



# Senior school assessment policy

## Hervey Bay State High School

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### Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

### Purpose

Hervey Bay State High School 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.

### Principles

Hervey Bay State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

# Promoting academic integrity

Hervey Bay State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. Whole-school procedures support this endeavour.

<a href="#">QCE and QCIA policy and procedures handbook</a>	Policy and procedures
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website and the school intranet. All questions regarding this policy should be directed to the relevant faculty Head of Department (HOD).</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during senior education and training (SET) planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.2.1</a>	<p>Hervey Bay State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p><b>Student responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment <b>on or before the due date</b>.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<b>Due dates</b> <a href="#">Section 8.2.1</a> <a href="#">Section 8.2.7</a>	<p><b>School responsibility</b></p> <p>Hervey Bay State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3. Queries regarding assessment due dates should be directed to class teachers in the first instance, and then to faculty (subject) HODs.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated each semester</li> <li>• give consideration to allocation of workload.</li> </ul>

### Student responsibility

Students are required to:

- familiarise themselves with the published assessment dates and exam schedule
- record due dates in diaries
- plan and manage time to meet due dates
- not cheat or plagiarise work – ensure all work submitted is their own original work and meets the guidelines for academic integrity.

Assessment (assignments, projects etc) is expected to be submitted/completed by a student **on or before the due date and time** stipulated in the assessment conditions. In most cases, a time stipulation of 11:59pm is provided.

In cases where students are unable to meet a due date, which includes not attending a scheduled examination, they will:

- inform the classroom teacher and faculty HOD as soon as they become aware of the situation
- complete an *AARA Application – Illness and misadventure* and provide relevant documentation, including a QCAA – medical report, and QCAA student statement
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

As students are notified of exams at the start of the school year, they should:

- avoid all appointments that clash with these dates
- organise all non-urgent and/or personal appointments on Access Days or after school.

Students risk losing QCE points (and potentially QCE eligibility) when they do not have an approved AARA, and fail to:

- meet assessment submission deadlines
- sit a scheduled exam on the due date

All final decisions for a change of conditions or AARA are at the Principal's discretion or their delegate (HODs). Students and families should refer to AARA section and the QCAA website for details about the application of this process.

### Submitting, collecting and storing assessment information [Section 9](#)

Assessment instruments will provide information about Hervey Bay State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, must be submitted by the due date as per the assessment conditions. In most cases digital submission will be required, however some faculties will require a hard copy or the completion of a folio or project, recording and so on.

Students will be able to submit their final copy up to midnight of the date on which their assessment is due, unless otherwise specified on task sheets.

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
	<p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. HODs work with subject teachers to manage the collection and storage of assessment information. All evidence used for making judgments is stored as described in Hervey Bay State High School's faculty policies.</p>
<b>Appropriate materials</b> <a href="#">Section 8.2.2</a>	<p>Hervey Bay State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

# Ensuring academic integrity

Hervey Bay State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

## Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p><b>Scaffolding</b> Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p><b>Checkpoints</b> Section 8</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> <li>• be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated <b>lesson</b> times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment:</p> <ul style="list-style-type: none"> <li>• implement support strategies</li> <li>• contact parents/carers</li> <li>• work with the faculty HOD</li> </ul> <p>The school's Academic Good Standing (AGS) policy may be applied should a student fail to fulfil their responsibilities in submitting final copies of assessment or failing to sit exams. Refer to the AGS policy for further detail.</p>
<p><b>Drafting</b> Section 8.2.5</p>	<p>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 or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of <b>one draft of each student's response</b></li> <li>• a <b>consultative process</b> that indicates aspects of the response to be improved or further developed</li> <li>• delivered in a consistent manner and format for all students</li> <li>• provided <b>within one week</b> of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• <b>compromise</b> the <b>authenticity</b> of a student response</li> </ul>

