

# ASSESSMENT POLICY

YEARS 11 & 12

**VARSIITY**  
*College*

## Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE).

The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

## Purpose

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

## Principles

It is the responsibility of Varsity College students to know and understand the Assessment Policy. Students need to take responsibility to ensure that proper and adequate communication occurs between themselves, their parents and teachers in the preparation, study and completion of examinations and assignments whether they are by nature practical or written, completed in class, at home or external exams.

Varsity College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Varsity College upholds the value of integrity to allow students to flourish. Students are taught and are required to demonstrate academic integrity in their assessment. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical manner (QCAA, 2019) in recognising and acknowledging the ideas and work of others. This policy communicates Varsity College expectations regarding academic misconduct and the consequences that may be imposed, including disciplinary and academic consequences.

Assessment includes any examination (including internal and external examinations), assignment, project, 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 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 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

Varsity College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

# Policy and Procedures

## Location and communication of policy

The school assessment policy is located on the school website at <https://varsitycollege.eq.edu.au/our-college/rules-and-policies>. All questions regarding this policy should be directed to the relevant Head of Department, Deputy Head of School or Head of School.

### Relevant processes from this policy will be communicated:

- at enrolment interviews
- during SET planning
- when the assessment calendar is published
- when each task is handed to students
- on the College website.

## Expectations about engaging in learning and assessment

Varsity College 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.

### Student responsibility

- Students are expected to:
- engage in the learning for the subject or course of study;
- produce evidence of achievement that is authenticated as their own work; and
- submit responses to scheduled assessment on or before the due date.

To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.

## Due dates

### School responsibility

Varsity College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

The program of assessment for each term is outlined on the assessment calendar which is posted on the school website at <https://varsitycollege.eq.edu.au/support-and-resources/student-resources/assessment-calendars-and-semester-plans>. This calendar will identify the assessment for each subject and the week in which it will occur or in the case of assignments, the week that it must be submitted.

### The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes

- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of workload.

### Exam Block

Students should receive notification of the exam timetable at least 2 weeks prior to the commencement of exams. The exam block timetable will be emailed to students and parents, and posted on the school website. Students are able to undertake two exams or practical assessments on any given day.

### Student responsibility

Students are responsible for:

- recording due dates in their diaries
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have grounds for AARA provisions.

In cases where students are unable to meet a due date, they will:

- inform the Head of Department and classroom teacher as soon as possible
- provide the school with relevant documentation, e.g. AARA application and medical certificate
- adhere to alternative arrangements for submission of assessment, if eligible and as decided by the school.

All final decisions are at the principal's or QCAA's discretion. Refer to AARA information below.

## Submitting, collecting and storing assessment information

Assessment instruments will provide information about Varsity College's arrangements for submission of draft and final responses, including draft dates, due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date in both hard copy and electronically, or in the format required by the particular subject. **The final copy of an assignment must be printed prior to the lesson and must be presented to the teacher during the lesson for that subject on the due date.** The final response must also be submitted electronically through Turnitin. Turnitin is a plagiarism detection program provided by the College and used for draft and final assignment submission.

Draft and final responses for all internal assessment will be collected and stored. Live performance assessments will be recorded and stored as required for QCAA processes.

Matters the student could have avoided, such as technology problems, cannot be an excuse for late or non-submission of assignments. Students must always guard against technology failures by regularly backing up their work in at least three locations.

### Student absence for submission of drafts or final copies of assignments

If students cannot attend school on the due date for a draft or final assignment (due to justifiable reasons), the draft or final copy must be submitted by the lesson time on the due date. Students

must submit the assignment via email to their teacher with a read receipt requested from the teacher, as well as submit the assignment through Turnitin.

When students know in advance that they will be absent on the due date for a draft or final assignment, Varsity College strongly recommends the student submit the draft or final assignment to the teacher prior to their absence and through Turnitin prior to their absence to avoid any issues with submission on the due date.

### **Failure to submit an assignment**

If a student fails to submit the final copy of an assignment without a justifiable reason and grounds for AARA, the school will make judgements about the student's level of achievement in relation to the syllabus standards and instrument specific marking guide based on the student work that is available on or before the due date which may include:

- using draft work that has been submitted;
- using class work or work in the student's notebook or laptop relevant to the assessment task;
- using teacher observations of student work.

Use of work other than an original and fully complete assignment is likely to achieve a lower result for the assignment.

If there is no evidence of the students' original work to make a judgement, the student will not receive credit for the assignment. In senior subjects, this may result in loss of credit for the entire unit, which may place the student at risk of not achieving a QCE.

### **Oral (non-written) presentation, practical and performance assessment**

The assessment policy for assignments applies in regards to submitting a script for an oral presentation or performance when absent on the due date. Students must submit the written script on the due date via email to their teacher with a read receipt requested from the teacher, as well as submit the assignment through Turnitin.

