Global Learning

Assessment Policy - Years 11 & 12

This policy is located at: Cairns SDE Link.
This policy is aligned to the QCE and QCIA policy and procedures handbook QCAA link and applies to Applied, General, General Extension subjects, and Short Courses. P-12 Curriculum, Assessment and Reporting Framework (CARF) DET link. Separate policies and procedures apply to Vocational Education and Training (VET) qualifications.

Scope of this policy

Assessment processes and procedures for Year 11 and 12 students enrolled at Cairns School of Distance Education (Cairns SDE).

Purpose of this policy

This policy is designed to provide information that guides and supports successful completion and submission by students of work that culminates with the completion of summative assessment in subjects and qualifications contributing credit for the QCE or QCIA.

Cairns SDE Year 11 and 12 Assessment Policy details the expectations for assessment completion, submission and consequences for non-compliance in order to ensure that:

- There is clarity around the expectations of students, teachers, home tutors, supervisors and parents/carers
- There is integrity in the assessment that contributes towards the Queensland Certificate of Education (QCE)
- There is comparability in assessment processes and procedures in all subject areas across Years 11 and 12
- All students are treated equitably.

Principles of this policy

Cairns SDE 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 in each syllabus. Assessment is:

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

Note:
Dates and times in this policy and all associated documents relate to Cairns SDEs physical location (Cairns, Queensland, Australia) and local time (Australian Eastern Standard Time).

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Responsibilities

1. Deliver and participate in learning and assessment as timetabled in each subject's Work Rate Calendar (WRC) that has been aligned with the `Queensland state schools – School Calendar', QCAA timelines and Australian Eastern Standard Time (AEST)
2. Refer to latest version of the Cairns SDE Assessment Policy (Years 11 & 12)
   - To access the latest version of the policy students, teachers and home tutors can access the school website Cairns SDE link
3. Meet expectations about engaging in learning and assessment
   - To ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) all students enrolled in a General subject, Applied subject, or VET qualification are assessed according to the criteria, standards or performance elements specific to each assessment item.

Students

- Maintain academic integrity
  - Complete the QCAA 'Academic integrity Course for Students Completing Senior Studies' via the Student Portal on the myQCE website
- Actively participate in their learning and assessment by completing sufficient class work during assessment preparation periods to enable their progress to be monitored and work to be authenticated
  - Access learning materials provided including Work Rate Calendar (WRC
  - Submit all assessment related tasks at designated checkpoints as per WRC, on or before the due date
- Submit assessment, on or before the due date and time
- Submit work which they can authenticate as their own
- Students in partnership with home tutors & parents/carers, are responsible for informing the school of any difficulties involving the completion of assessment tasks and providing documentary evidence to support an application for Access arrangements and reasonable adjustments (AARA) where necessary.

Teachers

- All teachers, support students at all stages of learning and preparation for internal & external assessment
- Subject teachers, provide assessment materials and timelines including due dates to students, home tutors, school-based supervisors and parent/carers. Changes to materials or timelines including due dates will be communicated to students, home tutors, school-based supervisors and parent/carers via one or more of the following: email, announcement on Blackboard course for the subject or other means if required
- Subject teachers, provide a timetabled weekly live/recorded lesson and tutorial (not recorded).
- Subject teachers, provide, where appropriate, modelling, scaffolding, and annotated exemplar responses. Engaging students in feedback and reflection on their assessment and explain reasoning behind judgments of the standards achieved
- Subject teachers, provide timely feedback on required drafts, submitted by the draft due date
- All teachers, inform home tutors and parents/carers of home based CSDE students and school-based supervisors for school-based students when students do not provide sufficient work returns including assessment tasks
- Subject teachers, document student behaviour and home tutor parent/carer contact in OneSchool and email the student's Care teacher for home based CSDE students and the school-based supervisor for school-based students
- Subject teachers, record assessment results in subject mark books and save summative assessment tasks to student folders
- Care teachers, monitor student progress and celebrate engagement and support re-engagement. Where required referrals are made in line with Cairns SDE processes
- Subject teachers, communicate any Learning Area HoD approved changes to assessment materials including timelines to students, home tutors, school-based supervisors, exam supervisors and parent/carers, as soon as possible

