



CENTENARY STATE HIGH SCHOOL
**Senior School Internal Assessment
Policy & Procedure**



1 Moolanda Street, Jindalee • PO Box 321, Mt Ommaney Q 4074
Phone 07 3373 4555 • Fax 07 3373 4500
Email admin@centenaryshs.eq.edu.au

www.centenaryshs.edu.au

Queensland Department of Education and Training:
Trading Name, Education Queensland International
CRICOS Provider Number: 00608A

Quality Learning, Quality Futures

Contents

1.0 Purpose	3
2.0 Assessment Types and Techniques	4
3.0 Access Arrangements and Reasonable Adjustments (AARA)	6
4.0 Assessment – Submission & Non-Submission	8
4.1 Late and Non-Submission of Assessment Items:	8
5.0 Managing Assessment Responses, Academic Integrity and Academic Misconduct 9	
5.1 Responding to Student Drafts.....	9
5.2 Managing Student Response Length	9
5.3 Academic Integrity	10
5.4 Academic Misconduct.....	11
6.0 Quality Assurance & Results	12
7.0 Relevant Legislation, Policies and Procedures	13
Appendix 1: General Syllabus Assessment Techniques	14
Appendix 2: Applied Syllabus Assessment Techniques	15
Appendix 3: VET Qualification Assessment Techniques	16
Appendix 4: Centenary State High School – AARA Application Form	17
Appendix 5: Common Types of Academic Misconduct	18

1.0 Purpose

Assessment is a means of checking how successful a student has been in learning the designated outcomes in a course of study. It is an essential component of learning in the Senior Phase.

At Centenary State High School, assessment is an ongoing process that incorporates cycles of teaching, feedback and improvement to provide students with greatest opportunity for success in their learning pathway. Students are required to engage in their educational programme and be an active participant in this process including participating in coursework, homework and assessment items.

The purpose of this document is to ensure that:

- a) All stakeholders are aware of their roles and responsibilities in the Senior Phase of Learning;
- b) Students are treated equitably within the assessment process, and;
- c) Assessment is valid, accessible and reliable for the attainment of Queensland Certificate of Education (QCE) and, if the student is eligible, vocational (VET) qualifications and Australian Tertiary Admissions Rank (ATAR).

Success in the Senior Phase of Learning requires input from students, parents and teaching staff to provide the greatest opportunity for success in a course of study. The responsibilities of stakeholders are outlined below:

It is the responsibility of the Student to:

- Actively engage with the entirety of the educational programme offered by Centenary State High School. This includes timetabled classes, Home Group (HG) programme and STEP.
- Be prepared for all learning across their course of study including having an appropriate BYO device each lesson, learning materials and correct uniform to meet workplace health & safety requirements (i.e. correct footwear for practical spaces, Sports or Arts uniform for participation).
- Complete all assigned coursework and homework to the best of their ability in each subject studied.
- Submit **all** assessment items on or before the due date as well as meeting dates for checkpoints and drafting. At each stage, the work must be their own work and meet the task requirements including but limited to, response type, response length and submission format.
- Attend all lessons, unless absent due to a medical reason or other reasonable circumstance, as verified by your parent/carer.
- Ensure that they are connected to their learning account via the myQCE Portal and are tracking their progress towards certification and exit.

It is the responsibility of Parents/Carers to:

- Attend scheduled information evenings through the Senior Phase of Learning.
- Share academic progress information including report card data with their student.
- Support their student in obtaining the correct documentation required for attendance and assessment submission in line with the AARA process.

It is the responsibility of the School to:

- Be an active and ethical partner with the Queensland Curriculum and Assessment Authority (QCAA) to meet the requirements that allow student certification to occur.
- Develop effective teaching and learning programmes that provide opportunities for students to develop their talents as fully as possible within their chosen learning pathway.
- Construct and administer high-quality assessment items within each subject that are valid, accessible and reliable. These three (3) attributes underpin the credibility of judgments made towards overall certification in the Senior Phase of Learning.
- Set and enforce high standards for student work effort and engagement in the learning process.

2.0 Assessment Types and Techniques

Across the Senior Phase of Learning, students will be engage with four (4) units of learning. As students' progress through these units, the assessment type and purpose changes to reflect the stage of learning. Importantly, all four (4) units of learning are integral to the attainment of the QCE.

