



MARYMOUNT  
College

# Supplementary Senior Assessment Policy – for Academic Integrity

## 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 specifically to all Senior school Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties. It is assumed that the same conditions generally apply for Junior school curriculum, especially Year 10, the transition year into the two-year Senior program. The document informs other statements available, including the Student Record book, subject criteria task sheets and annual academic calendar publications. **The document informs staff in particular, but is a useful guide for parents and students as well.**

## Purpose

Marymount College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE, being the two-year Senior school curriculum of Year 11 and Year 12.

## Principles

QCAA define the principles and attributes of assessment as:

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, 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

Marymount College promotes academic integrity by directly instructing students to develop their skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour. This policy is informed by the [QCE and QCIA policy and procedures handbook](#).

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>Location and communication of policy</b>	<p>A summary of the school assessment policy is located on the school website at [link] and in the school prospectus. All questions regarding this policy should be directed to the Assistant Principal Senior Curriculum.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> Section 1.2.4	<p>All Senior students at Marymount should work towards attaining either a QCE or a QCIA. Students who work towards a Vocational Education Certificate should ensure completion of the course. Students who choose to be ATAR eligible should have direct access to a university immediately following graduation as an achievable goal.</p> <p>The successful completion of units / semesters of subjects enables students to attain these</p>

<p>Section 2 Section 8.5.1</p>	<p>completed certified results. Achievement of a unit / Semester in any subjects is reached through a significant completion of (a) the class course work; (b) all assessment tasks for the subject.</p>
<p><b>Due dates</b> Section 8.5.2 Section 8.5.3</p>	<p>The due dates of all formal assessment tasks, including drafting, works in progress and final submissions must be adhered to. All dates are published on the individual assessment criteria task sheet and in public forums, such as the Assessment Calendar on the College website. Establishing due dates considerations are made to:</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>• are clear to teachers, students and parents/carers</li> <li>• are consistently applied.</li> </ul> <p>Students are responsible for their own self-management in: planning, organising and enacting on processes and practices which will enable them to meet this commitments.</p>
<p><b>Submitting, assessment information</b> Section 9</p>	<p>It is the usual Marymount College expectation that an electronic copy of assignment tasks is submitted through the Turnitin program, via the subject’s Moodle page. Students may also be asked to submit a hard copy whether: directly to the teacher or to SAO, where a receipt will be issued. Exams are completed in hard copy form under supervised exam conditions. Students work is collated into an individual folio – both electronically and hard copy. These are stored in secure locations. Samples are required for QCAA quality assurance processes. These are stored until May of the following year after graduation.</p> <p>Criteria task sheets outline all expectations surrounding the conditions of the assessment task. Teachers will make regular and direct focus on these conditions. Students must make themselves aware of these expectations and be responsible for meeting all required conditional obligations. They risk lower grading as a result of failing to do so.</p>
<p><b>Appropriate materials</b> Section 7.1 Section 8.5.3</p>	<p>Criteria task sheets outline all expectations surrounding the use of stimulus resources, texts, and associated teaching and learning resources. Teachers will make regular and direct focus on these resources and how they are available to students. Students must make themselves aware of these resource access opportunities and be responsible for utilising them to their best advantage. Teachers are informed by the subject syllabus documents as published by the QCAA.</p> <p>Possible content for students includes considerations of appropriateness when producing materials.</p> <p>It is an expectation of the College that students are equipped with all necessary equipment / tools to produce assessment tasks appropriately. In instances whereby this can only take place in a (practical) classroom, such as the Manual Arts or Visual Arts subject areas, students are responsible for the timely access required, either in or outside of class lesson time, as appropriate. Access to rooms and teacher supervision outside of class times is not automatic.</p>

## Ensuring academic integrity

This assessment policy is operational in particular for the Senior years of schooling, applying especially Years 11 and 12; and including in Year 10, the transitional year into Senior schooling. Marymount College is responsible for ensuring the academic integrity of all student work submitted within the parameters of this policy in order to gain the fairest and most equitable outcome for all students wishing to achieve results towards a QCE, a QCIA, a VET qualification and an ATAR score.

Decisions on individual assessment tasks are the responsibility of the Head of Department in each faculty; under the supervision of the Assistant Principal, Senior Curriculum.

The assessment policy, especially as a means of ensuring academic integrity across the school community, is mirrored in the Junior school, under the same direction of faculty Heads, and the supervision of the Assistant Principal, Junior Curriculum.

## Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>Scaffolding</b> Section 7.2.1	<p>Outline the role of scaffolding in the assessment process.</p> <p>Click or tap here to enter text.</p>
<b>Checkpoints</b> Section 8.5.3	<p>Checkpoints, especially for the completion of assignment tasks are an integral part of the teaching and learning process. They form part of both the formative and summative process of assessing student outcomes.</p> <p>Teachers may use defined checkpoints to:</p> <ul style="list-style-type: none"> <li>clarify assessment expectations for students, e.g. task requirements, how judgments are made</li> <li>discuss progress towards the task completion</li> <li>help students develop strategies to submit assessment by the due date</li> <li>gather evidence on or before the due date</li> <li>provide points of intervention, if needed</li> <li>embed authentication strategies.</li> </ul> <p>Classroom teachers will outline all expectations surrounding the use of checkpoints, particular through the publication of learning goals and success criteria and cycles of learning. Students must make themselves aware of these expectations and be responsible for meeting all required checkpoint obligations. They risk lower grading of formal assessment as a result of failing to do so.</p>
<b>Drafting</b> Section 7.2.2 Section 8.3	<p>LINKS TO HANDBOOK DOCUMENTS</p> <p>Feedback:</p> <p>Marymount College follows the QCAA endorsed policy of accepting assessment submissions, including drafting, on or before the due date. (Exams cannot be sat at an earlier date, without exceptional circumstances.) All checkpoint, draft and work-in-progress submission obligations must be met by students. Drafts will be returned to students in a timely manner.</p> <p>Parents will be informed asap of the non-submission of drafts in writing (online system). A relevant section of the assessment criteria will reflect the failure to meet these requirements, resulting in a lower grade for that section.</p> <p>Students who have (still) not done so will be asked to submit work in the next immediate lesson. This submission will form the required draft and will be graded as such.</p> <p>Students follow the same procedure for requesting an extension on a draft submission date as for a final submission.</p>
<b>Managing response length</b> Section 7.2.3	<p>Marymount College operates a strict word limit policy for assignment submissions. Students must indicated their completed word limit, less noted exclusions. Where a word limit range between two limit totals is nominated, submitted <b>final</b> works will:</p> <ul style="list-style-type: none"> <li>Not be read, graded or marked beyond the top total work limit count.</li> <li>Result in lower result scoring where the work does not reach the lowest word limit.</li> <li>Clearly indicated where the work being graded ceased.</li> </ul> <p>Where a word limit range between two limit totals is nominated, submitted <b>draft</b> works will:</p>

- where the work does not reach either the lowest word limit or is beyond the word limit, an indication of the necessity to remain in the word limit range will be fed back to the student. No indication on how to achieve this will be given.
- Receive advice on the absolute necessity to remain within the work limit range.

Where there is the more rare option of a single word total given, the accepted range is considered to be plus or minus 10% from that amount.

Inclusions and Exclusions of text to / not to be included in the word count are:

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

These limitations are specifically highlighted in classroom teaching and learning strategies and the assessment criteria task sheet.

**Authenticating student responses**  
Section 7.3.1

Outline the strategies the school uses to authenticate student responses. For the list of possible strategies, see the assessment templates for any of the non-examination instruments in the syllabus resources on the QCAA Portal.

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**Access arrangements and reasonable adjustments, including illness and misadventure (AARA)**  
Section 6

Consider and document the internal processes that are required for AARA, including roles and responsibilities for making decisions, collecting information and required evidence.

Outline:

- the application process
- how principal- reported and QCAA-approved arrangements for assessment are implemented
- record-keeping processes.

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<p><b>Managing non-submission of assessment by the due date</b> Section 8.5</p>	<p>Parents will be informed asap of the non-submission of final assignment submissions in writing (online system). The previously recorded draft (or equivalent) will be then used as the final, being it has been submitted “on or before the due date.”</p> <p>Students may NOT <u>choose</u> to use the draft as a final submission. They risk not completing all assessment requirements (including a final submission) in order to meet all certification requirements, and this may jeopardise an overall result in the subject.</p> <p>Students who have still not submitted a draft will be asked to submit work in the next immediate lesson. This submission will form the required draft and will be graded as such.</p> <p>Students may follow a set procedure for requesting an extension on a submission date as for a final submission prior to the due date. This involves the completion of a request form, consigned by parents and the class teacher, then submitted to the AP Senior curriculum for consideration.</p>
<p><b>Internal quality assurance processes</b> Section 8.5.3</p>	<p>Outline school and staff quality assurance processes that may be conducted within or across learning areas for:</p> <ul style="list-style-type: none"> <li>• assessment instruments before being submitted for endorsement and/or being administered with students</li> <li>• judgements about student work contributing to reporting and results, e.g. cross-marking.</li> </ul> <p>Click or tap here to enter text.</p>
<p><b>Review</b> Section 9.1 Section 9.2 Section 9.5</p>	<p>For all Senor subjects teachers record results into online mark books. Academic Heads of Department and Academic Coordinators oversee these processes. All students who cannot be granted a result (5 point scale) for any subject are brought to the attention of the HOD and the AP Senior Curriculum. Parents are informed in advance of the reporting timeline that the student will not receive credit for that subject for that Unit / Semester, should this be the outcome.</p> <p>Copies of the ‘failure to submit’ notifications and any other relevant communication are collated in the student folio.</p> <p>Parents are able to meet with teachers during parent/teacher interviews to discuss the matter further.</p>

## External assessment administration

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> Section 7.3.2 Section 10.3 Section 10.4</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>Outline how the school will implement and communicate the required external assessment processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p> <p>Click or tap here to enter text.</p>