Heads of Department

- Learning Area HoDs, are accountable for quality-assuring assessment items using the QCAA's Principles of assessment and Attributes of quality assessment and P-12 Curriculum assessment and reporting framework as applicable
- In Years 11 and 12, Learning Area HoDs are responsible for ensuring that formative and summative assessment instruments meet QCAA requirements for endorsement
- Learning Area HoDs, are responsible for implementing processes to ensure accurate and reliable marking, and for the submission of student results to the QCAA as required
- Learning Area HoDs, are responsible for approving changes to assessment materials and timelines including due dates for each subject and advising subject teachers to implement and communicate the changes
- Learning Area HoDs, communicate any changes to timelines to required Year Level Care, Head of Department (YLCH HoD)
- Year Level Care HoDs, are responsible for monitoring student work returns including assessment tasks and initiating student wellbeing support and/or outcomes aligned with Cairns SDE attendance process
- Year Level Care HoDs, monitor changes to assessment timelines and update school documents to reflect approved changes e.g. School Calendars.

Parents/Carers, Home tutors and School based supervisors

- Parents/carers, Home tutors and school-based supervisors are responsible for supporting and encouraging their student to complete class work, and to submit all drafts and final responses to assessment tasks by the relevant due date & time by:
  o encouraging students to complete the course
  o emphasising the importance of ethical conduct and study practices
  o supporting students to understand your expectations and those of their school
  o ensuring students understand the consequences for academic misconduct
    encouraging students to seek additional information and/or advice from their school if they have further questions after completing the course
  o discussing any concerns, you may have with the subject teacher
- Home tutors and parents/carers of homebased students are responsible for securing the services of an approved exam supervisor. If Cairns SDE is nominated as the exam supervisor, parents/carers are responsible for ensuring that the student attends examinations in accordance with the published WRC and/or exam timetable
  o Supervisors of school-based students are responsible for organising and/or conducting exam supervision
- Parents/carers, school-based supervisors and home tutors in partnership with students are responsible for informing the school of any difficulties involving the completion of assessment tasks and providing documentary evidence to support an application for Access arrangements and reasonable adjustments (AARA) where necessary. For school-based students, the supervisor communicates within the base school where an AARA process is required.

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Work Rate Calendars

- Cairns SDE is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for checkpoints, drafts and final responses are published in the Work Rate Calendar (WRC)
- Cairns SDE student engagement and attendance is directly linked to submission of work and assessment on or before due dates published in WRCs. Section 177 Paragraph 2 of the Education (General Provisions) Act 2006 states, *'a child enrolled in a program of distance education is taken to attend the school of distance education offering the program by completing and returning the assigned work for the program…'*

Students are responsible for:

- Planning and managing their time to meet checkpoint, draft and final copy due dates for assessment
- Ensuring they are available to submit assessment and complete exams on the due date
- Informing the school as soon as possible if they have personal matters that will impact on their ability to meet assessment due dates.

Teachers are responsible for:

- Subject teachers, distribute WRCs at the beginning of each unit to students indicating what they will be learning, when and how they will be assessed, and when and how they will get feedback
- Updating WRC when approved changes occur and advising students, school-based supervisors, home tutors, parent/carers immediately upon Learning Area Head of Department (HoD) approval via one or more of the following: email, announcement on Blackboard course for the subject or other means if required
- Subject teachers, provide assessment tasks to students through preferred digital means that may include the subject course on Blackboard or email, in exceptional cases assessment may be sent via Australia Post with Learning Area HoD approval.

Learning Area Heads of Department are responsible for:

- Supervising WRCs for each subject, advising on due dates for all assessment items.
- Reiterating approved and non-approved elements of a Cairns SDE WRC.
- Approving WRCs prior to subject teacher's distributing them and any subsequent changes.