Assessment may be:

- a) Formative and used to provide students with feedback on their learning as well as allowing them to become familiar with the assessment requirements. This assessment type is used in Unit 1 and Unit 2.
- b) Summative and used by the QCAA to determine the overall subject result for each student. This assessment type is used in Unit 3 and Unit 4.
- c) Competency-based which underpins the attainment of vocational qualifications by assessing students' knowledge and practical skills. This assessment type is used across the work-rate calendar for each qualification.

There are two (2) major categories of assessment within the Senior Phase of Learning:

1. Internal Assessment – assessment items developed by Centenary State High School for use across the Senior Phase of Learning. In the summative phase of learning, these items are reviewed by the QCAA to ensure their accessibility, validity and reliability.
2. External Assessment – assessment items developed by the QCAA that are common to all schools in Queensland and administered under supervised conditions. External Assessment is included in all General subjects, Essential English and Essential Mathematics.

How you will be assessed in Years 11 and 12 depends on what you study:

- **QCAA General subjects**

General subjects have three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, the external assessment contributes 25% to the final subject result. In Mathematics and Science subjects, the external assessment contributes 50%. Students in each subject will sit the external assessments at the same time in schools across Queensland.

- **QCAA Applied subjects**

Applied subjects have four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of the assessments is a common internal assessment (set by the QCAA and marked by schools).

- **QCAA Short Courses**

Short Courses have two internal assessments (set and marked by schools).

- **VET**

VET assessment will vary, depending on the type of course. It may include observation, written assessment, questioning, work samples or third-party feedback.

- **Other courses**

Assessment in other courses will vary, depending on the course.

Source: QCAA, (2019). Queensland Certificate of Education (QCE) Planning your pathway. Retrieved from https://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway_students.pdf

Within the Senior Phase of Learning, a range of assessment techniques is used to allow students to demonstrate their learning.

a) General Subjects

There are six (6) assessment techniques outlined in the General syllabus documents. A description of these are given in *Appendix 1: General Syllabus Assessment Techniques*.

b) Applied Subjects

There are eight (8) assessment techniques outlined in the General syllabus documents. A description of these are given in *Appendix 2: Applied Syllabus Assessment Techniques*.

c) Vocational Education and Training

The Training & Assessment Strategy (TAS) for each vocational qualification uses a range of assessment techniques to determine student competency. An overview of the common techniques used at Centenary State High School is given in *Appendix 3: VET Qualification Assessment Techniques*.

3.0 Access Arrangements and Reasonable Adjustments (AARA)

AARA procedures are designed to minimise barriers for students engaging with courses in the Senior Phase of Learning. As a key responsibility in the Senior Phase, the school is committed to providing opportunities for eligible student to best demonstrate their abilities in assessment tasks.

Within the AARA guidelines, there are two (2) types of AARA approval, which require appropriate documentation including the completion of a medical report or an independent. The types of AARA approval available are:

1. Principal-Reported
Specific practical arrangements and adjustments that are authorised for a student and recorded in the QCAA Portal.
2. QCAA Approved
Specific practical arrangements that can only be approved by the QCAA for use in the summative assessment phase. A record of this approval is held in the QCAA Portal.

The QCAA has clear guidelines for when a student is **ineligible** for AARA including:

- Unfamiliarity with 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 an examination).
- Matters of the student’s or parents/carer’s own choosing (e.g. family holidays).
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject).

It is important for students and parents to recognise that an extension to the due date for the submission of an assessment items (excluding examinations) is part of this process.

To commence the AARA process, students and/or parents/carers should make an initial appointment with the Guidance Officer (Senior Schooling) or the Head of Inclusive Practices. Appointments can be made through the Administration Office.

