



## Senior Assessment Policy – Year 11 and 12

### Scope

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

### Purpose

Palm Beach Currumbin State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

### Principles

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

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

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

High-quality assessment is characterised by three attributes:

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

### Promoting academic integrity

Palm Beach Currumbin State High promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavor.



<a href="#">QCE and QCIA policy and procedures handbook</a>	<b>Policy and procedures</b>
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at <a href="http://www.pbc-shs.eq.edu.au">www.pbc-shs.eq.edu.au</a>. All questions regarding this policy should be directed to the Head of Department of Senior Schooling or the Deputy Principal of Junior Secondary.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• in the newsletter in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.5.1</a>	<p>Palm Beach Currumbin State High has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p><b>Student responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before 9:00am on the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<b>Due dates</b> <a href="#">Section 8.5.2</a> <a href="#">Section 8.5.3</a>	<p><b>School responsibility</b></p> <p>Palm Beach Currumbin State High is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, and drafts will be published in the assessment calendar. The assessment calendar will be published on the school website by the end of week 4 each term.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/caregivers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3 each semester</li> <li>• give consideration to allocation of workload.</li> </ul> <p><b>Student responsibility</b></p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their diaries</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the head of department and classroom teacher as soon as possible</li> <li>• submit a Change to Assessment Conditions and Access Arrangements and Reasonable Adjustments (AARA) form (available on school website).</li> </ul>



	<ul style="list-style-type: none"> <li>• provide the school with relevant documentation, e.g. medical certificate</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
<b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a>	<p>Assessment instruments will provide information about Palm Beach Currumbin State High's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p><b>Policy for Internal (School-Based) Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Assessment tasks must be submitted by 9.00am on the due date to the specified location. When a student does not submit a response to an assessment instrument on or before the due date, a result will be awarded using evidence available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work.</li> <li>• Students must comply with the requirements outlined on the task sheet, including draft due dates, referencing and submission via Turn-it-in.</li> <li>• For predominantly non-written pieces of assessment (e.g. orals), the due date for written support materials will be the first day of presentations.</li> <li>• Electronic copies of assessment items should be saved in more than one location (e.g. USB, hard drive). Losing an electronic or other copy of work is not <i>grounds for an extension or a Change to Assessment Conditions</i>.</li> </ul> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<b>Appropriate materials</b> <a href="#">Section 7.1</a> <a href="#">Section 8.5.3</a>	<p>Palm Beach Currumbin State High is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

### Ensuring academic integrity

Palm Beach Currumbin SHS has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

### Internal assessment administration

<a href="#">QCE and QCIA policy and procedures handbook</a>	<b>Policy and procedures</b>
<b>Scaffolding</b> <a href="#">Section 7.2.1</a>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<b>Checkpoints</b> <a href="#">Section 8.5.3</a>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> </ul>



	<ul style="list-style-type: none"> <li>• be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of Departments and parents/caregivers will be contacted if checkpoints are not met.</p>
<p><b>Drafting</b>  <a href="#">Section 7.2.2</a>  <a href="#">Section 8.3</a></p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one draft of each student's response</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> <li>• delivered in a consistent manner and format for all students</li> <li>• provided within two weeks of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response.</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work.</li> <li>• edit or correct spelling, grammar, punctuation and calculations in Senior Subjects</li> <li>• allocate a mark.</li> </ul> <p>A copy of the feedback will be stored with the draft in the student's folio in Senior Subjects.</p> <p>Parents and caregivers will be notified about non-submission of drafts and the processes to be followed.</p>
<p><b>Managing response length</b>  <a href="#">Section 7.2.3</a></p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit.</li> </ul>
<p><b>Authenticating student responses</b>  <a href="#">Section 7.3.1</a></p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Palm Beach Currumbin State High uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
<p><b>Access arrangements and reasonable</b></p>	<p><b>Applications for AARA</b></p> <p>The student and parent/caregiver initiates the application process/need for an AARA.</p>



