TOOWOOMBA GRAMMAR SCHOOL

Semester 1 – 2023

# Year 12

# Assessment Planner

*Incorporating*

**Academic and Assessment Policy**

**Year 12 Assessment Planner - Semester 1 2023**

| Term | Week | Date of Issue | Due Date or Start Date | Subject | Class | Title | Type of Event |
|---|---|---|---|---|---|---|---|
| 1 | 3 | 6/02/2023 | 6/02/2023 | Physics | KDB, IAW | 12 Physics Data Test | Examination |
| 1 | 4 | 15/02/2023 | 15/02/2023 | Chemistry | | 12 Chemistry Data Test IA1 | Examination |
| 1 | 4 | 30/01/2023 | 17/02/2023 | S I P | All | Science in Practice Written Task | Assignment |
| 1 | 5 | 30/01/2023 | 20/02/2023 | Drama | 12D | IA1 Performance | Practical |
| 1 | 5 | | 22/02/2023 | Ag Science | All | Agricultural Sciences IA1 Data Test | Assignment |
| 1 | 5 | | 24/02/2023 | S I P | All | Science in Practice Test | Class Test |
| 1 | 6 | 24/01/2023 | 27/02/2023 | Visual Art | 12 | 12 Visual Art Unit 3 IA1 | Assignment |
| 1 | 6 | 30/01/2023 | 27/02/2023 | Specialist Maths | All | 12 Specialist Maths IA1 PSMT | Assignment |
| 1 | 6 | | 1/03/2023 | French | 12 | IA1 Short Response (L/R) 85 mins + 5 | Examination |
| 1 | 6 | 22/11/2022 | 3/03/2023 | Engineering | | Engineering IA1 Project | Assignment |
| 1 | 6 | 6/02/2023 | 3/03/2023 | Biology | All | Biology IA2 Student Experiment | Assignment |
| 1 | 7 | 28/02/2023 | 6/03/2023 | Ancient History | All | IA1 Ancient History Essay | Examination |
| 1 | 7 | | 6/03/2023 | Music | 12 | IA1 Music - Performance | Practical |
| 1 | 7 | | 7/03/2023 | Japanese | 12 | IA1 Short Response (L/R) 85 mins + 5 | Examination |
| 1 | 7 | | 8/03/2023 | Maths Methods | | IA2 Mathematicl Methods Examination | Examination |
| 1 | 7 | | 9/03/2023 | Music Extension | 12 | IA1 MEX Performance | Practical |
| 1 | 7 | 9/03/2023 | 9/03/2023 | Design | | Design IA1 Exam | Examination |
| 1 | 7 | | 10/03/2023 | Business Studies | E1 | Instrument 5 - Computerised Accounting | Examination |
| 1 | 8 | 20/02/2023 | 13/03/2023 | Essential English | All | Y12 Essential English IA1 Persuasive Speech | Spoken |
| 1 | 8 | 13/02/2023 | 13/03/2023 | Philosophy & Reason | E1 | 12 PAR IA2 Assignment | Assignment |
| 1 | 8 | | 15/03/2023 | General Maths | | IA2 General Mathematics Examination | Examination |
| 1 | 8 | 9/03/2023 | 16/03/2023 | Modern History | All | IA1 Modern History Historical Essay | Examination |
| 1 | 8 | | 16/03/2023 | Specialist Maths | | IA2 Specialist Mathematics Examination | Examination |
| 1 | 8 | 17/02/2023 | 17/03/2023 | Economics | C1, E1 | IA2 - Rsearch Report | Assignment |
| 1 | 8 | | 17/03/2023 | S I P | All | Science in Practice Oral Presentation | Assignment |
| 1 | 9 | | 20/03/2023 | Music | 12 | IA2 Music - Composition | Assignment |
| 1 | 9 | | 21/03/2023 | Design | | Design IA2 Project | Assignment |
| 1 | 9 | 23/02/2023 | 23/03/2023 | Accounting | D1 G1 | IA3 - Project | Assignment |
| 1 | 9 | 6/02/2023 | 23/03/2023 | Geography | All | IA2 Yr12 Field Report | Assignment |
| 1 | 9 | 17/02/2023 | 24/03/2023 | English | All | Y12 English IA1 Cellist Article | Assignment |
| 1 | 10 | 30/01/2023 | 29/03/2023 | Physical Education | PED E1 & E2 | IA1 - Multimodal | Assignment |
| 1 | 10 | 25/01/2023 | 31/03/2023 | Psychology | All | Psychology IA2 Student Experiment | Assignment |