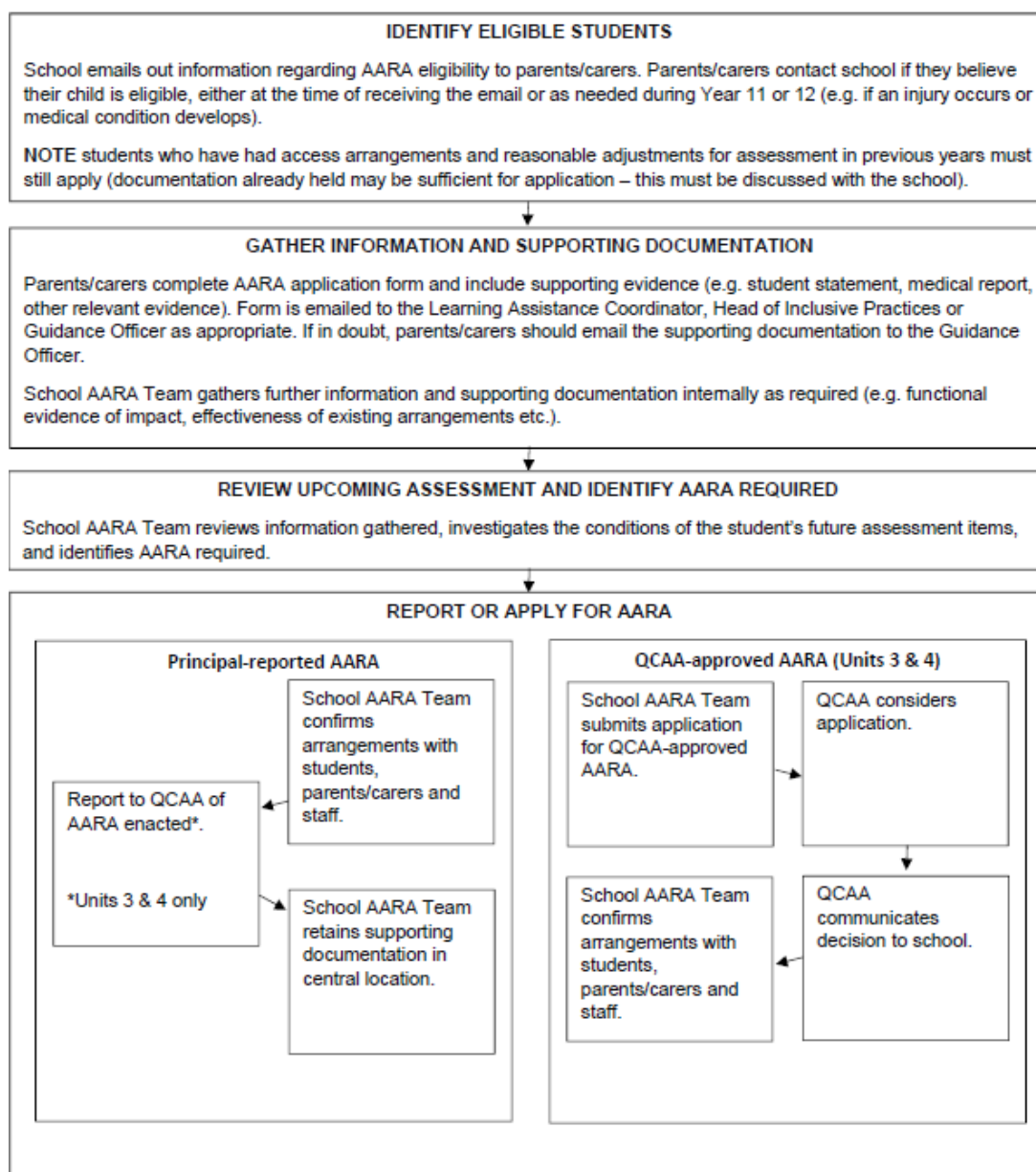
A general summary of the two (2) types of AARA approval is given below. This summary is based on the type of approval required for the Senior External Assessment and/or Senior External Examination processes:

	Principal - Reported Approved	QCAA Approved
Types of Adjustment	<ul style="list-style-type: none"> • Bite-sized food. • Drink, other than water, for a medical reason. • Diabetes management • Extension to due date for submission or completion. • Individual instructions. • Access to medication. • Varied seating. • Vision aids. 	<ul style="list-style-type: none"> • Alternative format papers. • Assistance. • Assistive technology. • Computer. • Extra time. • Reader. • Rest breaks. • Scribe. • Variation to venue.

	Principal - Reported Approved	QCAA Approved
Documentation Required	<ul style="list-style-type: none"> • Medical Report • Other Evidence – examples may include police reports, official notices. 	<ul style="list-style-type: none"> • School Statement • Student Statement (Optional) • Medical Report • Evidence of Verified Disability (students with an EAP) • Other Evidence – examples may include police reports, official notices.

