



MANGO HILL
STATE SECONDARY COLLEGE

**Senior Learning &
Assessment Policy 2023**
(Year 10, 11 and 12)

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1.0 SCOPE

Mango Hill State Secondary College's Senior Learning and Assessment Policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures, ensuring the integrity of assessment contributing towards the Queensland Certificate of Education (QCE). The policy is developed from the [QCE and QCIA policy and procedures handbook](#) and applies to Applied, Applied (Essential), General, General (Extension) and Vocational Education and Training (VET) subjects across all faculties.

2.0 PURPOSE

Mango Hill State Secondary College is a future-focused learning community, committed to advancing the individual potential of each child in an innovative, supportive and collaborative learning environment. Our vision is to create a community of Respectful, Engaged, Aspiring Learners for the world of tomorrow. Our goal is to equip our students with the 21st century skills they will need to be successful in their future careers—communication, collaboration, critical and creative thinking, character and citizenship. We aim to instil in all young people a curiosity and love for learning, and to foster the individual talents of each student to allow them to reach their full potential. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

3.0 PRINCIPLES

Mango Hill State Secondary College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

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

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards/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, learned and assessed
- accessibility, ensuring each student is given ample opportunity to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable .

4.0 ENGAGING IN LEARNING AND ASSESSMENT

Students are expected to engage in learning in the subject or course of study including all course objectives. They produce evidence of achievement in response to assessment planned for each unit, pair of units or course.

Schools provide opportunities for teaching and learning, implement assessment, gather evidence of learning on or before the due date set by the school and to meet QCAA timelines. The evidence is matched to the relevant standards to make judgments.

Credit towards a QCE can only be accrued for successful completion of the equivalent 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.

Students are expected to complete the required learning as outlined in the subject matter of the syllabus prior to assessment being administered.

4.1 UNIT RESULTS

To achieve a unit result for Units 1 and 2, students are required to provide a response to each assessment as outlined in the school's assessment designed for reporting to the QCAA or assessment in a school's approved study plan for an Applied subject.

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 (see Section 10: External assessment)

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

5.0 PURPOSE OF ASSESSMENT

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement of students. Evidence of student achievement is gathered over time from a range of complementary approaches to assessment that have been selected for their relevance to the purpose of the assessment and the knowledge, skills and understanding needing to be assessed. Assessment techniques can include projects, investigations, extended responses, performances, products and examinations.

5.1 FAILURE TO COMPLY

To ensure integrity of reporting levels of achievement as evidence for senior certification, students must meet the mandatory requirements stated in a syllabus and/or Training Package (VET).

Students failing to meet the mandatory requirements of a syllabus and/or Training Package:

- cannot be rated for the subject unit/s
- cannot achieve the unit of competency and/or qualification.
- may have the unit/s removed from their Senior Statement.
- may jeopardise their QCE eligibility and attainment.
- may jeopardise their ATAR (Australian Tertiary Admission Rank) eligibility.

If a student repeatedly does not meet mandatory assessment requirements this can become grounds for cancellation of the student's enrolment due to non-engagement as per the **Education (General Provisions) Act 2006 (QLD)**.