| Term | Week | Date of Issue | Due Date or Start Date | Subject | Class | Title | Type of Event |
|---|---|---|---|---|---|---|---|
| 2 | 2 | 20/02/2023 | 28/04/2023 | Chemistry | All | Chemistry IA2 Student Experiment | Assignment |
| 2 | 3 | | 3/05/2023 | French | 12 | IA2 Combination (Session 1 -L/R/W 100 mins + 5) | Examination |
| 2 | 3 | | 5/05/2023 | Visual Art | 12 | Annual Senior Visual Art excursion to Creative Generations at GoMA | Field Trip |
| 2 | 3 | 27/03/2023 | 5/05/2023 | Ag Science | All | Agricultural Sciences IA2 Student Experiment | Assignment |
| 2 | 4 | | 8/05/2023 | French | 12 | IA2 Combination (Session 2, Speaking) | Spoken |
| 2 | 4 | 20/03/2023 | 8/05/2023 | Drama | | IA2 Dramatic Concept | Assignment |
| 2 | 4 | | 8/05/2023 | Digital Solutions | | Digital Solutions IA2 Project | Assignment |
| 2 | 5 | 27/02/2023 | 15/05/2023 | Visual Art | 12 | 12 Visual Art Unit 3 IA2 | Assignment |
| 2 | 5 | 14/03/2023 | 15/05/2023 | Ancient History | All | IA2 Ancient History Source Investigation | Assignment |
| 2 | 5 | 19/05/2023 | 19/05/2023 | Engineering | | Engineering IA2 Exam | Examination |
| 2 | 6 | | 23/05/2023 | Music Extension | 12 | IA2 MEX Performance | Practical |
| 2 | 6 | | 24/05/2023 | Essential Maths | All | 12 Essential Mathematics CIA | Examination |
| 2 | 6 | | 25/05/2023 | Japanese | 11/12 | IA2 Combination (Session 1 -L/R/W 100 mins + 5) | Examination |
| 2 | 6 | 5/05/2023 | 26/05/2023 | Business Studies | E1 | Instrument 6 - Assignment | Assignment |
| 2 | 7 | 15/05/2023 | 29/05/2023 | Essential English | All | Y12 Essential English CIA Examination (90mins +15mins) | Examination |
| 2 | 7 | | 29/05/2023 | Japanese | 11/12 | IA2 Combination (Session 2, Speaking) | Spoken |
| 2 | 7 | 18/04/2023 | 1/06/2023 | Modern History | All | IA2 Modern History Source Investigation | Assignment |
| 2 | 7 | | 2/06/2023 | ITS | All | ITS IA2 Project | Assignment |
| 2 | 8 | 8/05/2023 | 5/06/2023 | Philosophy & Reason | E1 | 12 PAR IA3 Assignment | Assignment |
| 2 | 8 | | 6/06/2023 | Economics | C1, E1 | IA3 - Extended Response to Stimulus | Examination |
| 2 | 8 | 2/06/2023 | 9/06/2023 | English | All | Y12 English IA3 Seen Short Story Exam (2hours+15min) | Examination |
| 2 | 8 | | 9/06/2023 | ITS | All | ITS IA1 Practical Demonstration | Assignment |
| 2 | 8 | 28/04/2023 | 9/06/2023 | Geography | All | IA3 Yr12 Data Report | Assignment |
| 2 | 8 | 18/04/2023 | 9/06/2023 | S I P | All | Science in Practice Written Task | Assignment |
| 2 | 9 | | 12/06/2023 | Accounting | D1 G1 | IA2 - Combination Exam | Examination |
| 2 | 9 | 5/05/2023 | 12/06/2023 | Essential Maths | All | 12 Essential Mathematics IA1 | Assignment |
| 2 | 9 | 24/04/2023 | 14/06/2023 | Physical Education | PED E1 & E2 | IA3 - Multimodal Presentation | Assignment |
| 2 | 9 | 25/05/2023 | 15/06/2023 | French | 12 | IA3 (Part 1 - Multimodal) | Assignment |
| 3 | 2 | | 17/07/2023 | French | 12 | IA3 (Part 2 - Speaking) | Spoken |
| 3 | 2 | 8/05/2023 | 21/07/2023 | Chemistry | All | Chemistry IA3 Research Investigation | Assignment |
| 3 | 4 | 15/05/2023 | 4/08/2023 | Psychology | All | Psychology IA3 research Investigation | Assignment |
| 3 | 4 | 29/05/2023 | 4/08/2023 | Ancient History | All | IA3 Ancient History Research Essay | Assignment |
| 3 | 4 | 5/06/2023 | 4/08/2023 | Biology | All | Biology IA3 Reserarch Investigation | Assignment |
| 3 | 5 | 17/07/2023 | 8/08/2023 | Japanese | 11/12 | IA3 (Part 1 - Multimodal) | Assignment |
| 3 | 5 | 2/06/2023 | 8/08/2023 | Physics | All | Physics IA3 Research Investigation | Assignment |
| 3 | 5 | 7/06/2023 | 11/08/2023 | Ag Science | All | Agriculural Sciences IA3 Research Investigation | Assignment |
| 3 | 6 | | 14/08/2023 | Japanese | 11/12 | IA3 (Part 2 - Speaking) | Spoken |

