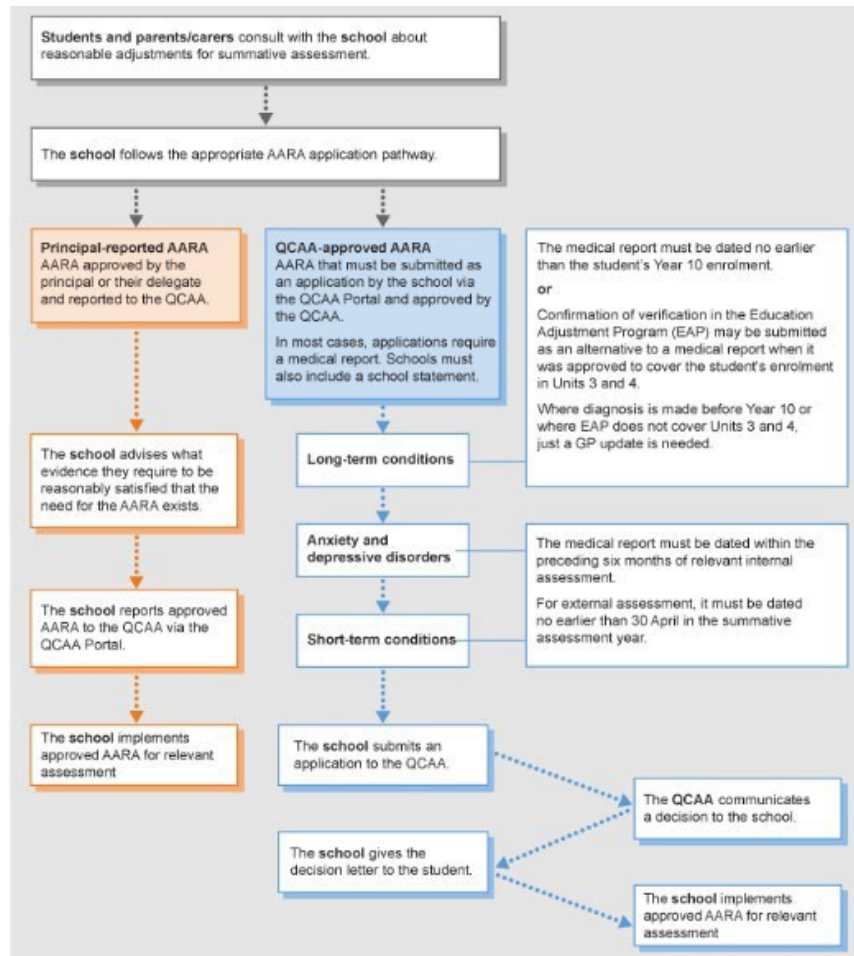
1. Permanent or long-term disability through the **DP Inclusive Practices**
2. Short or long-term mental health through the **Guidance Officer of that year level**
3. Illness and Misadventure through the **Deputy Principal of that year level** (see below)

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 (eg sporting events)
- matters of the student's or parent's/carer's own choosing (eg family holidays)
- matters that the school could have avoided.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) 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. Please refer to the school's AARA Policy available from the website.

The school will complete an AARA application and submit this to the QCAA on behalf of students, along with supporting documentation provided from parent/carer. Applications are submitted to the QCAA for assessment in Units 3 & 4 only. For assessment in Units 1 & 2, all AARA decisions and processes are school based.



Illness or Misadventure

A student who is ill and/or is unable to attend school for internal assessment should inform the Deputy Principal, classroom teacher and Head of Department as soon as practical. This may be before, during or immediately after the assessment session. The student and parent are then required to complete required documentation for review which may include a medical certificate or a detailed [Confidential Medical Report](#). Arrangements such as comparable assessment and extension may be considered when illness or misadventure is established. The following principles apply:

- The illness or event is unforeseen and beyond the student's control
- An adverse effect must be demonstrated
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday
- 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

The QCAA's website has links to [further information and templates about the AARA process](#). This will usually require a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition

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

Medical certificates other than the Confidential Medical Report (from the QCAA) may be provided, as long as they provide the required details (listed above). Furthermore, applications may not be medical in nature, in which case no medical report is needed.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

Students engaged in [Sorry Business or Sad News may be eligible for AARA](#), as these are important cultural obligations. The school may approve extensions and comparable assessments if participation in internal assessment is adversely affected.

Internal Examinations

Students will be notified of each examination for each of their subjects on the One School assessment calendar. Students should therefore avoid all appointments that clash with examination dates.

Late

Students who arrive late to an internal assessment (exam) will be permitted entry to the exam, but the school is not obligated to provide them with extra time. Students will be expected to comply with the scheduled finish time for the exam.