6.0 ROLES AND RESPONSIBILITIES

	Student	Parent	Teacher	Head of Department and College Administration
Drafts	<ul style="list-style-type: none"> Submit full and complete draft by the due date and time that meets all assessment conditions (response length, mode, etc) Submit drafts for written responses electronically with Turnitin similarity report via Teams by 11.59 pm on due date or submit responses other than written responses directly to the teacher by 11.59 pm on the due date. Conduct further research and develop responses as guided by teacher feedback. Adhere to referencing style. 	<ul style="list-style-type: none"> Encourage and support your child to submit draft on time. Read draft and provide feedback. Engage with Classroom teacher if concerned about student progress towards draft submission 	<ul style="list-style-type: none"> Indicate some textual errors and that the draft is on the right track. Provide feedback on a maximum of one draft in years 10, 11 and 12. Comment on the requirement for more careful editing — teachers should not correct or edit the textual errors in a draft. <i>Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process.</i> Provide feedback only on those drafts which are submitted by the draft due date and time. Provide a summary of their feedback and advice to the whole class. Where applicable, follow the College's incomplete, unsatisfactory or non-submission process 	<ul style="list-style-type: none"> Ensure the College's incomplete, unsatisfactory or non-submission policy is followed. Monitoring of submissions.
Assessment	<ul style="list-style-type: none"> Submit full and complete assessment by 11.59 pm on the due date. Ensure response meets all assessment conditions (response length, mode, etc.) and does not exceed the required length Attend all exams or performances on due date, at the scheduled time. Submit all written responses with Turnitin similarity report via Compass. 	<ul style="list-style-type: none"> Encourage and support your child to submit assessment on time. Engage with Classroom Teacher if concerned about student progress towards final submission Ensure students are present on days of examination If Students are unable to be present on days of examination, ensure the AARA process is followed for Illness/Misadventure. 	<ul style="list-style-type: none"> Provide students with a task sheet clearly stating task, checkpoints, resourcing, due dates and ISMG/ISSM. Teach student how to use Turnitin. Where applicable, follow the College's incomplete, unsatisfactory or non-submission process Contact parent/caregiver if student fails assessment item (this can be via email). 	<ul style="list-style-type: none"> Publish due dates for final responses and drafts in the assessment schedule. All students to be provided with the assessment schedule Ensure the College's incomplete, unsatisfactory or non-submission policy is followed. Monitoring of submissions. Ensuring assessment meets syllabus guidelines.

Academic Integrity	<ul style="list-style-type: none"> • Complete the QCAA course <i>Academic Integrity for Students</i>. • Not engage in any type of academic misconduct. • Sign declaration of authenticity on the cover sheet of the assessment task stating that it is their own original work. • Draft assignments and keep copies of drafts (e.g. saving drafts as "Version 1", "Version 2" etc.) • Reference all sources used with APA 6 or 7. • Provide a Reference List. • When required, submit the Turnitin similarity report with final response. • May be required to participate in interviews during and after the development of the final to ensure authenticity of work • May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts) to ensure authenticity of work 	<ul style="list-style-type: none"> • Support the efforts of teachers and students to authenticate student responses. • Encourage your child to approach their academic responsibilities in an honest, moral and ethical way. • Alert the teacher if you suspect that your child has engaged in academic misconduct. 	<ul style="list-style-type: none"> • Complete the QCAA course <i>Academic Integrity for Teachers</i>. • Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work. • Collect evidence of the authenticity of student responses. • Ensure assessment decisions are fair and equitable for all students. • Implement strategies to ensure authentication of student work. 	<ul style="list-style-type: none"> • Developing curriculum and assessment that allows for the identification of individual work. • Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others. • Give students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses. • Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity. • Developing processes to manage, resolve and appeal cases of academic misconduct.
AARA	<ul style="list-style-type: none"> • Notify the Head of Department Senior Secondary if absent on day of examination, oral presentation or performance, no later than immediately after the conclusion of the assessment session. • Apply for extension to written responses and assignments through the Head of Department – Senior Secondary (where 	<ul style="list-style-type: none"> • Contact the College's Senior Schooling department if your child is seeking an AARA. • Attend meetings to liaise with relevant staff regarding AARA. 	<ul style="list-style-type: none"> • Apply approved AARA to assessment tasks. • Refer students to relevant staff who are seeking or may need to seek AARA. • Ensure students are aware of the AARA application process. • Ensure students are provided with access to approved AARA in all assessment 	<ul style="list-style-type: none"> • Inform parents, caregivers and students of AARA and process to access AARA. • Ensure teachers are incorporating approved AARA into assessment. • Follow AARA process.