# Toowoomba Grammar School Academic and Assessment Policy

## Years 7-12

### Introduction

Toowoomba Grammar School is committed to an educational philosophy that encourages all students to achieve personal excellence through the development of 21st Century Skills and the ability to think deeply to develop understanding, to think creatively and innovatively as well as contribute to their community as responsible citizens.

The Academic and Assessment Policy incorporates the roles, responsibilities, processes and procedures used by Toowoomba Grammar School to ensure academic integrity in relation to submission of work, the development of assessment and the completion of assessment.

This policy:

- Provides information to students and their parents about the School's expectations for assessment and student responsibilities,
- Includes guidelines and information for staff about the School's expectations and their roles and responsibilities, and
- Informs parents/carers about the School's expectations for students and guidelines on assessment requirements to enable them to support their son(s).

This policy is:

- Communicated clearly to teachers, students and parents/carers,
- Enacted consistently across all subjects within the School, and
- Based on information in the School's principles and organisational structures, *QCE and QCIA Policy and Procedures Handbook**, Queensland Curriculum and Assessment Authority (QCAA) syllabuses and the Australian Curriculum.

The roles and responsibilities outlined apply to all Toowoomba Grammar Senior School students, parents/carers and staff and comply with policies and procedures set down by the QCAA and the School.

This policy includes procedures and processes for:

- Homework,
- Assessment Planner,
- Subject changes,
- Promoting academic integrity,
- Managing academic misconduct,
- Applying for Access Arrangements and Reasonable Adjustments (AARA),
- Meeting deadlines for the submission of internal instruments, and
- The administration of external assessment.

### Sponsor

The Director of Studies is the sponsor of this policy.

* QCE – Queensland Certificate of Education
QCIA – Queensland Certificate of Individual Achievement

## Principles

Toowoomba Grammar School's expectations with respect to learning and assessment are grounded in the principles of academic rigour and integrity.

Assessment can include 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,
- Accessible and equitable for all students,
- Evidence based, using established standards and instrument specific marking guides to make defensible, comparable judgements about student learning and achievement,
- Transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made, and
- Informative about the academic progress and achievement of students.

## Scope

The scope of this policy includes all subjects in Years 7-9 as described by the Australian Curriculum, Year 10 subjects which may either align with the Australian Curriculum or be preparatory to Senior subjects and Senior subjects, including Applied, Applied Essential, General and General Extension Subjects.

## Location of Policy

In order that stakeholders in our school community are aware of the School Academic and Assessment Policy, it is centrally located on the School website. Relevant elements and more detailed requirements of the policy are found in the staff and student handbooks and published in the Student Diary.

## Homework

Homework at Toowoomba Grammar School refers to all schoolwork undertaken by a boy outside of normal classroom time. Homework includes set short term day-to-day tasks, revision and preparation for future classes. Homework also includes the longer-term work associated with assignments which may not be set as a nightly task, but rather requires time management by the student to ensure completion. Students are also expected to regularly review and revise work, do extra reading and research and prepare for examinations. Homework is expected in every subject every week.