An overview of the school’s application process for AARA is given in the diagram below:

Centenary State High School Access Arrangements and Reasonable Adjustments (AARA) Process for Applying

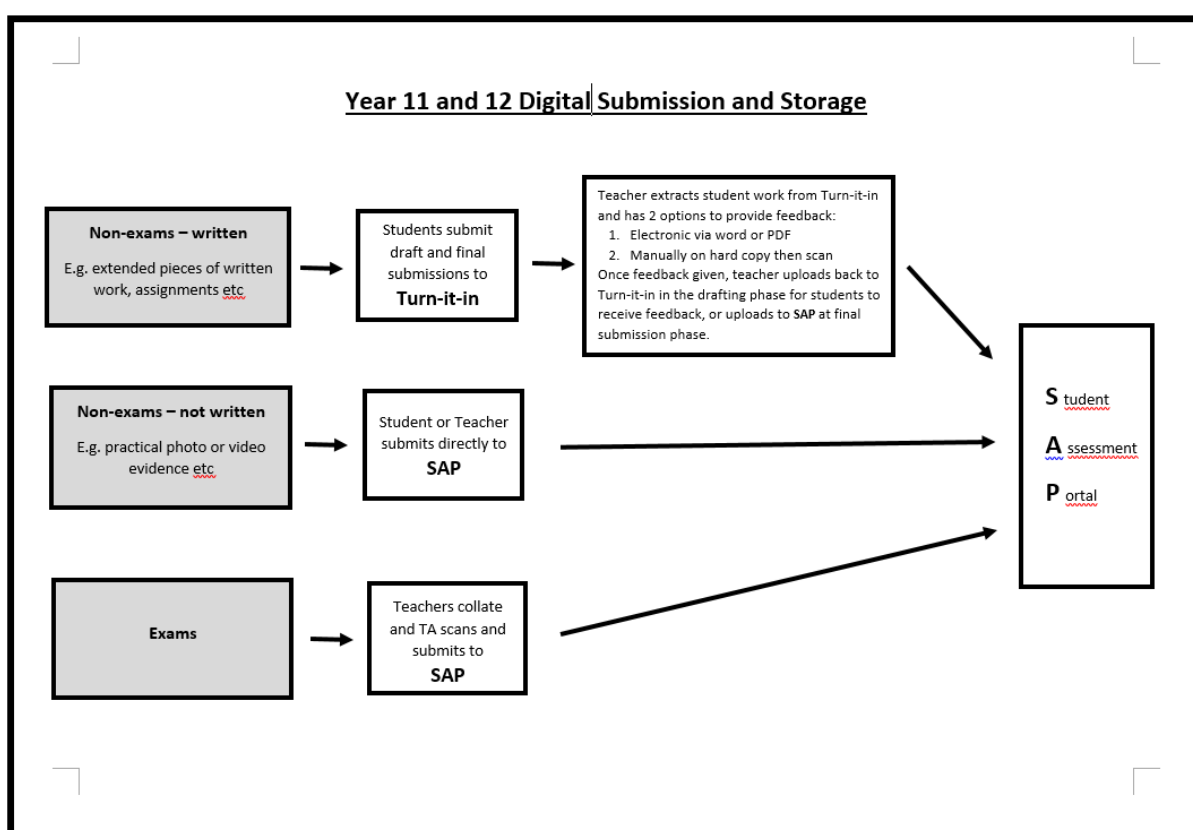


4.0 Assessment – Submission & Non-Submission

At the beginning of each semester, assessment planners will be made available to students via OneSchool and their parents/carers via QParents. This will allow students to effectively plan for their course of study.

Students in the Senior Phase of Learning are expected to follow the general principles for the submission of assessment. These include:

- Completion of all assessment items for all subjects by the stated due date unless AARA conditions have been granted.
- Completion of a draft for all assessment items, as specified by the subject teacher, to ensure that student progress is appropriate and the response is their own work.
- Meeting the requirements of the task as stated in the “Conditions”. This provides key information such as the technique, the stated timeframe for completion and response length.
- Submission of assessment items to the Student Assessment Portal (SAP), where required, as indicated below:



4.1 Late and Non-Submission of Assessment Items:

As part of the general principles of assessment, teachers will use a range of techniques to collect evidence of student progress and response.