If a student is absent on the presentation day of an oral presentation, practical assessment or performance, the student should approach their teacher immediately on return to school to arrange an appropriate time to complete the oral assessment, practical assessment or performance. Students must be prepared to present the oral presentation, practical assessment or performance on the day they return to school.

### **Student absence from exams**

If a student is absent from in-class or exam block exams due to illness or misadventure (i.e. unforeseen circumstances), the student or student's parent must contact the school as soon as practical on the day of the absence with the reason for the absence. The student must submit an AARA application form (refer to AARA information below) and supporting medical certificate or other documentary evidence to support the absence. If the student has a justifiable absence, the Principal or AARA Committee delegate may approve a comparable exam on a later date decided by the college.

If a student fails to undertake a summative exam and does not have a justifiable absence, the student will not be permitted to complete the exam and a 'Not Rated' (NR) must be entered in the Student Management system. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject and may not receive QCE points for the Unit.

If a student knows in advance that they are unable to sit a scheduled exam due to a significant event, such as an interstate school sporting commitment, then a form requesting a rescheduling of the exam must be completed and returned as soon as possible and at least one week prior to the scheduled exam.

It is not permissible for a student to sit an exam prior to the cohort sitting the exam.

This section does not apply to External Examinations.

## **Appropriate Materials**

Varsity College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.



# Ensuring Academic Integrity

Varsity College 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

## Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

## Checkpoints

Students should ensure they meet the set dates to provide evidence to teachers in the form of plans or drafts as required by the subject. Students must also ensure that they meet the dates for submission of the final copy of assignments.

### Plan and draft checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.

Heads of Departments and parents/carers will be contacted by teachers if checkpoints are not met.

## Drafting

Drafting is a key checkpoint. Types of drafts differ depending on the 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.

Students are required to submit drafts to ensure that they have the opportunity to receive feedback on assessment prior to their final submission. Drafting is a consultation process not a marking process and students will not be provided with a progress result with their draft feedback.

### Feedback on a draft is:

- provided on a maximum of one draft of each student's response. Some subjects in Years 11 and 12 may give feedback only on a plan as prescribed by the relevant QCAA syllabus documents.
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft.

**Feedback on a draft must not:**

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

Drafts which are not submitted by the due date will not receive feedback from the teacher unless the student is eligible for AARA provisions.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

**Managing response length in assessment work**

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length in assessment work.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available for students to use in class, where appropriate.
- Feedback about length is provided by teachers at checkpoints.

After these strategies have been implemented, teachers will mark the student response in accordance with syllabus specifications. If the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the prescribed limit, in accordance with the syllabus specifications. Markers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Specific syllabus documents, such as General English, permit markers to mark the student response in excess of the response length specification. The syllabus standards descriptors specify how markers manage the length of the response and students should be aware they may achieve a lower result in specific standards if their work exceeds the specified response length.

**Managing response length under supervised conditions**

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length under supervised conditions.

- All assessment instruments indicate the required length of the response. Where the syllabus document provides word length specification, the word length will be indicated.
- Otherwise, lines allocated to write the response will indicate response length. Lines are provided on the basis of an average of 8 words per line.
- Students will be guided to understand how to manage individual word length responses, such as being aware of how many words per line they generally include in their responses.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the supervised task.

After these strategies have been implemented, teachers will mark the student response in accordance with syllabus specifications. If the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the syllabus specified response length, excluding evidence over the prescribed limit, in accordance with the syllabus specifications. Markers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Specific syllabus documents, such as General English, permit markers to mark the student response in excess of the response length specification. The syllabus standards descriptors specify how markers manage the length of the response and students should be aware they may achieve a lower result in specific standards if their work exceeds the specified response length.

## **Authenticating Student Responses**

Students are required to produce original work when submitting assignments and completing exams and to demonstrate academic integrity at all times. Varsity College will not tolerate academic misconduct by students. Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Academic misconduct occurs when a student does not submit original work or when they attempt to cheat in completing assessment. Academic misconduct includes, but is not limited to, failure to submit assessment, plagiarism and cheating. A consequence may be imposed in instances of academic misconduct, including disciplinary and academic penalties.

**Plagiarism occurs through copying any other person's work in assignments (including projects and artwork) or exams, with or without their permission. Plagiarism includes, but is not limited to:**

- using the ideas or analysis of another person without proper citation;
- using the structure and plan of another student as the basis for the student's own assessment work;
- copying another student's assignment or exam response, or handing in another student's assignment or exam response as the student's own;
- copying information from the internet or another source without acknowledging the source of the information through proper citation;
- submitting the student's own work or part of their work from a previous assessment response submitted.