### Homework Schedule

As a general guideline, homework should be undertaken nightly, with consideration that during intense periods of assessment, boys may need to also undertake some time on the weekend.

| **Year Level** | **Homework Expectation** |
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| Years 7 & 8 | 1 - 1½ hours per night, on average |
| Years 9 & 10 | 1 ½ - 2 hours per night, on average |
| Years 11 & 12 | 2 - 3 hours per night, on average |

## Assessment Planner

Heads of Department, Teachers-in-Charge and Subject Co-ordinators enter their assessment dates into the Assessment Planner at the start of each semester. The Director of Studies will finalise the Assessment Planner and distribute to boys and their parents in Week 3 of each semester. Students

are expected to note all assessments and ensure that these are prioritised over external events such as appointments. The Assessment Planner is also available as an electronic document on the School Portal and may at times undergo revision. In the event of a change of key dates in an assessment item, the teacher involved will communicate the change to the students and their parents/carers.

## Assessment Years 7-10

For all subjects, students are expected to engage in the learning during the course of study, with reference to the course objectives. Students should refer to the Assessment Planner and course outlines to be informed of their assessment requirements. Students produce evidence of achievement in response to assessment planned for each unit. Evidence is gathered of learning and matched to the relevant standards to make judgements. Student results are reported in full at the end of each semester on an A-E scale.

## Assessment Years 11-12

Students studying General and Applied subjects are expected to engage in the learning in the subject with particular reference to the course objectives. Units 1 & 2 are formative, providing foundational learning and experiences in the styles of assessment encountered in Units 3 & 4. Units 3 & 4 are summative and contribute to the overall result at the completion of Year 12. Satisfactory completion of Units 1 & 2 will be recorded with the QCAA. Students must complete Units 3 & 4, providing responses to each of the summative internal assessments and the external assessment for the subject. If a student repeats Year 12, he must do both Units 3 & 4 within any repeated subject. Instrument specific results will be recorded with the QCAA in Units 3 & 4. In order to receive a subject result at the end of Year 12, students must provide responses to each of the 3 summative internal pieces of assessment and the external assessment for the subject.

## Subject Changes

The School does not allow changes to classes based on requests for a particular teacher. Subject changes are allowed at the beginning of each semester in Years 9-10. Dates for subject changes are published in the School Calendar and Student Diary. It is essential that students adhere to these timelines to enable them to maximise their participation in their new subject. In Year 11, subject changes are allowed at the start of Unit 1 (end of Week 2 of Semester 1) and at the end of Unit 1. Students are expected to be undertaking their final course of study by the start of Unit 2, Year 11. The exceptions to this timeframe are if students are changing from an academic pathway to a vocational pathway or changing between different levels of Mathematics or English courses.

## Reporting

Academic progress reports are provided to parents at regular intervals in the academic year. Interim reports are provided at the end of Terms 1 and 3 and detailed semester reports are provided at the end of Terms 2 and 4, except for Year 12 students who will not receive a semester report at the end of Term 4.

# Academic Integrity

## Promoting Academic Integrity

Academic integrity means approaching one's academic responsibilities in an honest, moral and ethical way. For students, this means making sure that the work they submit is their own and that they follow ethical scholarship practices, such as referencing. For teachers, this means modelling integrity for students, and adhering to QCAA policies, procedures and guidelines in approaching assessment responsibilities, including administering assessment.

Toowoomba Grammar School promotes academic integrity by developing students' skills and modelling appropriate academic practices. Toowoomba Grammar School has procedures to ensure there is consistent application of the Academic and Assessment Policy and that staff and students optimise opportunities to understand academic integrity. The following procedures support this endeavour.