In circumstances where an **appropriate draft** is not submitted by the specified due date, contact will be made with parents/carers and noted on OneSchool by subject teachers or Heads of Department. Repeated instances of missing draft dates may result in follow-up by

the relevant Deputy Principal in reviewing a student's participation in the educational programme offered by the school.

In circumstances where a **final response** is not submitted by the specified due date, including late submission of the task, the following steps will be taken by the school to ensure that a valid and reliable result can be recorded. These steps include:

1. The use of a draft or other supplementary evidence to award a result.
2. Where no draft or supplementary evidence is available to support a valid result, a result of Not Rated (NR) will be awarded.

In each case, the use of evidence available at the specified due date will be matched against the relevant marking guide, standards or performance criteria to determine the result. It is not appropriate to award a lower grade as penalty for late or non-submission.

5.0 Managing Assessment Responses, Academic Integrity and Academic Misconduct

5.1 Responding to Student Drafts

Student drafts are an essential part in the submission of a student's response to an assessment task. In each subject area, the format and mode of the draft will reflect the nature of the assessment task.

As directed by the QCAA, teachers provide feedback on one (1) draft.

The purpose of this feedback is to provide suggestions to enable students to:

- a) Improve the quality of the response, and/or;
- b) Meets the specific requirements of the task as stated on the task sheet.

Feedback on a draft must not compromise the authenticity of student work.

5.2 Managing Student Response Length

All assessment items have a stated response length condition within the subject syllabus document. This condition may refer to a word length, duration of time for a performance or a page count.

It is an expectation of Senior students that their response to an assessment item meets the response length as stated in the 'Conditions' section of the task. Responses that are outside the stated response length condition may impact on the gathering of evidence of student achievement.

Prior to the submission of an assessment task, teachers may:

- Model processes to draft and edit an appropriate response.
- Provide exemplars to demonstrate the required response length.
- Suggest to students steps to adhere to the response length as part of draft feedback.

In instances where a student response has exceeded the response length, teachers will:

- Mark evidence that is within the required response length against the relevant marking guide, standards or performance criteria.

- Clearly annotate which parts of the assessment response **have not** been considered as evidence of student achievement.
- Use the table below to consider inclusions and exclusions for written responses:

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 • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*

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

Source: QCAA (2020). *QCE & QCIA Handbook 2020 v2.0*. Retrieved from: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment>

For some Supervised Assessments, the Head of Department may provide a student with the opportunity to redact their response before submitting at the end of the examination session.

The decision to use redaction as a way to manage response length is at the discretion of the Head of Department.

5.3 Academic Integrity

Academic integrity ensures that students achieve a result in their chosen programme of study that is based on their own work and effort. Promoting academic integrity is the responsibility of all stakeholders in the Senior Phase of Learning. These responsibilities are outlined below:

It is the responsibility of the student to:

- Complete the QCAA 'Academic Integrity' course via the MyQCE student portal in Term 1 Year 11. Time will be allocated in STEP and/or HG for this to occur.
- Effectively use allocated class time to work on responses. This allows teachers to observe task development prior to the submission of a draft.
- Submit their draft response to an assessment task via TurnItIn to authenticate authorship.
- Submit their final response to an assessment task via TurnItIn to authenticate authorship.
- Appropriately reference materials in an assessment response using the Harvard Referencing system as stated in the Senior Student Diary.

It is the responsibility of the school to:

- Provide time in the STEP and/or HG programme to allow for an orientation to Senior Schooling as well as the completion of the QCAA 'Academic Integrity' course.
- Publish assessment planners to allow students to manage their academic load and plan for completing assessment tasks.
- Model processes and procedures that promote academic integrity such as referencing in class.
- Suggest steps for students to refine an assessment response through the draft process, if required.
- Enforce the expectation that students submit draft and final assessment responses via TurnItIn to authenticate authorship.

It is the responsibility of parents/carers to:

- Ensure that any additional support or intervention does not compromise the academic integrity of a student response.
- Support the steps taken by the school to maintain academic integrity such as student submission of draft responses and the use of TurnItIn in the assessment cycle.