	<p>requirements for extension are met)</p> <ul style="list-style-type: none"> • Provide supporting documentation as required by the College and QCAA. • Apply for AARA when required as outlined in Section 8. 			
Managing Length of Responses	<ul style="list-style-type: none"> • Develop responses that do not exceed or are significantly under the required length. • Document the length of their response accurately using a word count, page count or time (see exclusion/inclusion table on the following page). 		<ul style="list-style-type: none"> • Emphasise the response length mandated by the syllabus • use proactive strategies to support students to meet the syllabus requirements for the response length • implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments • Provide feedback at checkpoints and drafting stages if the response does not match the required length • Implement College policies when a student submits a response that exceeds the required length 	<ul style="list-style-type: none"> • Liaise with teachers to implement College policies regarding word length in the case of responses submitted that are over length requirements • Ensure responses submitted for confirmation do not exceed length requirements

6.1 RESPONSE LENGTH

Response length information is provided to:

- ensure equity of conditions for all students
- indicate the scope and scale of the response required
- support students to develop skills in managing the length, scope and scale of their responses appropriately

Response length requirements are expressed in syllabuses as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken/signed and multimodal or performance responses.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography • reference list • appendixes† • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes† • blank pages

* For example, by-lines, banners, captions and call-outs used in genre-related written responses
†Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Where responses exceed the required length, the following strategies will be applied in order, depending on the situation and response type:

1. Students will be provided with one lesson (supervised and unassisted) to redact their response to meet the required length before a judgement is made on the evidence in the student response. Teachers are not to redact a student response, or assist the student. It is not appropriate for a student to redact a response that is:
 - produced under exam conditions
 - in an assessment that requires a continuous response, such as a presentation or recording.
2. Teachers mark only the evidence in the response that meets the assessment conditions for response length, that is, marking from the beginning of the response to meet the required length, and excluding evidence after that point. Teachers annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length

7.0 SUBMISSION OF ASSESSMENT

Students are required to submit all assessment on or by the due date. This includes examinations, oral presentations, performances, assignments, role plays and folios of work. Assessment dates are published for students and parents/caregivers at the commencement of each semester. Deviations from published due dates for individuals are appropriate where alternative arrangements have been approved in accordance with [QCAA policy on Access Arrangements and Reasonable Adjustments](#) and the College's extension procedures.

It is an expectation of all MHSSC students that the quality and quantity of work submitted for drafts, finals, performances or examinations is indicative of a commitment by the student to satisfy the instrument-specific marking guide, and by extension, the course requirements.

7.1 SUBMISSION OF DRAFTS

A draft is a preliminary version of a student's response to an assessment that is complete or near complete, and must be submitted in the mode required by the syllabus. A draft can be used both to provide focused feedback on a response and to authenticate student work. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Students will be issued with timelines for submission of assignment drafts as recorded on the assessment calendar and assessment item. These timelines must be met to ensure time for the teacher to provide feedback and for students to enact the feedback. Written responses must be submitted electronically with their similarity report via Teams by 11.59 pm on the due date with other assessment documentation submitted to the teacher by 11.59 pm on the day due. Should the 'final' submission differ substantially in content, context or quality, students may be asked to show evidence for authentication purposes. Should the student not make a final submission, this draft will be marked and graded as the final assessment response.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback aligned to the ISMG, cognitions and task conditions
- verbal feedback aligned to the ISMG, cognitions and task conditions
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work.

7.1.1 Failure to submit a draft

If no draft is submitted, the classroom teacher will contact the parent/caregiver.

If an incomplete, or unsatisfactory draft (including a draft that contains plagiarised material) is submitted, the classroom teacher will contact the parent/caregiver outlining potential impacts of not submitting a final and available supports to ensure satisfactory completion of final

If no final is submitted, the classroom teacher will notify the parent/caregiver indicating that the mark awarded will be based on the student's draft submission.

Should the student not make a draft or final submission, then only work completed in class **directly related to the assessment instrument**, will be the result assigned on the student profile (excluding examinations).

7.1.2 Late submission of draft

If a student submits a draft after the due date and time, the classroom teacher is to notify the parents/caregivers within 48 hours and indicate that no feedback outside of any generic whole class feedback will be provided on the response.

7.2 SUBMISSION OF WRITTEN RESPONSES AND ASSIGNMENTS

Written responses are to be submitted electronically with similarity report (from Turnitin) via Compass by 11.59pm on the due date. Submission of materials other than written responses for example graphic designs, art work, videos, web design etc. are to be submitted to the class teacher during class or directly to the teacher in their staffroom by 4.00 pm on or before the due date.