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
	<ul style="list-style-type: none"> <li>• <b>introduce new ideas, language or research</b> to <b>improve</b> the <b>quality</b> and <b>integrity</b> of the student work</li> <li>• <b>edit or correct spelling, grammar, punctuation and calculations</b></li> <li>• <b>allocate a mark.</b></li> </ul> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified by email or phone about non-submission of drafts and the processes to be followed. Refer to the AGS policy for further information.</p>
<p><b>Managing response length</b> Section 8.2.6</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the class teacher will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• allow a student to redact their response to meet the required length, before a judgment is made on the student work.</li> </ul> <p>Teachers need to annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p> <p>The QCE and QCIA Handbook section 8.2.6 Managing response length, provides guidelines about the length of response, including a comprehensive table that gives specific guidance on inclusions for word count and exclusions for word count, e.g. in text citations, appendices, title pages etc.</p>
<p><b>Authenticating student responses</b> Section 8.2.8</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Hervey Bay State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
<p><b>Access arrangements and reasonable adjustments, including illness and</b></p>	<p><b>Applications for AARA</b></p> <p>Hervey Bay State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p>

**misadventure  
(AARA)**  
Section 6

The school follows the processes as outlined by the QCAA in the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara>

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 (misunderstanding exam instructions, misreading due dates or exam timetables, not saving work properly, failing to keep electronic back-ups of work)
- matters of the student's or parent's/carer's own choosing (family holiday, non-urgent medical appointments, driving tests)
- matters that the school could have avoided

Note: the above principles apply to all AARA applications across Years 11 and 12.

**AARA – disability or impairment**

Students whose ability to participate in an assessment is adversely affected by a disability or impairment may be eligible for access arrangements and/or reasonable adjustments.

The following process applies to these applications:

- must be accompanied by the relevant supporting documentation (as outlined in Section 6) and made as far in advance as possible to meet published QCAA timelines.
- the AARA team (Deputy Principal Inclusion, HOD Inclusion and Guidance Officers) review applications to assess the functional impact on a student's access to assessment for all subjects.
- For Year 12 students, this information will be reported to the QCAA Portal for review by the QCAA AARA team.
- Once the decision is available, the approved adjustments will be communicated to the student, parent/caregivers, HODs, and teachers.

**AARA - unforeseen illness and misadventure**

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.

The following principles apply to illness and misadventure applications:

- the illness or event is **unforeseen** and beyond the student's control
- an adverse effect must be demonstrated.

The school must be reasonably satisfied that the need for AARA exists based on the evidence supplied.

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

Copies of the following are available from the school website:

- AARA application – illness and misadventure
- QCAA medical report (completed by a doctor, specialist etc who is not a relation of the students)
- QCAA student statement
- Or other evidence if the AARA request is not illness – such as funeral notice, police report, official notice connected with the event, statutory declaration

AARA applications are considered on the basis of available evidence and the functional impact of the condition, illness or event on the student's ability to complete an assessment task. The school (and the Principal's Delegate) must be reasonably satisfied that the need for AARA exists based on the evidence provided.

AARA may vary from subject to subject, depending on assessment requirements, and the timing and context of the task. Only extreme circumstance will mean an AARA will be applied for the majority of subjects.

#### Year 11 students

The illness or event **MUST** be **unforeseen and an adverse impact must be demonstrated:**

- consider whether the illness or event is unforeseen, significant and severe enough to warrant AARA and the extent to which a functional impact can be demonstrated
- contact the class teacher (email is best) and discuss the reasons for the AARA request
- complete the AARA application and submit along with the QCAA medical report (or a medical certificate that clearly states the severity of the illness and its functional impact on completion of assessment) and QCAA student statement to the faculty HOD
- the faculty HOD, in conjunction with the class teacher, will review the evidence to determine whether the illness or misadventure has had an adverse impact on the student's ability to complete the assessment.
- If approved, a revised deadline will be provided taking into account, when the assessment was distributed and syllabus conditions.
- If not approved, the faculty HOD will discuss the decision with the parent/carer.
- The AARA application forms will be scanned and uploaded to OneSchool and referred as a Contact Referral to the HOD Senior Schooling.

Note: in situations where a Year 11 student has encountered a significant illness or event that impacts multiple subjects, the AARA documentation should be provided to the HOD Senior Schooling who will manage the application and approval process across a number of subject areas.



### Year 12 students

The illness or event **MUST** be **unforeseen and an adverse impact must be demonstrated:**

- consider whether the illness or event is unforeseen, significant and severe enough to warrant AARA and the extent to which a functional impact can be demonstrated
- contact the class teacher and discuss the reasons for the AARA request
- complete the AARA application and submit along with the QCAA medical report and QCAA student statement to the HOD Senior Schooling
- the HOD Senior Schooling, will determine whether the illness or misadventure has had an adverse impact on the student's ability to complete the assessment. Information may be sought from the faculty HOD and/or class teacher to determine the impact.
- if approved, a revised deadline will be provided by the faculty HOD or class teacher taking into account when the assessment was distributed and syllabus conditions.
- for examinations, the faculty HOD will organise the development of a comparable instrument and new arrangements for the student to undertake the assessment.
- once approved, the HOD Senior Schooling will formalise the AARA application in the QCAA portal
- if not approved, the HOD Senior Schooling will discuss the decision with the parent/carer.