5.4 Academic Misconduct

Academic misconduct occurs when a student engages in behaviour/s that inappropriately and falsely demonstrate their learning. This term incorporates a wide range of behaviours that may result in students producing assessment items that are not their own work and effort.

The QCAA has compiled a list of common behaviours that can be defined as academic misconduct (Appendix 5). It is important to note that this list is not exhaustive and can be expanded to incorporate any behaviour that a student engages in to produce an assessment response that is not their own work.

Where a student is found to have engaged in academic misconduct, there are two (2) areas of consideration:

1. The potential impact on the awarding of a grade and/or result for the identified assessment task, and;
2. Disciplinary consequences as academic misconduct is addressed in the 'Responsible Behaviour Plan for Students'.

In awarding a grade and/or result for the identified tasks, the following principles will apply:

- The subject teacher and Head of Department will meet to determine the evidence in the assessment response that is the student's own work.
- The subject teacher will mark the assessment response using the evidence that is the student's own work against the relevant marking guide, standards or performance criteria.
- The assessment response will be annotated to identify the parts of the assessment response that **have not** been considered as evidence of student achievement.
- Where there is no evidence of the student's own work available, a result of Not Rated (NR) will be awarded.

In determining disciplinary consequences, the following principles will apply:

- The student, parent/carer, relevant Head of Department and Deputy Principal (or Principal if required) will meet to discuss the evidence and alleged conduct.

- The year level Deputy Principal will present the information and evidence to the Principal.
- A consequence will be applied as per the school's 'Responsible Behaviour Plan for Students'.

6.0 Quality Assurance & Results

Centenary State High School implements a range of internal quality assurance processes to ensure that judgements made regarding student achievement are valid and reliable. These processes include but are not limited to:

- Use of QCAA quality assurance tools for assessment tasks before administration to student.
- The use of procedures such as cross-marking to ensure comparability in judgements made regarding student responses.
- Participation in external quality assurance processes conducted by the QCAA including endorsement, confirmation, external review and study plan approval.

The school will provide students and their parent/s or carer/s updates on student progress through:

1. Three (3) reporting periods in Year 11 and 12, and;
2. Two (2) Parent/Teacher Interview evenings scheduled across each year.

Additionally, further appointments can be made as per the school's processes

Results for summative assessment items in General and General (Extension) are considered provisional until confirmed by the QCAA. Results for Applied and Applied (Essential) may be subject to advice from the QCAA.

7.0 Relevant Legislation, Policies and Procedures

Centenary State High School's Assessment Policy and Procedure has been informed by the following enacted legislation and policies and procedures:

Legislation:

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005

Policy and Procedures:

- QCE and QCIA Policy and Procedures Handbook 2020 v2.0
 - Section 6 *Access Arrangements and Reasonable Adjustment (AARA)*
 - Section 7 *The Assessment System*
 - Section 8.3 *Developing School Assessment Policies*
 - Section 9 *Internal Assessment – Quality Assurance*
- Department of Education '*Every student succeeding: State Schools Strategy 2019 – 2023*'
- Centenary State High School '*Responsible Behaviour Plan for Students*' (October 2018)
- Centenary State High School '*Vocational Education & Training (VET) Procedures*'

Appendix 1: General Syllabus Assessment Techniques

Assessment techniques	Purpose
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.

Source: QCAA, (2020). QCE and QCIA policy and procedures handbook 2020 v2.0. Retrieved from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/7-the-assessment-system/7.3-assessment-requirements>

Appendix 2: Applied Syllabus Assessment Techniques

Assessment techniques	Purpose
Collection of work	A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
Examination	An examination assesses the application of a range of cognitions to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.
Extended response	An extended response assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the preparation of the extended response, it is not the focus of this technique.
Investigation	An investigation assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Applied syllabuses, investigations involve research and follow an inquiry approach. Investigations provide an opportunity for assessment to be authentic and set in real-life contexts.
Performance	A performance assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills. Performance assessments involve student application of identified skill/s when responding to a task that involves solving a problem, providing a solution, or conveying meaning or intent.
Practical demonstration	A practical demonstration assesses the practical application of a specific set of teacher-identified production skills and procedures. Responses are completed individually and in a set timeframe.
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, and involves students applying identified skill/s in relevant contexts.
Project	A project assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response consists of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

Source: QCAA, (2020). QCE and QCIA policy and procedures handbook 2020 v2.0. Retrieved from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/7-the-assessment-system/7.3-assessment-requirements>

Appendix 3: VET Qualification Assessment Techniques

Assessment of competencies will be graded as either competent or not-yet competent

7.2 COMPETENCY-BASED ASSESSMENT

Assessment for the VET components of your course will be competency-based.