## Responsibilities for Promoting Academic Integrity

Toowoomba Grammar School will:

- Consistently apply policies to develop academic integrity and minimise academic misconduct;
- Develop assessment that enables identification of individual work;
- Explicitly teach the required referencing style to students;
- Model academic integrity; and
- Communicate the School's expectations for academic integrity and academic misconduct clearly to students and parents/carers.

| | Policy and Procedures |
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| Expectations about engaging in learning and assessment<br><br>Refer to QCE and QCIA policy and procedures handbook (Section 8.5.1) | Toowoomba Grammar School has high expectations about academic integrity and student learning. Staff are supported to complete the academic integrity courses and the accreditation courses provided by the QCAA. Toowoomba Grammar School encourages all teachers to review these courses annually and to apply for the QCAA assessor roles.<br><br>Students in Years 11 & 12 are required to complete the academic integrity courses provided by the QCAA and students in Years 7-10 are provided with information relevant to academic integrity through their subject disciplines.<br>To ensure consistent application of the Assessment Policy, it will be revisited at the beginning of each semester through Year Level Assemblies and Pastoral Care lessons. Relevant processes will also be revisited:<br>• At enrolment interviews,<br>• During Career Planning,<br>• When the Assessment Planners are published,<br>• When tasks are distributed to students, and<br>• Via email and newsletters in response to phases of the assessment cycle.<br>Toowoomba Grammar School emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand: |

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| | • Forward planning – understanding the components of a task and how long each component might take,<br>• Time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances,<br>• Note-taking and summarising – synthesising research or gathering information into a new idea or summary,<br>• Referencing – appropriately acknowledging the ideas, work or interpretation of others,<br>• Choosing appropriate examples – selecting appropriate quotes of examples to support an argument,<br>• Argue or communicate meaning,<br>• Editing – refining their work, and<br>• Checking – self assessing compliance with integrity guidelines before submitting responses.<br>The whole school community; staff, students and parents/carers have roles and responsibilities in this context. |
| Assessment and Approved Leave | It is important that boys attend school for all tasks outlined in the Assessment Planner and for all Assessment Periods. Leave will not be approved for students in Years 11 & 12 during Assessment Periods unless there are exceptional circumstances such as a bereavement. Under these circumstances, the student must apply for an extension under AARA through the Director of Studies office. The student must complete the missed assessment of the first day of his return to school.<br>If leave is approved for boys in Years 7-10, he must complete the exam the day prior to his absence. If a student will miss an assessment due to leave, he is responsible for negotiating with the Director of Studies to ensure all assessment requirements are met. |
| Due Dates<br><br>Refer to QCE and QCIA policy and procedures handbook (Section 8.5.2**)** | **School Responsibility**<br>Toowoomba Grammar School is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.<br>The Assessment Planner will:<br>• Align with syllabus requirements,<br>• Provide sufficient working time for students to complete the task,<br>• Allow for internal quality assurance processes,<br>• Enable timelines for QCAA quality assurance processes to be met,<br>• Clearly indicate due dates to teachers, students and parents/carers,<br>• Be consistently applied,<br>• Be clearly communicated by the end of Week 3 of each semester, and<br>• Be developed to take into account the scheduling of assessment across the suite of subjects.<br><br>**Student Responsibility**<br>All students will be provided with their Assessment Planner by the end of Week 3 each semester. Students are responsible for recording these dates in their diaries and adhering to these due dates. Students are responsible for planning and managing their time to meet the due dates. Teachers cannot grant |

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| | extensions. Any request for an extension is to be submitted to the Director of Studies. Extensions can only be applied under AARA.<br><br>**Years 11 & 12**<br>Students or parents/carers are to communicate any concerns about due dates with the Director of Studies. Any health issues which impact on meeting due dates must be accompanied by a medical certificate provided to the Director of Studies. Toowoomba Grammar School is required to adhere to QCAA policies about due dates. The Director of Studies will communicate any changes of assessment conditions to the QCAA as required.<br><br>**Planned Absence Years 11 & 12**<br>The QCAA recognises that students have commitments outside school such as representative sporting and cultural activities. These are referred to as planned absences. A planned absence is not a family holiday or leave. If a student has a planned absence, assessment must be completed on or before the due date. If the absence is during an examination, the student must complete a comparable examination before he leaves.<br><br>**Non-Submission**<br>Teachers will have strategies for collecting evidence of student work on assessment tasks before the due date. This evidence could include but is not limited to: drafts, class work, rehearsal notes, teacher observations.<br><br>In the event of non-submission of, or an insufficient, draft or failure to meet other checkpoints, the student will receive a Friday academic detention. During this time, the student will complete and submit the required evidence.<br><br>In the event of non-submission of a final response on or before the due date, a result will be awarded based on available evidence. If an extension has been granted prior to the due date, the extension date becomes the new due date for final submission. |
| Submitting, collecting and storing responses<br><br>Refer to QCE and QCIA policy and procedures handbook **(**Section 8.5.2**)** | Assessment instruments will include information about arrangements for submitting drafts, due dates for completed assessment and the file types suitable for submission. Anti-plagiarism software may be used for submission of drafts and final responses.<br>Copies of feedback annotated (if appropriate) drafts are to be collected and stored in student folios.<br><br>**Years 11 & 12**<br>All written submissions other than hand written exams will be submitted by the due date via anti-plagiarism software. Students will receive a receipt noting time and date of submission. Student work will be stored in student folios. |