Note:
  i. *While every effort is made to ensure that these documents are accurate when published, changes to assessment due dates may be required due to unforeseen interruptions to learning time. Teachers will advise students of any changes to assessment dates as required*
  ii. *WRCs can be found in each subject eLearn course or by application to the class teacher*
  iii. *WRCs are based on the Queensland state school calendar and regardless of geographic location, students enrolled in a Cairns SDE subject/course must align with Queensland school terms, state of Queensland and Cairns Local Government Area public holidays and Australian Eastern Standard Time*
  iv. *Sending paper assessment instruments will be the exception and only approved where evidence has been provided as part of a Personal Learning Plan/AARA or for exceptional circumstances. The sending of assessment instruments by post must be approved by the Learning Area HoD.*

Drafts

- A draft is a preliminary version of a student's response to an assessment instrument and is to be completed as outlined in the assessment instrument.
- The expectation of a draft may vary from a brief outline to a response that is nearing completion.
- A draft can be used to provide feedback on a response as well as to authenticate student work.
- Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher, as drafts are aligned to subject and assessment technique requirements.
- Drafts may be used as evidence of student achievement in the case of illness or misadventure which results in non-submission of the final assessment. Late submission of a draft without an approved extension may mean a student is not entitled to receive feedback.

Feedback

- Teachers provide feedback on a maximum of one draft per assessment instrument in Years 11 and 12.
  - This feedback may be given in stages however final feedback is to be provide within 5 working days, provided the draft is submitted by the due date
  - Providing feedback is not a marking process. No results will be allocated for student draft responses.
- Feedback on a draft must not compromise the authenticity of student work.
  - New ideas, language or research to improve the quality of student responses will not be included in the teacher response.
  - Some key errors in spelling, grammar, punctuation and calculations, and guidance that the draft requires more editing may be included. However, feedback will not edit or correct all errors in a draft.
- Feedback is provided to encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. For example, students may be advised to:
  - consider other aspects of the text, report, performance or activity they are creating or responding to
  - develop their response to show more awareness of the audience
  - give priority to the most important points by rearranging the sequence and structure of ideas
  - conduct further investigation to support an argument or communicate meaning
  - edit their response to meet task requirements such as word length or page count
  - include more accurate referencing
- 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
  - verbal feedback
  - feedback provided through questioning
  - a summary of feedback and advice to the whole class.

Note:
Teachers will refer to the Cairns SDE Standard of Practice (SOP) 12 'Feedback' for additional information on feedback timelines. Formative feedback within 5 working days & Summative feedback within 10 working days.

Non-submission of a draft

- If a draft is identified in a WRC and/or is an element of an assessment instrument, then submission of that draft by the relevant due date is compulsory. If no draft is submitted, the class teacher will contact the home tutor and/or parent/carer and an interview with the Learning Area and/or Care Head of Department may be required.

Supports

- A range of supports are provided to students to aid the successful completion of assessment tasks by students. These processes include:
  - Asynchronous delivery, providing students with options as to how and when they access lessons.
  - Teachers providing a timetabled weekly live/recorded lesson and tutorial and are available to support students at all stages of learning and preparation for internal assessment.
  - Providing required learning materials in the eLearn courses for each subject.
- Students are supported in their completion of internal assessment tasks through a scaffolded approach, the purpose of which is to help students understand the process for task completion.
  - Scaffolding is gradually reduced as students move through their senior years of schooling.
  - Scaffolding is inclusive of supports students receive as part of accommodations for students with AARAs.
- Checkpoints are a QCAA requirement of any internal assessment task. They demonstrate evidence of student progress in the assessment task. Checkpoint submission dates are included in both Task Sheets and the Work Rate Calendar and are used by teachers to:
  - monitor student progress
  - establish student authorship for authenticity purposes.

o   to provide students with opportunities for feedback on their progress

o   to provide evidence of student work should a final assessment task not be submitted.