<p><b>adjustments, including illness and misadventure (AARA)</b> <a href="#">Section 6</a></p>	<p>Palm Beach Currumbin State High is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from <a href="http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019">www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019</a>.</p> <p>The school principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.5.1</a>) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carer's own choosing</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/caregivers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the extension and AARA applications and other supporting documentation are available from the school website.</p>
<p><b>Managing non-submission of assessment by the due date</b> <a href="#">Section 8.5</a></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The final submission of assessment is 9:00am on the due date.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p> <p><b>Students on suspension</b></p> <p>Students on suspension, at the discretion of the School Principal and in consultation with the relevant Head of Department, will be given the opportunity to complete any examination as scheduled during their suspension period.</p> <p><b>Failure to comply with Examination and Assessment Policies</b></p> <p>Failure to comply with any of the above policies regarding internal assessment tasks and examinations will result in consequences outlined in the school's Behaviour Management Plan and/or QCAA guidelines. Students should be aware that failure to comply with the above policies may result in the award of an N grade which will not attract points to be credited towards a QCE (Queensland Certificate of Education).</p> <p><b>Procedure for missed examinations</b></p> <p>Please note that no alternative arrangements can be made if a student does not attend a senior external examination. Any student that is unable to sit an external</p>



	<p>exam must immediately contact the school external assessment coordinator through the senior school office to complete a QCAA application for illness and misadventure (see appendix).</p> <p><b>For all other exams:</b></p> <ul style="list-style-type: none"> <li>• Student advises the school office and/or head of department of absence/s at the earliest opportunity.</li> <li>• Student completes a comparable exam on the immediate day they return to school (student responsibility to negotiate time with teacher)</li> <li>• Student completes Change to Assessment Conditions and AARA form at earliest opportunity and attaches documentary evidence</li> <li>• Student submits Change to Assessment Conditions form to Head of Department (may be referred to Guidance Officer)</li> <li>• Head of Department or Guidance Officer advises student if approved/not approved</li> <li>• Approved student will receive result for exam. Students whose application is not approved will not be rated (N)</li> </ul>
<p><b>Internal quality assurance processes</b> <a href="#">Section 8.5.3</a></p>	<p>Palm Beach Currumbin State High's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p><b>Review</b> <a href="#">Section 9.1</a> <a href="#">Section 9.2</a> <a href="#">Section 9.5</a></p>	<p>Palm Beach Currumbin State High's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

### External assessment administration

<a href="#">QCE and QCIA policy and procedures handbook</a>	Policy and procedures
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> <a href="#">Section 7.3.2</a> <a href="#">Section 10.3</a> <a href="#">Section 10.4</a></p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (<a href="#">Section 7.3.2</a>) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>



## Managing academic misconduct

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

	Types of misconduct	Procedure
<b>Cheating while under supervised conditions</b>	<p>. A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on 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><b>For authorship issues</b></p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p><b>For all instances of academic misconduct</b></p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>	<p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (<a href="#">Section 8.5.1</a> and <a href="#">Section 8.5.2</a>). Where appropriate, the school's behaviour management policy will be implemented.</p>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>	
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam.</li> <li>• copies another student's work during an exam.</li> </ul>	
<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>	



	Types of misconduct	Procedure
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	
<b>Impersonation</b>	A student: <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>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	
<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).	
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
<b>Significant contribution of help</b>	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

### Related school policy and procedures

Refer to other school policies as appropriate:

- Responsible behaviour plan.
- Senior Student policy.
- Communication and Electronic Device policy.
- QCAA procedures for Endorsement and Confirmation and Quality Assurance in Senior Subjects.





## Appendix 1: PBC Exam Guidelines

### Room Layout

- Seat students separately in alphabetical family name order.
- All material relevant to the exam in the assessment room is to be removed or concealed.

### Late Arrival: External Exams (NAPLAN, QCAA)

- Students who arrive up to 10 minutes after the start time may be admitted to the session. Students more than 10 minutes late will not be admitted to the session and must report to Student Services.