For External Examinations the HOD Senior Schooling will:

- liaise with students and parents in the event there is an application for Illness and misadventure
- complete the online application and submit supporting documentation to meet QCAA deadlines
- advise the students, and parents/carers of written notifications from the QCAA

### Note:

- Parents and carers are encouraged to use the QCAA medical report to ensure that sufficient evidence on the functional impact is detailed to enable the school to be reasonably satisfied the need for AARA exists.
- Medical certificates stating 'unfit for duty' are not sufficient to allow the school to make this determination. Medical Certificates should clearly describe the severity of the illness and how it is having an adverse impact on the completion of assessment.
- Documentation must be provided by a medical practitioner who is not a relative of the student.
- Extensions for assessment are very limited due to whole-of-state policies and reporting deadlines.

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
	<ul style="list-style-type: none"> <li>• it is expected students are in attendance for examinations and only applications that clearly outline a direct, functional impact to allow the school to be reasonably satisfied the need for AARA will be approved.</li> <li>• QCAA external exams and extensions are strictly managed and make up exams are not available.</li> <li>• There is no guarantee an application for AARA will be approved at a school or QCAA level. Students and families should make every effort to fulfil assessment requirements and only in extreme circumstances, submit applications for Illness and misadventure.</li> </ul> <p><b>External Course participants</b></p> <p>Students attending TAFE, school-based apprenticeships or traineeship etc. do not meet the criteria for AARA and are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with external providers to complete assessment where a clash exists.</p> <p>Detailed information in relation to AARA are available on the QCAA website at <a href="https://www.qcaa.qld.edu.au/senior/assessment/aara">https://www.qcaa.qld.edu.au/senior/assessment/aara</a></p>
<p><b>Managing non-submission of assessment by the due date</b>  <a href="#">Section 8.2.7</a>  <a href="#">Section 11.1.4</a></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date/time as specified by the school and no other evidence is available, Not-Rated (N) will be issued by the school for the assessment item on the school report.</li> <li>• Teachers determine a result for a student at reporting junctures based on completion of the course requirements 'on balance' during the reporting period (term, semester, unit).</li> <li>• where evidence of student achievement is insufficient for the given unit, 'Not-Rated' (NR) must be entered in the Student Management system (SMS) by the date published in the SEP calendar, for the QCAA.</li> </ul> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <p>In circumstances where a student response is judged as N/NR, the student will not meet the requirements for that subject. Students failing to meet participation requirements for an assessment will receive support and intervention by the classroom teacher, faculty HOD and/or school through the Academic Good Standing practice.</p>

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
	<p>Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their semester credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility.</p> <p>Subsequent tertiary study could also be jeopardised. It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher for support before the due date.</p>
<b>Internal quality assurance processes</b> <a href="#">Section 9</a>	<p>Hervey Bay State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<b>Review</b> <a href="#">Section 11.1</a>	<p>Hervey Bay State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and VET, is equitable and appropriate for the local context.</p>

## External assessment administration

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> <a href="#">Section 10</a></p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (<a href="#">Section 10</a>) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the EA coordinator, teachers and students.</p>

## Managing academic misconduct

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

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

	Types of misconduct	Procedure
	<ul style="list-style-type: none"> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>	
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	
<b>Impersonation</b>	<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>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	
<b>Plagiarism or lack of referencing</b>	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>	
<b>Self-plagiarism</b>	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.	
<b>Significant contribution of help</b>	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.	
<b>Use of Artificial Intelligence</b>	A student uses Artificial Intelligence programs such as AI Chatbox, ChapGTP to complete sort or all of a response.	

For more information, please visit the QCAA website or use these links  
<https://myqce.qcaa.qld.edu.au/> or <https://www.qcaa.qld.edu.au/senior/assessment/aara>

## Appendix 1 – General / Applied assessment techniques

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

## Appendix 2 – Assessment policy flowchart