N.B. IT failure is not an acceptable reason for incomplete, unsatisfactory or non-submission of assessment on or before the due date. Students should ensure their work is saved to OneDrive or similar to prevent IT failure from occurring.

7.2.1 Implications of late, incomplete, unsatisfactory, and non-submission of assessment

When a student does not submit a response to an assessment instrument on or before the due date and time 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.

For General subjects, where there is no evidence of a response to each internal assessment on or before the due date set by the school, a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.

For Applied subjects, where there is no evidence of a response to each assessment on or before the due date as set by the school, a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.

For VET subjects, where there is no evidence or lack of sufficient evidence to determine competence, a result of 'Competency Not Achieved' (CNA) will be awarded. Late submission of assessment may also result in 'Competency Not Achieved' depending on competency requirements.

7.2.2 Absent on Due Date of Written Responses and Assignments

If a student knows they will be absent on the day an assessment item is due they must:

- arrange for the item to be submitted before the listed date **OR**
- have it delivered to the school on that date.

7.3 SUBMISSION OF ASSESSMENT OTHER THAN WRITTEN RESPONSES

Students must be present on the day and time of scheduled examinations, oral presentations or performances.

No extra time to complete the exam is granted if a student arrives late unless AARA apply and the required documentation is provided (refer to Section 7).

7.3.1 Absence on scheduled date for examination, oral presentation or performance

Unless there is a valid reason for the absence with supporting documentation (refer to Section 8 Access Arrangements and Reasonable Adjustments), the student will not be awarded a result for the assessment task unless a draft result can be awarded based on previous in class oral presentation or performance preparation only.

8.0 ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The QCAA and Mango Hill State Secondary College recognise that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. The use of AARA ensures opportunities for eligible students to demonstrate their learning on the same basis as other students. AARA are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA.

8.1 MAKING DECISIONS ABOUT AARA

Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow individual students to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment. Teachers and schools rely on evidence to make professional judgments about the types of adjustments provided for students.

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

The decisions may involve an adjustment to:

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

8.2 AARA FOR STUDENTS (long and short-term conditions)

Students with a disability, impairment, medical condition or circumstances may be eligible for access arrangements or adjustments to assessment conditions that are reasonable given their individual situation and context. There are guidelines from QCAA regarding access arrangements and reasonable adjustments including eligibility, available arrangements and adjustments and supporting documentation.

8.2.1 Eligibility

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three categories:

- Long-term and chronic conditions

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

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

The QCAA uses broad disability categories for AARA:

- cognitive
- physical
- sensory
- social/emotional.

8.2.2 Ineligibility

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)

8.2.3 Currency of supporting documentation (long-term conditions)

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

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

Where an application has been submitted for a student with a long-term condition and the condition deteriorates after the application decision, a further application may be submitted that provides updated information regarding the student's condition. It must include a medical report that contains all the relevant and current adjustments recommended by the relevant practitioner.

An EAP should cover the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and General (Senior External Examination) subject examination schedules in October or November, as applicable.

The school must supply confirmation that a review of EAP criterion 1 was not requested prior to relevant summative assessment in Unit 3 and 4. If EAP verification has expired, or a review of EAP criterion 1 is due or overdue, an update only is required. This may be substantiated by a medical practitioner, general practitioner or paediatrician. Any supporting documentation should be directed to AARA@mangohillssc.eq.edu.au.

8.2.4 Currency of supporting documentation (Short-term conditions or temporary injuries)

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors.

Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must satisfy the following time specifications.

- Summative internal assessments in all subjects and Short Courses: medical documentation must be dated within the preceding six months of the relevant Unit 3 or 4 assessment event
- Summative external assessments or the Senior External Examination: medical documentation must be dated no earlier than 30 April of the assessment year. The QCAA may require an updated medical report closer to date of the scheduled assessment.