## Internal Assessment Administration

| | Policy and Procedures |
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| Scaffolding | Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. To develop student knowledge and |

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| Refer to QCE and QCIA policy and procedures handbook (Section 7.2.1) | skills, teachers gradually release support and responsibility to students over the course of study.<br><br>**Years 11&12**<br>When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria. Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response.<br>Scaffolding in assessment may include:<br>• Checkpoints that students can use to manage completion of components of the assessment instrument,<br>• Guide students to make predictions about and /or reflect on their learning to compete the requirements of the assessment instrument, and<br>• Providing prompts and cues to students about the requirements of their response.<br>When scaffolding, it is important the integrity of the requirements of the task are maintained so that a student response is their own. |
| Checkpoints | Checkpoints are clearly marked on task sheets to support students in managing their time and to enable teachers to identify and support students to complete their assessments.<br>Teachers will communicate promptly with parents and Heads of Department about potential issues with completion of an assessment item to support the student. Failure to meet checkpoints will result in an academic detention to provide the student with the opportunity to complete required work. |
| Drafting and Feedback<br><br>Refer to QCE and QCIA policy and procedures handbook **(**Section 7.2.2**)** | Drafting is an important part of the teaching and learning cycle. The format of a draft varies with the subject; for example, it may be written, work completed to date on a project or a performance rehearsal. A draft is a preliminary version of a student's response to an assessment instrument. The quality 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. Drafts are used as evidence in the case of illness or misadventure or non-submission.<br><br>**Years 7-10**<br>• The Subject Co-ordinator will determine the number of drafts appropriate to a particular assessment item.<br>• Some errors in grammar, punctuation and spelling may be indicated, but the student is required to make all corrections.<br>• Drafts are expected to be full submissions (up to the extent indicated by the task sheet). Incomplete drafts will be treated as an incomplete submission and will result in an academic detention.<br><br>**Years 11 & 12 - feedback on drafts**:<br>• Must not compromise the integrity of student responses by adding ideas, language or research,<br>• May indicate key errors in calculation, grammar, punctuation but should not edit or correct all errors, |

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| | • Is provided a maximum of one draft of each student's response,<br>• Is a consultative process not a marking process,<br>• For a spoken response, may indicate ways to improve spoken and nonverbal features of a student presentation,<br>• Should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects that need to be improved or developed to meet the requirements,<br>• May not introduce new ideas, language or research to improve the quality of the student response,<br>• Will not be allocated a result as a draft is a consultative process not a marking process,<br>• Will generally be provided within 5 school days of submission of draft, and<br>• A copy of the written feedback is stored by the School.<br><br>**Feedback on Final Submissions**:<br>Feedback on a final submission provides valuable information to the student on the quality of his responses relative to the standards and areas for improvement. Students should reflect on feedback in order to progress their understanding and develop their capability within an assessment task. It is essential that feedback is timely, to enable this reflection to occur while the task is still fresh for the student. There is an expectation that teachers will return corrected work to the student within 10 working days of the submission of work. Some larger assessment tasks, such as major folios may require slightly more time than the 10 working days, and this will be communicated to the students. |
| Managing Response Length<br><br>Refer to QCE and QCIA policy and procedures handbook (Section 7.2.3) | Response lengths, as specified by syllabus documents and on task sheets, must be followed to ensure equity for all students. The procedures below support students in managing their response lengths:<br>• Internal quality assurance processes ensure valid assessment instruments of appropriate scope and scale,<br>• Subject specific strategies about responding purposefully within the prescribed conditions of the task are embedded in teaching and learning programs, and<br>• Feedback about length is provided by teachers at checkpoints and on drafts.<br>• Response lengths which are indicated as a range are given as the minimum – maximum<br><br>**For Assignments Teachers will:**<br>• Provide feedback about length on drafts,<br>• Annotate the student draft but suggest strategies on how student might correct work count. Please note teachers cannot show which work should be included/removed to address word count issues.<br>• For the final submission mark the response up to the prescribed word length, or for an oral presentation/performance, stop the presentation at the maximum time. Alternatively, if appropriate, a teacher can ask a student to redact the assignment until it meets word length requirements.<br>  ○ Redaction - If excessive word length is detected after submission: |