### Early Departure

- Students may not leave the session early.

### Equipment

- All student equipment necessary for the assessment is to be presented for inspection in a clear plastic zip lock bag or container.
- Electronic devices, including mobile phones and smart watches are not permitted during the assessment time. These are to be stored in student bags to be left outside of the examination room.
- Food is not permitted in the assessment room. Water bottles are to be clear and labels removed.

### Protocols

- Students are not to communicate with each other once they enter the assessment room.
- Students are to signal teachers by raising their hand and waiting quietly
- Teachers are to ensure correct equipment is provided by and for the students. Equipment may be supplied for students, however, a consequence for unprepared students should be issued.
- Perusal time must be set and adhered to. There is to be no writing or use of calculators during this time.
- Teachers are to display the following on the Whiteboard:
  - Start perusal time
  - Start working time
  - One hour remaining time
  - 30 minute remaining time
  - 10 minute remaining time
  - Finish time
- Students are to remain quiet and in their seats until all work is collected
- Students may not complete any other activity during an examination.

### Student Misbehaviour

- All students are expected to behave respectfully and responsibly during exam sessions.
- Any student whose intentional behaviour causing an interruption during an exam will be issued with consequences in line with PBC's Behaviour Management Plan.



## Appendix 2: Change to Assessment Conditions and Access Arrangements and Reasonable Adjustments

PALM BEACH CURRUMBIN  
STATE HIGH



PALM BEACH  
CURRUMBIN  
STATE HIGH

### Change to Assessment Conditions, Access Arrangements and Reasonable Adjustments (AARA) Form

Please note: This application must be submitted to the relevant Head of Department or Guidance Officer NO LATER than 48 hours before an assessment item is due. Permission to change assessment conditions is at the discretion of the school.

Student Name: \_\_\_\_\_ Year Level: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Assessment: \_\_\_\_\_ Due Date: \_\_\_\_\_

Application Date: \_\_\_\_\_

Medical Certificate supplied: Yes/No

Other Documentation Supplied: Yes/No If yes type: \_\_\_\_\_

Describe the change to assessment conditions and/or AARA being requested:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the reason for change to assessment conditions and/or AARA:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Change Authorised: Yes/No Recorded on OneSchool: Yes/No

HOD Comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

HOD signature: \_\_\_\_\_ Date: \_\_\_\_\_

This document should be attached to assessment with task sheet when submitted.



## Appendix 3: Access Arrangements and Reasonable Adjustments (AARA) for the new QCE.

This appendix and assessment policy should be read in conjunction with section 6 access arrangements and reasonable adjustments of the QCE and QCIA policy and procedures handbook 2019v 1.0 which is available on the QCAA website ([www.qcaa.qld.edu.au/](http://www.qcaa.qld.edu.au/)).

Note that the AARA process and application process must be initiated by the Parent/Guardian/Student.

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

These barriers fall into three broad categories:

- Permanent
- Temporary
- Intermittent.

The QCAA uses broad application categories for AARA eligibility:

- Cognitive – e.g. learning difficulties, dyslexia, auditory processing
- Physical – e.g. injury
- Sensory – e.g. hearing impairment and vision impairment
- Social/emotional – e.g. anxiety, depression and ADHD.

Students are **not** eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- Matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Access arrangements and reasonable adjustments may be either principal reported AARA or QCAA approved AARA (please refer to QCAA handbook).

Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

Section 6.4.4 of the QCAA handbook has a list of possible principal reported and QCAA approved AARA.



## Timelines for principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General Subjects – internal assessments	Unit 3 and 4 General Subjects External Assessments and General (SEE) Subjects
Alternative format papers, e.g. <ul style="list-style-type: none"> <li>• Braille</li> <li>• Large print</li> </ul>	Due dates are determined by the school.	Applications are due by the end of February in the summative year. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA).	For existing long-term and chronic conditions – applications are due by completion of Units 1 and 2.  For all others, applications are due <b>as soon as possible</b> before the assessment event.	For existing long-term and chronic conditions – applications are due <b>by the end of Term 1</b> in the summative year.  For short-term conditions or temporary injuries that are unlikely to resolve before mid-October – applications are due <b>by the end of Week 5 Term 3</b> in the summative year.
Principal-reported AARA only.	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process)	Notification is due <b>by the end of Term 3</b> in the assessment year.