Exam Obligations

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

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties. If a student on an AARA requires access to a computer for exam completion, a device may be provided to the student for the purpose of completing the assessment if available. If a student is accessing Digital examination conditions on their own device, it is their responsibility to ensure that their device is suitably charged for that assessment, as well as having necessary programs installed for successful access of examination materials (ie. Adobe Acrobat Reader for exam papers.).

Missed Exams

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time, e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavours
- student exchange programs
- audition or entrance exams (state, interstate or international).

Situations that are of the student's or parent/carer's own choosing (e.g. Family holidays) are **not** eligible for consideration.

If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for examinations — schools offer a comparable examination before the due date. Schools are to implement processes that maintain the integrity of the original assessment for the remaining cohort. The school follows the required processes if a comparable assessment instrument is used for summative internal assessment in Unit 3 or 4.
- for non-examinations — students are required to submit/present the assessment on or before the due date.

If a student is participating in a state or national representative activity during the external examination period, they may submit a variation to venue application.

Applying for a school-approved absence

Students must request for a school-approved absence from the Deputy Principal to advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied.

School suspension

Students on suspension, at the discretion of the appropriate Deputy Principal and Head of Department, will be given the opportunity to complete any examination as scheduled during their suspension period.

External Assessment

What are the External Assessments?

External assessment is the final assessment in General and General (Extension) subjects, and the only assessment in General (Senior External Examination) subjects. They are common to all schools and students undertaking a General subject must sit the assessment on the scheduled date. The QCAA will not reschedule an external exam. They are:

- administered by schools under the same conditions at the same time and on the same day (note that students may not reschedule an external exam)
- summative, and contribute to the overall subject result
- developed and marked by the QCAA according to a commonly applied marking scheme
- not used in Applied subjects.

Subject Matter and Conditions

The subject matter and conditions for external assessment are determined by the QCAA using the relevant syllabus. Syllabuses detail the contribution of external assessment to the subject result. Students' results for General and General (Extension) subjects are based on their achievement in three internal assessments and one external assessment. The external exam result in Mathematics and Science subjects contribute 50% of the overall exiting grade. All other subjects contribute 25% to the overall exiting grade. Syllabuses are in the QCAA Portal and on the QCAA website.

Syllabuses identify the specifications for each external assessment. Schools and teachers use syllabuses to plan teaching and learning that provides students with opportunities to acquire the necessary knowledge and skills to respond to external assessment instruments. Students use syllabuses to ensure they understand the required subject matter for an external assessment.

Schools are responsible for the overall running of the external assessment processes and maintain the security and integrity of assessment materials according to the QCAA requirements as outlined in the DFA. Schools will also ensure that all QCAA approved AARA has been reported and accommodations met for each student. Schools will also disseminate the External Assessment timetable and Directions for Students when they become available.

Student Obligations

- Read and adhere to the information provided by schools, including the:

- External assessment timetable
- Directions for students: External assessment
- External assessment equipment list
- Attend external assessment in which they are enrolled and contact the Deputy Principal immediately in the event they are unable to sit an assessment
- Attend the oral component for SEE Languages subjects (administered online) if relevant

Parent/Carer Obligations

- Read the *External assessment timetable* and *Directions for students: External assessment* 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

For further information regarding the External Assessment, please refer to Section 10 of the QCE & QCIA Handbook.

Senior External Examinations (SEE)

The Senior External Examination is a program of individual subject examinations offered to eligible Year 12 students. The Deputy Principal will provide details about the due dates for enrolment etc. at the start of each school year. Please note that those students who miss the QCAA's enrolment date will not be eligible to sit the exam.

Senior External Examination results may contribute credit to the award of a [QCE](#) and contribute to [ATAR calculations](#).

Eligibility to sit a SEE Exam:

- students in their final year of senior secondary schooling who are unable to access certain subjects at their school because of timetable clashes or subject availability
- adult students (who are 17 years or older, or students under 17 who are eligible):
 - to gain credit towards a [QCE](#)
 - to meet tertiary entrance or employment requirements
 - for personal interest.

Senior External Examination results are based solely on a student's examination performance. Any class tests or assignments during the year do not contribute to results.

Subject Syllabuses and Resources

The examinations will be based on the following [syllabuses and resources](#) and students undertaking a SEE assessment must demonstrate learning in this subject area to qualify, and/or attend school based tutorials after school. Information for students and parents/carers can be found on the [administration of external assessments](#) page.

Assessment Submission Processes

Submission

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 evidence available on or before the due date e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.