8.2.5 Application for AARA (Disability, impairment, medical condition)

Long term disability, impairment or medical conditions are managed by the College's Inclusion and Engagement team. The College will liaise with students, parents/caregivers, College staff and professionals as required, to determine eligibility and make decisions regarding adjustments and access arrangements for assessment. Students and parents/caregivers should notify and update student case managers regarding their child's condition throughout their schooling.

Students with short term conditions are managed by the College Guidance Officers. Students and/or parents/caregivers are to apply for AARAs through the Guidance Officers in advance of assessment. Students and/or parents/caregivers are to make an appointment with the Guidance Officers to discuss the disability, impairment, medication condition or circumstance to determine eligibility and make decisions regarding adjustments and access arrangements for the student.

Questions regarding AARA should be directed to AARA@mangohillssc.eq.edu.au.

8.3 ILLNESS AND MISADVENTURE—Internal assessment

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. Illness and misadventure can affect a single student or a group of students. The following principles apply:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation, e.g. summons/subpoena to appear in court or close family member's death/funeral.
- 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.
- For internal assessment, schools implement principal-reported AARA if possible, before considering an application for illness and misadventure.
- For external assessment, an illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Misadventure refers to an unexpected event outside of a student’s or their parents/carers choosing that adversely impacts a student’s ability to attend or participate in an assessment. Refer to the table below for examples of what would constitute misadventure.

Events that may be grounds for misadventure	Events that would <u>not</u> be grounds for misadventure
<ul style="list-style-type: none"> • Natural disasters e.g. flooding preventing a student being able to attend the College • Car crash on way to assessment • Death of a family member • Unforeseen disruption to public transport 	<ul style="list-style-type: none"> • Family holidays • Birthday • Slept in • Missed the train/bus • Paid employment • Assistance with everyday household responsibilities • Computer/printer/technology faults

8.3.1 Illness and misadventure—internal assessment

A student who is ill, becomes ill during the assessment, or is unable to attend or complete an internal assessment should inform the principal’s delegate or assessment supervisor as soon as practicable. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and an extension (or new due date) may be considered if illness or misadventure is established.

If the school has implemented principal-reported AARA such as extension of time, the student may not be able to respond within the timelines for quality assurance processes, as published in the [QCAA SEP calendar](#).

If the assessment was not able to be implemented due to the illness or event, or the student is unable to provide a final response to the assessment instrument by the new due date, the school may use evidence of work gathered in response to the instrument, such as the draft, to make a judgment about the student’s work. This evidence should only be used once other AARA have been exhausted.

8.3.2 Supporting documentation—internal assessment

In approving AARA, a principal or principal's delegate must be reasonably satisfied that the need for AARA exists, and be able to provide evidence to justify the decision.

To make an informed decision about an illness and misadventure application, MHSSC requires a medical certificate that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment

Illness and misadventure applications for non-medical reasons, require written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor or funeral director.

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

Supporting documentation must cover the date of the assessment for which the application is made and should be submitted to AARA@mangohillssc.eq.edu.au.

8.4 ILLNESS AND MISAVENTURE—External assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the College's external assessment (EA) coordinator (either the [Deputy Principal—Senior Secondary, or HOD—Senior Secondary](#)).

A student who is able to attend the external assessment but becomes ill during the assessment should inform the external assessment supervisor of their illness as soon as practicable. This may be before, during or immediately after the external assessment session. If illness, or other circumstances beyond a student's control, occur in the lead-up to, or during, the external assessment schedule and affect a student's performance in an external assessment, it may be appropriate to submit an application for illness and misadventure.

An application for illness and misadventure may be made by the College on behalf of a student or group/s of students.

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
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- circumstances of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
- variations in the administration of the assessment.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.

For external assessments, applications can be submitted from 14 days before the start of the assessment period to seven days after the student's final assessment. The QCAA's decision about the application will not be available before the assessment.

8.4.1 Supporting documentation—External assessment

To make an informed decision about an illness and misadventure application for medical reasons, the QCAA requires a report from an independent health professional that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment.

Illness and misadventure applications for non-medical reasons, require written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor or funeral director.

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

Supporting documentation must cover the date of the assessment for which the application is made.