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| | ▪ The teacher will provide the Director of Studies with a photocopy and will supervise the student redaction. Please note – redaction only includes the striking out of words, no other changes may be made.<br>▪ If the teacher identifies the excessive word count after marking the document, student redaction is not appropriate, and the teacher must strike out a consecutive "chunk" or work.<br><br>**Students will:**<br>• Familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets,<br>• Apply feedback about lengths to their drafts,<br>• Document the length of their response using a word count, page count or time and<br>• Edit responses to meet requirements for length.<br><br>**Exclusions to Word Length:**<br>• Title pages,<br>• Contents pages,<br>• Abstract,<br>• Raw or processed data in tables figures and diagrams,<br>• Reference list/bibliography,<br>• Appendices,<br>• Page numbers,<br>• In-text citations. |
| Authenticating Student Responses<br><br>Refer to QCE and QCIA policy and procedures handbook (Section 7.3.1) | Accurate judgements of student achievement can only be made on genuine student assessment responses. Toowoomba Grammar School uses a range of strategies across all subjects and phases of learning to authenticate student responses. Toowoomba Grammar School adheres to the requirements of the QCAA for work in Years 11 and 12 and may also apply the following:<br>• Internal quality assurance processes such as comparing student responses and cross marking,<br>• The use of anti-plagiarism software,<br>• Teacher observations and checkpoints.<br>In the event of an inability to authenticate student work, only that work which can be attributed to the student will gain credit. |
| Access Arrangements and Reasonable Adjustments (AARA)<br><br>Refer to QCE and QCIA policy and procedures handbook (Section 6) | Toowoomba Grammar School is committed to reducing barriers to success for all students. Access arrangements and reasonable adjustments (AARA) are actions taken by the School to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect his ability to read, respond to or participate in assessment. The School follows the processes as outlined in the *QCE and QCIA Policy and Procedures Handbook*. All evidence that decisions are based on will be logged in the student's file. All applications for AARA for summative assessments in Units 3&4 require QCAA approval.<br>The Director of Studies in consultation with the Head of Diverse Learners is responsible for decisions made with respect to AARA for all students. Students or parents/carers can apply for AARA through the Director of Studies' office.<br>**Parent/Carer Responsibilities:** |