What does it mean to be competent? People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the work place.

There are four parts to being competent. They are:

- (a) task skills (undertaking a specific workplace task)
- (b) task management skills (managing a number of different tasks to complete a whole activity).
- (c) Contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could be: changes to routine, unexpected results, difficult or dissatisfied clients' etc.
- (d) Job/role environment skills (dealing with the responsibilities and expectations of the work environment). Examples could be: working with others, interacting with clients or suppliers, complying with standard operating procedures etc.

This means that when you demonstrate a competency you will not just demonstrate you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

7.3 TYPES OF ASSESSMENT

Assessment have been designed to reflect the performance and knowledge demonstrated by a competent person in that industry. A set of evidence-gathering tools are provided for each assessment activity and include instructions to the assessor and student on how they are to be used. Assessment tools have clearly identified the relationship between the requirements of the unit/s of competency with the activities and evidence gathered. All assessment techniques fall into the following categories:

- direct observations of student activity
- questions — written, online or direct (verbal)
- reviews of things a student produces (e.g. project work, folios, artefacts, online materials, services).
- Log books and or Third Party written reports

Appendix 4: Centenary State High School – AARA Application Form



Access Arrangements & Reasonable Adjustments (AARA) Application Form

Instructions for AARA (QCAA) Applications Year 11-12

- To be considered this application must be submitted/prepared as soon as possible before the due date.
- Please refer to the Centenary State High School's Assessment Policy prior to submission of the application.
- Granting of AARA is at the discretion of the HOD/HOSES and the Principal.

For students 11- 12 they must successfully meet eligibility criteria of the assessment, any assessment adjustments must not interfere with the integrity of the achievement standard.

Date of application: Click or tap to enter a date.

Student's Name: Click or tap here to enter text.

HG: Click or tap here to enter text.

Subject: Click or tap here to enter text.

Teacher: Click or tap here to enter text.

Due Date/Date of Exam: Click or tap to enter a date.

Reason for application: Choose an item

Proposed new date (to be determined by HOD): _____

Eligibility criteria (select from the conditions and categories below):

Time-frame of condition	Category	Definition and examples of possible AARA
<input type="checkbox"/> Permanent – (Verified/Diagnosed/Imputed)	<input type="checkbox"/> Cognitive	Computer, extra time, reader, rest breaks, scribe
	<input type="checkbox"/> Physical	Assistance, computer, extra time, rest breaks
	<input type="checkbox"/> Sensory	Alternative format papers, assistance, assistive technology e.g. amplification system, magnification applications, extra time, individual instructions, rest breaks
	<input type="checkbox"/> Social/emotional	Alternative venue, assistance, rest breaks
<input type="checkbox"/> Temporary <input type="checkbox"/> Intermittent	<input type="checkbox"/> Illness/Misadventure	An illness or unforeseen event beyond the student's control. The situation cannot be of that student's own choosing or that of their parents/carers such as a family holiday
	<input type="checkbox"/> Other	Other circumstances as determined in consultation with DP or GO

Student statement explaining reason for application: Click or tap here to enter text.

Supporting evidence (please cite evidence/reasoning): Choose an item.

Parent signature _____

Teacher name: Click or tap here to enter text.

Teacher signature _____

***If extension teacher and HOD sign**

HOD signature _____

Deputy Principal signature (all applications) _____

*Document to be scanned and saved to AARA folder and emailed to SLT and central file.

Appendix 5: Common Types of Academic Misconduct

Common types of academic misconduct, with examples

Type of misconduct	Examples
Cheating while under supervised conditions	A student: <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.
Collusion	When: <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: <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	A student: <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.
Disclosing or receiving information about an assessment	A student or other person: <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.
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	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).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Source: QCAA, (2020). QCE and QCIA policy and procedures handbook 2020 v2.0. Retrieved from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.1-understanding-academic-integrity>