For external assessment, a health professional providing evidence must have examined or treated the student, or have been consulted by the student, in the period from two days before the external assessment to one day after the external assessment.

9.0 ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

Academic integrity is the approach to academic responsibilities in an honest, moral and ethical way. Mango Hill State Secondary College and QCAA promote academic integrity, and must adhere to the guidelines for academic integrity. Teachers, parents/carers and others who support students in their learning must also adhere to these guidelines.

Academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Types of Academic Misconduct defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none">beginning to write during perusal time or continuing to write after the instruction to stop work is givenusing unauthorised equipment or materialshaving any notation written on the body, clothing or any object brought into an assessment roomcommunicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student
Collusion	<ul style="list-style-type: none">when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)assisting another student to commit an act of academic misconduct
Contract cheating/ significant contribution of help	<ul style="list-style-type: none">asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the responsepaying for someone or a service to complete a response to an assessment
Copying work	<ul style="list-style-type: none">deliberately or knowingly making it possible for another student to copy responseslooking at another student's work
Disclosing or receiving information about an assessment	<ul style="list-style-type: none">giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessmentmaking any attempt to give or receive access to secure assessment materials
Fabricating	<ul style="list-style-type: none">inventing or exaggerating datalisting incorrect or fictitious references

Impersonation

- allowing another person to complete a response to an assessment in place of the student

Misconduct during an examination

- distracting and disrupting others in an assessment room

Plagiarism or lack of referencing

- completely or partially copying or altering another person's work without attribution (another person's work may include text, audiovisual material, figures, tables, images or information)
- Plagiarism can include paraphrasing sentences or paragraphs too closely, copying sections of text from a source without citing it, or copying sections of different sources and pasting them into a new document.

Self-plagiarism

- duplicating work or part of work already submitted as a response to an assessment

Students will be required to complete [QCAA's Academic integrity for students](#) course to ensure they are familiar with the types of academic misconduct, and understand how to complete their assessment with integrity.

Students will submit written responses to Turnitin plagiarism checker and provide the Turnitin similarity report with drafts and final copies.

Where teachers suspect academic misconduct may have occurred, students may be required to demonstrate their understanding of their response to prove its authenticity.

Possible consequences for academic misconduct

Students cannot be graded on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgement about student achievement.

- Where a student is found to have engaged in academic misconduct, only the elements of task that are their own original work will be graded.
- Where a student's entire response is the result of academic misconduct, it will be treated as an incomplete, unsatisfactory or non-submission.
- In both cases, both behavioural and academic consequences will apply.

10.0 EXTERNAL ASSESSMENT

External assessment is the final assessment in General and General (Extension) subjects.

It is:

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- summative, and contributes to the overall subject result
- developed and marked by the QCAA according to a commonly applied marking scheme
- not used in Applied subjects.

External assessment occurs in Term 4 on dates determined by the QCAA, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help school communities prepare for external assessment in the form of *Directions for students: External assessment* and *Equipment list: External assessment*. These documents will, as well as the External assessment timetable, will also be provided to students and parents/carers each year by the Senior Schooling department.

11.0 GLOSSARY

AARA	Access Arrangements and Reasonable Adjustments
Applied Subject	Applied syllabuses are developmental four-unit courses of study. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.
Academic Integrity	Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way.
Assessment	Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement of students.
Electronic Submission	Electronic submission of assessment is the submission of work through Turnitin. Students have until 11.59 pm on the due date to submit their assessment.
General subject	General syllabuses are developmental four-unit courses of study. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.
Misadventure	Misadventure refers to an unexpected event outside of a student's or their parents/carers choosing that adversely impacts a student's ability to attend or participate in an assessment.
QCAA	Queensland Curriculum and Assessment Authority
Syllabus	A document that prescribes the curriculum for a course of study; the type of assessment to be provided and assessed; the conditions for assessment to ensure equity for all; and, the standards against which assessment will be assessed, based on the evidence provided by students.
VET	Vocational Education and Training
VET Subject	A VET subject is a study towards a nationally recognised qualification as per the Training Package. Students will receive a certificate for the qualification studied if all of the requirements of the qualification are successfully completed.