Completing assessment

- Assessment in Years 11 and 12 at Cairns SDE is written, taught and assessed in accordance with QCAA policies and procedures
- Assessment can take the form of exams or assignments which can be accessed either through the eLearn course or subject teacher emails. In exceptional circumstances Learning Area HoDs may approve the use of postage
- Completion of assessment tasks is a requirement of both attendance and for compliance with the conditions for awarding VET qualifications, QCE, QCIA and/or ATAR
- Work Rate Calendars provide submission dates.

Submission of non-supervised assessment (i.e. assignments)

- Students must submit non-supervised internal assessment in accordance with the instructions provided on the relevant task sheet
- Responses must be received by the Cairns SDE class teacher by **10.00 pm** on the due date
- Students must retain a copy of all responses, and must not edit or resave their copy of the response after it has been submitted
- By submitting a response electronically using a unique Education Queensland username and password, students thereby declare that the response is their own work, unless otherwise acknowledged. IE eLearn, Email or OneDrive.

Supervised internal assessment (i.e. examinations)

- Students in Years 11 and 12 must complete supervised assessment in the presence of an approved exam supervisor on the date and time approved by Cairns SDE. The supervisor is responsible for ensuring that the student adheres to the conditions of the assessment instrument, and that academic integrity is maintained
- A list of approved supervisors is available on the Cairns SDE 'Nomination of Exam Supervisor' form, which must be completed at the time of enrolment - Nomination of Exam Supervisor
  - Nominated exam supervisors must scan and return the completed assessment in line with due date/time.

External examinations

- All external examinations must be completed at a QCAA-approved location, on the day and time specified by QCAA. Year 12 Care HoD will communicate with students, parents and carers to advise of the options available in a timely way
- By default, students must sit their exams at the school that is their main learning provider (i.e. Cairns SDE for all home-based Cairns SDE students; the base school for school-based students)
- Where a student is unable to sit their external assessment at their main learning provider, the school must request a Variation to venue. All applications must be endorsed by the principal and may require supporting documentation
- The Head of Department, Care (Y12) will provide advice to all home-based enrolments in preparation for external examinations
- Each variation to venue request will be assessed on its own merit
  o   Applications may incur a fee due to additional services identified by the QCAA to ensure fidelity of external exam processes.

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Non-submission of assessment

Units 1 and 2, QCAA General and Applied subjects

Assessment in Units 1 and 2 has been planned to provide, across all tasks, sufficient evidence of achievement of the unit objectives.

- If the final response to an assessment item is not submitted by the due date and time, the student will receive a result for that assessment based on the evidence available on or before the due date and time. This result will contribute towards the determination of satisfactory completion of the unit
- If there is not sufficient evidence available on or before the due date and time to support a judgment of achievement, the student will not receive a result for the assessment item, and will not have completed the unit $$
- A student who does not satisfactorily complete Unit 1 and/or Unit 2 does not gain credit for the unit/s towards their QCE. As a consequence, their QCE eligibility may be at risk, and the school may require the student to reconsider their senior pathway to maintain eligibility. **

Units 3 and 4, QCAA General and Applied subjects

In order to receive an overall subject result from QCAA, a student must complete Units 3 and 4 by providing responses to each of the summative internal assessments and the external assessment (where relevant) for the subject.

- If the final response to an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date and time. This result will be reported to the QCAA (as required) and contribute to the overall subject result
- If there is not sufficient evidence available on or before the due date and time to support a judgment of achievement, the student will not receive a result for the assessment item, and an overall subject result cannot be allocated $$
- If a student does not achieve an overall subject result for a subject, they will not gain credit for Units 3 and 4 of that subjects towards their QCE, and the subject will not contribute towards ATAR calculations. As a consequence, their QCE and/or ATAR eligibility may be at risk. **

QCAA Short Courses (Years 11–12)

- When enrolled in a Short Course, students are expected to complete all course and assessment requirements. For the course of study, there must be evidence of student responses to each summative internal assessment to achieve a course result
- Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded. $$ A student who does not receive an exit result does not gain credit for that short course towards their QCE. As a consequence, their QCE eligibility may be at risk. **

VET (Years 11–12)