## Managing academic misconduct

	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 the 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>The supervising teacher in the first instance will discuss with colleagues and attempt to determine the details and depth of the incident in order to ascertain the seriousness of the matter.</p> <p>A low level incident may result in ONE warning to the student. The student may be asked to relocate, hand in equipment, or remove offending devices, materials and the like.</p> <p>If applicable, the current exam question relevant to the incident will be marked on the paper. The student will be allowed to continue, in the knowledge a result in this question(s) is in doubt.</p> <p>In a more serious level incident the supervisor will immediately contact a HOD or AP and seek advice. These staff will determine what % of the paper is the student's unaffected work and only that section of the paper will be graded.</p> <p>The student may be removed from the test centre by that Senior teacher and no further completion of the paper will result. A non-submission of the task will result in a grade of Zero (since work was attempted it is not a 'Non submit'). Parents are informed.</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>If evidence of collusion exists College staff will investigate in order to determine the input of each individual to the situation. This will include interviewing students. A determination on each individual case as to how much of the work is a result of the collusion will be made. The remainder of the work may then be graded. If it is established that a major % of the task was not the original work of any individual student a non-submission grade of a Zero may result. If it is determined that any individual student has assisted others, and not directly gained and advantaged personally from the collusion (eg: they showed their own work to another student) a punitive measure will result. This will not affect that student's grade, however. If it is not possible to establish the original work from which others independently gained an advantage all parties will receive the same penalty. Parents are informed.</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>	<p>If an investigation resolves that a student pays for a person or a service to complete a response to an assessment the entire work will be considered as unoriginal and will receive a grade of zero.</p> <p>If an investigation resolves that a student sells or trades a response to an assessment this will result in a school suspension. The College will make every effort to inform parents and schools of the receiving students</p>

	Types of misconduct	Procedure
<b>Copying work</b>		who have purchased the work. Parents are informed.
	<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 an exam</li> <li>copies another student's work during an exam.</li> </ul>	<p>If an investigation resolves that a student deliberately or knowingly makes it possible for another student to copy responses this will result in a disciplinary measure up to a full school suspension for both parties, as appropriate to the situation.</p> <p>If evidence exists that a student has copied another student's work, College staff will investigate in order to determine the input of each individual to the situation. A determination on each individual case as to how much of the work is a result of the collusion will be made. The remainder of the work may then be graded. Parents are informed.</p>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</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, prior to completing a response to an assessment</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>	<p>If an investigation resolves that a student deliberately or knowingly gained access to unauthorised information that compromises the integrity of the assessment, this will result in a disciplinary measure up to a full school suspension as appropriate to the situation. It may also be deemed by the College that all or part of that assessment item will not be collected and graded, as appropriate. Parents are informed.</p>
<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>	<p>If an investigation resolves that a student deliberately or knowingly invents or exaggerates data, and / or lists incorrect or fictitious references, this will result in a disciplinary measure up to a full school suspension as appropriate to the situation. It will also be deemed by the College that the fabricated section / data of that assessment item will not be graded, as appropriate. Parents are informed.</p>
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>completes a response to an assessment in place of another student.</li> </ul>	<p>If an investigation resolves that a student arranges for a person to complete a response to an assessment the entire work will be considered as unoriginal and will receive a grade of zero.</p> <p>If an investigation resolves that a student completes a response to an assessment in place of another student this will result in a school suspension. The College will make every effort to inform parents and schools of the receiving students who's work was replaced.</p>
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>The supervising teacher in the first instance will discuss with colleagues and attempt to determine the details and depth of the incident in order to ascertain the seriousness of the matter. A low level incident may result in ONE warning to the student. The student may be asked to relocate. The student will be allowed</p>

	Types of misconduct	Procedure
		to continue. In a more serious level incident the supervisor will immediately contact a HOD or AP and seek advice. The student may be removed from the test centre by that Senior teacher and no further completion of the paper will result. The student's work will be graded only on the completed sections, prior to them being removed. A non-submission of the task will apply and result in a grade of Zero (if the test has yet to commence). Parents will be informed asap of ANY incident involving distraction by the supervising teacher.
<b>Plagiarism or lack of referencing</b>	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).	Sections of any work deemed to have been plagiarised are removed from the task and only the remaining, authentic work is then graded. Parents are informed.
<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.	In the first instance, students are granted a 3 day turn-around to redraft and resubmit the work. In a repeat offence the plagiarised section(s) will not be marked and graded. Parents are informed.
<b>Significant contribution of help</b>	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	Sections of any work deemed to have been supported by others and are not the student's original work are removed from the task and only the remaining, authentic work is then graded. Parents are informed.

## Related school policy and procedures

College Student Planners: See Sections 'Assessment and Assignment Policy & Guidelines'

QCAA Handbook: Types of misconduct are outlined in the QCE and QCIA policy and procedures handbook (Section 7:

Academic Integrity and Section 7.1.2: Understanding academic misconduct).

BCE Code

College Vision & Mission statement.