Class time is made available for partial completion of any assessment task. Hence all students will have at least a partially completed assessment task to submit on the due date and must follow the school's [Assignment Procedure](#) as in Appendix I.

Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. All due dates for assessment items are to be strictly observed. All submissions are due by the date and time indicated on the task sheet via Turnitin.

Handing in Written Assessment Items

As part of the teaching and learning process all students will complete assessment items for all courses of study they are undertaking.

Some subjects may require 3-Dimensional tasks to be handed in (e.g. Art, ITD) others may require physical performances to be conducted as an assessment piece (e.g. Drama, HPE). However, all subjects at some stage will require a written assignment to be submitted. When completing a written assignment all students should follow the processes provided by their classroom teacher.

Extensions

Any requests for extension must be made to the Deputy Principal with supporting evidence (e.g. Medical certificate) prior to the due date. Please refer to the [Illness and Misadventure](#) section in AARA for further information.

Late or non-submission

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. The school's policy is to award a result for work provided prior to the due date where possible:

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence for that standard
- In all these cases, the only result that can be awarded is Not-Rated (NR)

If no final copy is submitted, the teacher will use evidence that they have gathered over the course of the assessment period. If no evidence is available, the teacher will award an 'NR' and no credit for that Unit will be achieved. If a student receives an 'NR' for any assessment in the Unit 3 and 4 pair, no credit will be awarded for the whole two units.

A behaviour incident will be recorded on OneSchool, including contact records and referral to the relevant Head of Department for students who fail to submit a requested draft. A major incident will be recorded on OneSchool and referred to the Deputy Principal for students who fail to submit a final assessment.

Oral Presentations

In the interests of fairness and equity, the transcripts and other material for live oral assignments are due in the first nominated lesson, regardless of when the oral assignment will be presented.

Students with approved AARA may be offered alternative modes for delivery of their oral presentation.

Submission Obligations

Assignments must be presented in the format indicated on the task sheet for the assessment item using the process outlined in Appendix 1, which will provide clear evidence to reasonably substantiate the completion of the assessment item in the event of technical difficulties. Failure of technology is not an approved reason for an extension.

Turnitin

Students submit final and draft assessments via Turnitin. All submissions will be authenticated via Turnitin. Teachers will be given access to originality reports. Students have the responsibility of authentication and to submit drafts and final submissions by the due date. Failure to do so will bring into question academic integrity and may impact on the results awarded to the student.

Referencing

You use acknowledgement of sources to acknowledge direct quotation, statistics or key ideas from another person's writing that you use in your writing. Similar information taken from non-print sources such as a speech or a television program should also be sourced. If you do not acknowledge the source of these ideas you will be guilty of plagiarism (taking and using another person's writing etc. as your own).

Referencing is a list of all sources used in preparing your essay or assignment.

This list must include all books and articles noted in acknowledged sources throughout the piece of writing and should also include any other sources used in your research. The reason the bibliography is important is to show the sources of your information and inform readers where they may find further information.

You should reference immediately after you:

- quote from a guest speaker or book in a piece of writing OR
- take an idea (not actually a quotation) and use it in a piece of writing OR
- quote statistics or figures in a piece of writing

Further information regarding the Harvard referencing style used at Centenary SHS, please refer to Appendix III as provided in the school diary.

Appendix I: The Assignment Procedure

Students at Centenary SHS create drafts using the Word document provided in a Teams Assignment as outlined below. There are 3 reasons for this:

1. It allows teachers to support students before the due date (if they are struggling to meet deadlines)
2. Work is consistently being backed-up to the class Team, reducing the possibility of losing work
3. The use of Teams creates a timeline of student edits, proving the work belongs to the author. If a student is detected as using AI in Turnitin, the draft may be evidence of ownership, as it shows progress of work.

Student processes for accessing assessment through Teams is below:

Open your Teams Assignment

- Read and instructions and reference materials
- Find the document provided in "Student Work", select the "3 dots ...", "Open in Word"
- Prepare your draft

Do not save as or download a copy to your Documents, Desktop or OneDrive

- Do not copy and paste from another document into this document
- Between drafting sessions, close Word without saving. It saves automatically to Teams
- To begin a new drafting session, open Word and find your draft in the Recent Documents. Alternatively, go back to the Teams assignment and "Open in Word" again.

Submit your draft

- Before the due date, go to the Teams Assignment and click "Hand in" or "Turn in"
- Now you can download or save a copy to your computer. Do not make further changes.
- Go to Turnitin and submit this file. If you are having any issues with Turnitin, email a copy to your teacher before the due date, and see IT support as soon as possible.