- VET qualifications are made up of Core and Elective units of competency. In order to achieve a full VET qualification, a student must be deemed `competent' in all units
- Under the Standards for Standards for RTOs 2015 there is a required volume of learning that must occur for each qualification level. As VET assessment is competency-based, this must be undertaken with observation of the student's developing skills and competencies by the trainer/assessor occurring over time **
- Therefore, in addition to submitting assessment tasks according to due dates, students may also need to attend and actively participate in scheduled lessons for the purpose of observation where required. A student's failure to attend lessons as required means that the trainer/assessor will not be able to observe their work, and that assessment requirements cannot be met. In the case of VET assessment at Cairns SDE, non-submission occurs when:
  - a student has not submitted training activities and assessment tasks, and/or
  - a student has not regularly attended or actively engaged in lessons as required.

External assessment (Year 12)

General subjects

- The QCAA advises students to attend each of their external assessments. However, students are not expected to attend against specific written medical advice, or if it is clear they are unable to do so. When in doubt about attendance to complete an external assessment, students should contact the school external assessment coordinator
- A student who is ill but able to attend the external assessment should inform the assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session
- The QCAA will issue further advice for students who are showing any symptoms that may be related to COVID-19, closer to the assessment
- An application for illness and misadventure may be made by a student, or by the school on behalf of the student, when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead-up to, or during, the external assessment schedule
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved (i.e. for students with disability or temporary injury) unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment
- The QCAA may seek background information and a recommendation from the principal or principal's delegate, observers and external assessment supervisors, where relevant, to verify a student's application for illness and misadventure
- Applications are due 14 days before the assessment and no more than 7 days after it.

General (Senior External Examination) subjects

- Students must attend all components of the examination to receive a result in a Senior External Examination
- No alternative arrangements can be made if a student does not attend a scheduled written examination
- A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical. A telephone examination for the oral component only may be arranged in extenuating circumstances.

$$Where a unit is not completed satisfactorily and a subject result cannot be allocated the student may receive a grade of N (Not Rated) within data collection and reporting processes. To understand if and how exceptional circumstances may apply reference can be made to the QCE Handbook.

**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 for that assessment may only be awarded if there is sufficient evidence available on or before the due date (e.g. class work, a draft, rehearsal notes, screenshots of student work, teacher observations) to support a judgment of achievement against the relevant standards.

- *Cairns SDE student engagement and attendance is directly linked to submission of work and assessment on or before due dates published in WRCs. Section 177 Paragraph 2 of the Education (General Provisions) Act 2006 states, "a child enrolled in a program of distance education is taken to attend the school of distance education offering the program by completing and returning the assigned work for the program…"*

Response length

- All assessment instruments in Years 11 and 12 indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:
  - indicate the depth of the response required
  - encourage conciseness of the response
  - ensure equity of conditions for all students
  - meet the requirements for endorsement, where applicable
- If a student submits a draft response that exceeds the required length, teachers will advise the student of the need to revise their response to meet the task requirements
- If a student submits a final response to an unsupervised assessment (i.e. assignment) that exceeds the required length, teachers will not read/view the response after the required length. Teachers will:
  - mark the student's response using information up to the required length

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- o annotate on the student's response where they have stopped reading/viewing
- o note that the student's response has exceeded the required length
- Students must document the length of their response using a word count, page count or time, as indicated in the assessment instrument
- If a student submits a final response to a supervised assessment (i.e. exam) that exceeds the required length, the student will be allowed to redact the response to meet the required length before a judgment is made on the evidence in the student response. No editing other than redaction is permitted.

Note:
- *As assessment conditions vary across subjects and tasks, students must identify how word limit, page count and/or time are applied by referring to each specific assessment instrument.*

Introduction to Access arrangements and reasonable adjustments (AARA)

- Every year, there are students undertaking senior school studies in Queensland who have a disability, impairment, medical condition or who experience other circumstances that may be a barrier to their performance in assessment. AARA are designed to assist these students
- For school-based students, the base school is responsible for all decisions regarding AARA. Please contact your school-based supervisor.