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| | Students with long term impairments or disabilities must have documentary evidence of their condition provided by the parents/carers. Any changes must be reported to the Director of Studies or Head of Diverse Learners.<br>For short-term impairments as a result of injury, illness or misadventure, AARA may be applicable. Application is to be made to the Director of Studies with documentary evidence, such as a medical certificate. |
| Non-Submission by due date Years 11 & 12 (Section 8.5) | Teachers will collect progressive evidence of student responses at the prescribed checkpoints as detailed on task sheets. This evidence will be used to generate a result. Evidence includes but is not limited to:<br>• Unmarked drafts,<br>• Class work,<br>• Rehearsal notes,<br>• Photographs of student work and teacher observations.<br>If a student is eligible for AARA and an extension of time, this becomes the new due date for this student.<br>Results will be awarded based on the evidence. There will be no penalty of a lower grade for late or non-submission. Any evidence of the assessment task by the due date will be used at face value to award a result. In the event of no evidence a "Not Rated" is awarded. If a student receives a Not rated for an assessment item in Units 3 or 4, he will not be awarded a subject result in that subject by the QCAA.<br>Students are not eligible for AARA for the following reasons:<br>• Unfamiliarity with the English language,<br>• Teacher absence or teacher-related difficulties,<br>• Matters that the student could have avoided,<br>• Matters of the student's or parent's/carer's choosing, and<br>• Matters that the School could have avoided.<br>If work is not submitted for any of the reasons above, a result is awarded based on available evidence. |
| Internal Quality Assurance processes<br><br>Refer to QCE and QCIA policy and procedures handbook (Section 8.5.3) | Toowoomba Grammar School has quality assurance processes in place to ensure the validity and reliability of assessment instruments and the results awarded to students.<br>All assessment instruments are quality assured within a department before submitting to the School's internal endorsement panel for scrutiny. If the assessment instrument is for a General or General Extension subject, the instrument has been quality assured within the department using the QCAA quality assurance tools as a framework before submitting for internal endorsement.<br>Departments are free to select whichever quality assurance process is most appropriate for the awarding of student results. These processes may include but are not limited to:<br>• Cross marking of student work,<br>• De-identification of student work,<br>• Careful checking of students within a group in a collaborative task,<br>• A single teacher marking the full cohort's work for a section or all of an assessment item.<br>All results in General and General Extension subjects are provisional until confirmed by the QCAA during their external confirmation process. Results for Applied subjects including Essential English and Essential Mathematics are |

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| | subject to the advice by the QCAA. Results for all General subjects (including Music Extension) will be confirmed prior to the external exam block. |

## External Assessment Administration

| | Policy and Procedures |
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| External Assessment is developed by the QCAA for all General and General Extension Subjects | Refer to *QCE and QCIA policy and procedures handbook* (Section 7.3.2) |

## Managing Academic Misconduct

Toowoomba Grammar School is committed to supporting students to complete assessment and submit work which is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct:

| | Types of Misconduct | Procedure |
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| Collusion | When:<br>• More than one student works to produce a response and that response is submitted as individual work by one or multiple students,<br>• A student assists another student to commit an act of academic misconduct. This includes any sort of file sharing on a task that requires individual work, and/or<br>• A student gives or receives a response to an assessment. | All issues of academic misconduct will be referred to the Director of Studies.<br>Results will be awarded using any evidence from the preparation of the response that is available and verifiably the student's own work and that was gathered in the conditions specified by the syllabus or task sheet.<br>In the case of exams, students will be awarded a Not Rated (NR).<br>The School's behaviour management procedures will be implemented as indicated in the Senior School Handbook. |
| Cheating while under supervised conditions | A student<br>• Begins to write during perusal time or continues to write after an instruction to stop writing,<br>• Brings into an exam room and/or uses unauthorised equipment or materials, and<br>• Has any notation written on the body, clothing or any object brought into the exam room, and/or<br>• Communicates with any person other than a supervisor during an examination, for example through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another students. | |
| Contract cheating | A student:<br>• Pays for a person or a service to complete a response to an assessment, and/or | |

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| | • Sells or trades a response to an assessment. | |
| Copying work | A student:<br>• Deliberately and knowingly makes it possible for another student to copy responses,<br>• Looks at another student's work during an exam, and/or<br>• Copies another student's work during an exam. | |
| Disclosing or receiving information about an assessment | A student:<br>• Gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/response, prior to completing an assessment, and/or<br>• Makes an attempt to give or receive access to secure assessment materials. | |
| Fabricating | A student:<br>• Invents or exaggerates data, and/or<br>• Lists incorrect or fictious references. | |
| Impersonation | A student:<br>• Arranges for another person to complete a response to an assessment in their place, for example a performance or supervised exam, and/or<br>• Completes a response to an assessment in place of another student. | |
| Misconduct during an examination | A student distracts and/or disrupts others in an assessment room. | |
| Plagiarism or lack of referencing | A student completely or partially copies or alters another person's work without attribution (this may include text, audio, audio-visual material, figures, tables, design, images, information or ideas). | |
| Self- plagiarism | A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or another subject. | |
| Significant contribution or help | A student arranges or allows for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to a response. | |

## Policy Review

This policy is to be reviewed annually and with reference to the *QCE and QCIA Policy and Procedures Handbook.*

## References

QCAA, (2019), QCE and QCIA Policy and Procedures Handbook 2019 v1.1 for Senior Secondary Schools, January 2019.