Prepare your final

- While you wait for teacher feedback on your draft, you can continue working on your downloaded copy
- When the teacher returns your draft with feedback, return to the document in Teams and prepare it for final submission:
- Update it with any changes you've made since submitting your draft
- Respond to feedback provided by your teacher
- While working. do not save as or download a copy to your Documents, Desktop or OneDrive

Submit your final

- Before the due date, go to the Teams Assignment and click "Hand in" or "Turn in"
- download another copy and submit to Turnitin. If you are having any issues with Turnitin, email a copy to your teacher before the due date, and see IT support as soon as possible.

Appendix II: Suspected Use of AI

Stay calm: If a question about your use of an AI writing tool comes up, stay calm. This is a new frontier for all of us, and your teacher is learning along the way, just like everyone else. Just because they ask a question, don't become defensive. Have a genuine discussion with them and state your case. It makes sense that a situation like this would make you anxious, and your teacher will recognise that as well.

Begin from a place of mutual respect: Remember, the ultimate goal of your teacher is to help you. Your teacher doesn't want to assume you violated any academic integrity guidelines either. Educators don't go into education to make accusations and assume the worst of their students. Starting from a place of mutual respect is going to help you both in the long run. It may be helpful to refer back to the discussion you should have had around what is/is not acceptable use of AI writing tools; if you adhered to that guidance, that's a good way to frame your discussion with your instructor.

Be prepared to discuss your writing process: Where/when did you work on the assignment? If you didn't use Teams, why not? Who else read it along the way and maybe even provided feedback? What changes did you make and why did you make them? How did you go about your research? Hearing you discuss your process will help the instructor understand what went into the work and lends credibility to your assertion that the writing is your own, original work.

Share evidence: Share any notes, outlines, version histories, or drafts you used during the writing process, as well as any feedback you might have received from a peer or trusted reviewer.

How the School Responds to Suspected AI Use in Assessment

When a teacher has concerns that part of an assessment may not have been completed by the student, we follow a process to ensure all students are assessed fairly and given the opportunity to demonstrate their own learning.

This includes:

1. Teachers review Turnitin's AI detection report as part of the assessment marking process. The AI percentage reported by Turnitin is **not used as evidence that a student has used artificial intelligence and does not determine a student's result**. It is only used as an indicator that further review of the student's drafting and authentication evidence may be required.
2. Teachers review the student's drafting history, including version history available through Microsoft Teams, for evidence of the student developing and editing their work over time.
3. If questions remain after reviewing the drafting history, the teacher will speak with the student and provide them with an opportunity to explain their work and provide further evidence that it is their own.
4. The teacher will consider all available information, including the student's drafting history, work in class, explanations, references and other supporting evidence before making a professional judgement about the authenticity of the work.
5. If the teacher determines that part of the assessment cannot be verified as the student's own work, the teacher will consult with the Faculty Head of Department. The teacher will then contact the Parent/Guardian and refer this to school administration (junior students referred to Faculty Head of Department; senior students referred to the Deputy Principal).
6. Any sections of the assessment that cannot be authenticated as the student's own work will not contribute to the student's result. The remaining sections that can be authenticated will be assessed as normal.

Further information about the school's approach to the use of Artificial Intelligence in assessment can

be found in the [Senior Assessment Policy](#). Information about the use of Microsoft Teams for drafting and assessment authentication is available in the policy appendices.

Appendix III: Referencing

Referencing

When you acknowledge your sources of material, it enables your teacher to find the sources; this is called referencing. When referencing, begin with the family name of the author, their initial and year published and finish with a fullstop. Commas are used to separate each part of the reference except between the author's name and date.

REFERENCE LIST

1. Your reference list must include details of sources cited in your essay.
 2. Put it on a separate page at the end of your assignment and title it **References**.
 3. Each item cited in your reference list **MUST** have been cited in your essay.
 4. All sources appearing on your reference list **MUST** be ordered alphabetically.
-

At Centenary State High School, we follow the **Harvard** referencing style.

Website:

- Author (year). *Title of article*. (online). Url : (accessed: insert date you looked at website).

Book:

- Author (Year). Title. Place of publication: Publisher.
-

In-text Reference example:

"We are clearly seeing that young people are dissatisfied with their bodies" (Smith, 2019) .

Reference List example

Smith, A. (2019). *Body Image and adolescents*. (online) URL: <http://www.bodyimage.com.au> (accessed 20 March 2019).

How to reference your primary research in the essay

When referring to data from a survey please use the following format.
(Appendix 1)

In-Text survey reference example: "75% of female respondents aged between 12-16 reported being unhappy with their body shape. Of these 75%, 50% admitted to resorting to excessive exercise and/or dieting to change their shape" (Appendix 1).