Student eligibility for AARA

- Eligibility for AARA falls within the following categories:
  - o long-term and chronic conditions (e.g. intellectual disability, hearing or vision impairment, physical impairment, specific learning disorders, attention deficit disorder, autism spectrum disorder, diabetes)
  - o mental health conditions such as anxiety and depression
  - o short-term conditions, which may improve or deteriorate over time depending on a range of factors, and temporary injuries (e.g. broken limb)
  - o illness (e.g. measles, flu-like symptoms) and misadventure (e.g. flooding, death of a close family member)
- Factsheets, including guidelines for supporting documentation in these categories, are available at: link to QCAA
- For episodic conditions that may occur during timed assessment (e.g. migraines), QCAAapproved AARA will not be approved on a 'just in-case' basis. If symptoms occur at the time of a scheduled internal assessment, a comparable assessment may be administered when the student is well. If symptoms occur at the time of an external assessment, an illness and misadventure application may be submitted
- AARA are applicable for students who have completed required learning as outlined in the relevant syllabus or course. They cannot be used to compensate for learning that has not occurred, or to exempt a student from the learning or knowledge and skill requirements of a subject or course.
- Additional introductory information is available at: link to QCAA.

Eligibility guide

Eligible	Not Eligible
- cognitive - physical - sensory - social/emotional *Plus* - illness - misadventure - unforeseen circumstances where the student has no control eg. Accident, death of a family member	- unfamiliar with the English language - teacher absence or other teacher-related difficulties - matters that the student could have avoided, e.g. misreading an exam timetable, misreading instructions in examinations - timetable clashes - matters of the student's or parent's/carer's own choosing, e.g. family holidays, sporting events - matters that the school could have avoided, e.g. incorrect enrolment in a subject

Applying for extension

- This process applies to checkpoint, draft and final due dates
- Situations that are of the student's or parent/carer's own choosing (e.g. sporting & performance competitions trials/auditions & training, religious activities/reasons, holidays) are not eligible for consideration. Students should negotiate to submit their work before the due date
- Situation not of the students' or parent/carer's choosing (e.g. illness, emergency or misadventure) that occur close to the due date are eligible for consideration.

CSDE Guide to extensions for Years 11 & 12

As set out in the subject WRC	General (Extension)	Applied (Essential)	VET	Short Courses
Checkpoint	Checkpoint • Before the due date, student requests via email to the **Subject Teacher** providing reason and number of days requested • Teacher acknowledges receipt of request as soon as possible • Teacher determines if an extension will be given and all conditions including the new due date - maximum 2 days • Subject teacher records contact in Career/Monitoring and Review tab in OneSchool.		Weekly Work Submission • Before the due date, student requests via email to the **Subject Teacher** providing reason and number of days requested • Teacher acknowledges receipt of request as soon as possible • Teacher determines if an extension will be given and all conditions including the new due date - maximum 2 days • Teacher records contact in Monitoring and Review tab in OneSchool.	
Draft	Formative and Summative • Before the due date, student submits via email to the **Subject Teacher** providing reason and number of days requested • All supporting documentation is attached with the application • Subject teacher acknowledges receipt of request as soon as possible • Subject teacher determines if an extension will be given and all conditions including the new due date - maximum 1 week, parent/carer is including in email response • Subject Teacher records contact in OS – Career/Monitoring and Review tab.		If applicable: • Before the due date, student submits via email to the **Subject Teacher** providing reason and number of days requested • All supporting documentation++ is attached with the application • Teacher acknowledges receipt of request as soon as possible. • Subject Teacher determines if an extension will be given and all conditions including the new due date - maximum 1 week, parent/carer is including in email response • Subject Teacher records contact in OS - Monitoring and Review tab.	
Formative Assessment	IA1/IA2/IA3/IA4 (Unit 1 & Unit 2) Beginning of unit to final due date inclusive: • The student or parent/carer informs subject teacher of case of illness, emergency or misadventure and submits, (via email), a CSDE **Application for Assessment Extension** form to the **Year Level Care HOD** (YLCH) providing reason and number of days requested • Supporting documentation++ must be attached with the application Within 24 hours of receipt of email • YLCH acknowledges receipt of request • YLCH determines if an extension will be given and all conditions including the new due date - parent/carer is included in email response • YLCH records contact in Monitoring and Review tab in OneSchool with referral to Subject Teacher and Learning Area HOD, and noted in Tracking/TrackEd profile.		VET Modules & SC IA 1a/IA 1b/IA 2a/IA2b Beginning of unit to final due date inclusive: • The student informs subject teacher of case of illness or misadventure • The student submits, via email, an **Application for Assessment Extension Form** (the application) to the **Year Level Care HOD** (YLCH) providing reason and number of days requested • Supporting documentation++ must be attached with the application within 24 hours of receipt of email • YLCH acknowledges receipt of request • YLCH determines if an extension will be given and all conditions including the new due date - parent/carer is including in email response • YLCH records contact in Monitoring and Review tab in OneSchool and Tracking/TrackEd profile.	
Summative Assessment	IA1/IA2/IA3/IA4/EA4 / CIA (Unit 3 & Unit 4) Beginning of unit to final due date inclusive: • The student informs subject teacher of case of illness or misadventure • The student submits, via email, an **Application for Assessment Extension** form (the application) to the **Year Level Care HOD** (YLCH) providing reason and number of days requested • Supporting documentation++ must be attached with the application Within 24 hours of receipt of email • YLCH acknowledges receipt of request • YLCH determines if an extension will be given and all conditions including the new due date - parent/carer is including in email response • YLCH records contact in Monitoring and Review tab in OneSchool with referral to Subject Teacher and Learning Area HOD, and noted in Tracking/TrackEd profile.			