### Supporting Documentation

All applications for a QCAA approved AARA requires:

- A school statement
- A student statement (optional)
- A medical report (this must be completed on the medical report template on the QCAA portal. The medical report must include:
  - Diagnosis of disability and/or medical condition
  - Date of diagnosis
  - Date of occurrence or onset of the disability and/or medical condition
  - Symptoms, treatment or course of action related to the disability and/or medical condition
  - Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable.



Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required.

### **Currency of supporting documentation**

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

### **Long-term conditions that are unlikely to improve over time**

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment.

### **Short-term conditions or temporary injuries**

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

The QCAA has published a summary of AARA documentation requirements in the new QCE and QCIA handbook on the QCAA website. (See Appendix 5).



## Appendix 4: Summary of possible Principal-reported and QCAA-approved AARA

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Alternative format papers	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36</li> <li>• black-and-white materials.</li> </ul>	Principal-reported	QCAA-approved	QCAA-approved
Assistance	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.</li> </ul>	Principal-reported	QCAA-approved	QCAA-approved
Assistive technology	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• amplification system</li> <li>• speech-to-text application</li> <li>• magnification application.</li> </ul> <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>	Principal-reported	QCAA-approved	QCAA-approved
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported	Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved	QCAA-approved
Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.				
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported	Principal-reported
Diabetes management	Examples include: <ul style="list-style-type: none"> <li>• bite-sized food</li> <li>• drink</li> <li>• blood-glucose monitoring equipment</li> <li>• rest breaks to eat, measure blood-glucose level or access toilet facilities</li> <li>• medication</li> <li>• varied seating and rest time for the practical aspects of managing the condition.</li> </ul>	Principal-reported	Principal-reported	Principal-reported
Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.				
Extension	An extension to the due date for submission or completion of an: <ul style="list-style-type: none"> <li>• extended response project or</li> <li>• performance or</li> <li>• non-examination.</li> </ul>	Principal-reported	Not applicable	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved	QCAA-approved
Individual instructions	A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.	Principal-reported	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported	Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• ventilation</li> <li>• temperature</li> <li>• other physical aid.</li> </ul>	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	Principal-reported	Principal-reported
Reader	<p>A reader that reads the assessment or the student's response aloud as often as the student requests.</p> <p>Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	Principal-reported	QCAA-approved	QCAA-approved
Rest breaks	<p>Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.</p> <p>Further information is supplied in the <i>Rest breaks</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	QCAA-approved	QCAA-approved	QCAA-approved
Scribe	<p>Work with someone who transcribes the student's verbal response or directions during the assessment.</p> <p>Further information is supplied with the AARA decision letter for external assessment, and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	Principal-reported	QCAA-approved	QCAA-approved
Varied seating	<p>Varied seating, if needed, is determined by the school external assessment (SEA) coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> <li>• single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>• small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> <li>• seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically.</li> </ul>	Principal-reported	Principal-reported	Principal-reported





AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Variation to venue	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents.</p> <p>Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	Principal-reported	QCAA-approved	QCAA-approved
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• other vision aids.</li> </ul>	Principal-reported	Principal-reported	Principal-reported



## Appendix 5: Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/caregivers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

### Illness and misadventure — external assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator.

### Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

### Submitting an application for illness and misadventure for external assessment

A submission for illness and misadventure may be made by a student or the school on behalf of the student or groups of students 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, may submit an application for illness and misadventure.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

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

### Supporting documentation

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

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



- For non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

### **Currency of supporting documentation**

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

### **Timelines for applications**

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.

Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.