++Supporting documentation
1. *Evidence of the student's work to date on the task must be provided with the extension application.*
2. *One supporting document from a state/commonwealth government department, police report, statutory declaration, or QCAA,"Confidential Medical Report" signed by a medical practitioner.*

If an extension is approved
- YLCH will advise the student and parent/carer of new due date for the assessment instrument
  - If no response is submitted by the new due date, the most recent evidence will be graded
- additional days identified in extension communication include weekends, public holidays, student-free days and school holidays.

If an extension has not been approved
- If, on the due date, the student has not been notified that an extension has been approved, they must submit a response to the task via the method specified on the task sheet. If an extension is later approved, the student will be able to submit a new/updated response
- A separate Application/Extension Request must be made for each assessment item, however, the same medical certificate can be attached to each application.

Applying for early submission
- Application for internal assessment may be made in situations that are of the student's or parent/carer's own choosing (e.g. sporting & performance competitions trials/auditions & training, religious activities/reasons, holidays) where there is an evidenced link with learning pathways and academic integrity can be maintained
- Applications are made directly to the subject teacher via email. The teacher will organise to meet with the Learning Area & YLC HoDs who will judge evidence and impact on academic integrity. The teacher makes a record in Career/Monitoring and Review tab in OneSchool
- YLC HoD advises student, home tutor, school-based supervisor and/or parent/carer of decision.

Academic integrity
- Accurate judgments of student achievement can only be made on genuine student assessment responses.

Responsibilities for establishing authorship
- Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses
- *Teachers* will be responsible for establishing authorship by:
  - taking reasonable steps to ensure that each student's work is their own across a range of conditions, particularly
  - actively supervising, when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
  - collecting evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft)
- *Students* will be responsible for establishing authorship by:
  - completing responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
  - participating in authentication processes as required by the school
  - signing a declaration of authenticity
  - submitting a draft
  - submitting the final response using plagiarism-detection software, where required
  - participating in interviews during and after the development of the final response
- *Parents/Carers* will be responsible for establishing authorship by:
  - supporting the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.

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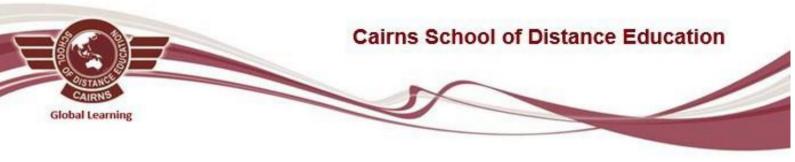
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Inability to establish authorship

- To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards
- Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the school may:
    - o provide an opportunity for the student to demonstrate that the response is their own work
    - o make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work
- In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

Appeals

- Students who wish to question a grade awarded for a task should first seek feedback from the teacher awarding the grade. Students should then consult with the Learning Area Head of Department. Students who believe that the school's Assessment Policy has not been followed may consult with the Head of Department, by submitting a Cairns SDE 'Appeal of Assessment Task Grade' form
- The appeal must be submitted within three (3) school days of the assessment task grade being returned to the student.

Academic Misconduct

Information for students in year 11 and 12 can be found in the QCE & QCIA Handbook.

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Application for Assessment Extension: Years 10, 11 & 12

Required for requests for extension more than one week beyond the due date.
This form should be submitted on or before the due date. In exceptional circumstances, the form may be submitted up to 2 days after the due date.

- ✓ **Supporting evidence must be included with this application**
- ✓ **This document must be completed & assessed alongside the Cairns SDE 11&12 Assessment Policy & the Cairns SDE P-10 Assessment Policy**

Part A. To be completed by student &/or home tutor/parent and emailed to:
DeputyPrincipal@cairnssde.eq.edu.au

Student Name	
Year Level	
Subject & Class Teacher	
Assessment Task	
Due Date of Assessment	
Extension reason/s for request	
	Requested extension date:
Student Signature	Date:
Parent/Carer Signature	Date:

Part B. To be completed by Sector Deputy Principal

Date & time application received: Date & time receipt acknowledged:	
Supporting documentation received	YES / NO Note/s:
Extension Approved	YES / NO Note/s:
	Extension submission due date:
Care HoD digital signature	Date:

A copy displaying Deputy Principal approval of this form must be attached to the assessment task when submitted.

All dates & times are based on local time and date:
- Cairns, Queensland, Australia
- Australian Eastern Standard Time

Appeal of Assessment Task Grade: Years 11 & 12

This form must be submitted to the Learning Area Head of Department no later than three (3) school days after you have received your assessment result.

Part A. To be completed by student

Student Name	
Year Level	
Subject code & class teacher	
Assessment Task	
Assessment Result	
Date Assessment Task was received	
Reason/s for re-marking request	
Student Signature	Date:
Parent/Carer Signature	Date:

Part B. To be completed by Learning Area Head of Department

Approval Granted	YES / NO Note/s:
Subject Teacher's digital signature	Date:
Learning Area HoD digital signature	Date:

An approved copy of this form must be attached to the appealed assessment task.

All dates & times based on local time and date:
- Cairns, Queensland, Australia
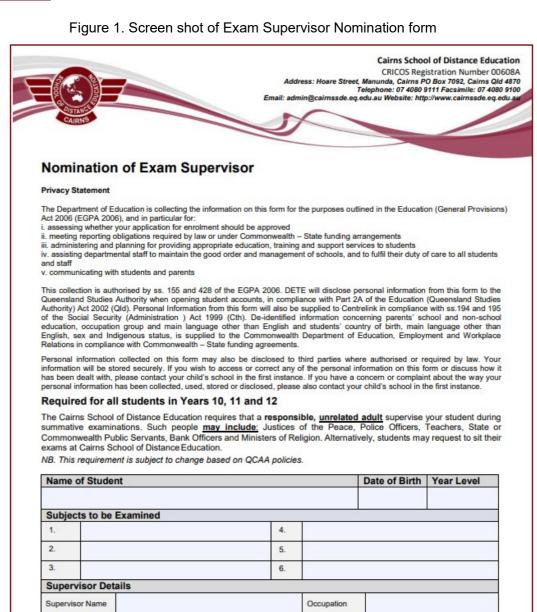- Australian Eastern Standard Time

Cairns School of Distance Education

Exam Supervisor Nomination

The current version of this document can be accessed through the school's website:
link to document

Figure 1. Screen shot of Exam Supervisor Nomination form

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