**Cheating may include, but is not limited to:**

- cheating in exams through the use and/or possession of prohibited materials such as notes, mobile phone or smart watch;
- written words or other images on a student's body, clothes or on other material in the exam room;
- taking images, including photocopies or photographs, of an exam or part of an exam;
- providing images of an exam to another person;
- obtaining a copy of an exam prior to the exam;
- looking at or copying another student's exam responses;
- allowing another student to look at or copy exam responses;

- writing during the perusal time of an exam or continuing to write after the exam time has finished and the supervisor has instructed students to stop writing;
- communicating in any way (such as speaking, passing a note, gesturing, sharing equipment or using an electronic device) with another person who is not a supervisor during an exam;
- providing your assignment or exam response to another student to allow them to copy your work;
- using a tutor or another person to write or create either part or all of an assessment task for you;
- paying another person or organisation to complete either part or all of an assessment task;
- creating false data or misrepresenting data results;
- creating and/or referring to references that do not exist;
- misrepresenting word count;
- misrepresenting the time an assessment task is submitted;
- allowing another person to complete an assessment task or exam in place of the student.

Varsity College students will be required to work in groups to collaborate on a variety of assessment tasks. Collaboration requires students to work together to gather data, create ideas and to prepare final assessment tasks. However, collaboration requires students to submit their own original work as their final assessment task. Each student in the group must submit a response that is their own work and students are required to authenticate their work to show originality of their final assessment task.

Students can avoid academic misconduct such as plagiarism by learning how to correctly reference another person's ideas or work. Quotations and references to other authors' or other individuals' ideas must be referenced using the APA or Harvard system (as specified by the subject Faculty). Students are taught referencing styles and conventions throughout the junior secondary school and into the senior school.

**In order to avoid academic misconduct, students may be required to authenticate their work by:**

- keeping a research journal;
- keeping an assessment journal, log or checklist of the steps undertaken to produce their final assessment task;
- assigning clear roles in collaborating with other students and working in groups, and keeping a copy of the assigned roles;
- submitting their draft response and final response via Turnitin to detect plagiarism.

Drafting in class and seeking feedback through submission of a full draft is the best way for students to prove authenticity of their work. It is expected that students utilise drafting time in class and that there is a significant correlation between the draft and the final version. If the student cannot produce original work or evidence of a draft the student will receive a non-submission for the piece of assessment.

## Access arrangements and reasonable adjustments, including illness and misadventure (AARA)

### Applications for AARA

Varsity College 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.

The college follows the processes as outlined in the *QCE and QCIA policy and procedures handbook*.

The college Principal manages all approval of AARA for students through members of the AARA Committee, including the Guidance Officer, Deputy Heads of School for Years 11 and 12 and Deputy Head of School for Inclusive Practices. AARA applications are submitted to the relevant AARA Committee representative for consideration by the Principal.

All AARA applications must be accompanied by the relevant supporting documentation 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.

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

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing (such as holidays or sporting events)
- matters that the school could have avoided.

### Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation. The AARA application form, including the medical report template and other supporting documentation, and guidelines are available from the College website.

## Managing non-submission of assessment by the due date

**Failure to submit** assessment may result in academic penalties being imposed. Students are provided with scaffolding, teacher support and drafting opportunities in class. If a student fails to submit a final assessment task on the due date, the teacher will use the evidence that has been observed by the teacher or submitted by the student to date to make judgments.

Where no evidence has been 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.

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject and may not receive QCE points for the Unit.

## Internal quality assurance processes

Varsity College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA
- quality assurance of judgments about student achievement.

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.

## Review

Varsity College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses are equitable and appropriate for the local context.

## External Assessment Administration

### **External assessment is developed by the QCAA for all General and General (Extension) subjects**

Varsity College will follow the *QCE and QCIA policy and procedures handbook* and follow the *External assessment — administration guide* for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

# Managing Academic Misconduct

Varsity College 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. If academic misconduct is discovered, the school will undertake an investigation of the incident.

If evidence is found to confirm the student's academic misconduct, Varsity College will impose appropriate consequences, which may be disciplinary or academic consequences. The following are some examples of academic misconduct along with the procedures for managing them:



# Types of Misconduct

## Cheating while under supervised conditions

### A student:

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials
- has any notation written on the body, clothing or any object brought into an assessment room
- 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.

## Collusion

### When:

- more than one student works to produce a response and that response is submitted as individual work by one or multiple students
- a student assists another student to commit an act of academic misconduct
- a student gives or receives a response to an assessment.

## Contract Cheating

### A student:

- pays for a person or a service to complete a response to an assessment
- sells or trades a response to an assessment.

## Copying Work

### A student:

- deliberately or knowingly makes it possible for another student to copy responses
- looks at another student's work during an exam
- copies another student's work during an exam.

## Disclosing or receiving information about an assessment

### A student:

- 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
- makes any attempt to give or receive access to secure assessment materials.

## **Fabricating**

### **A student:**

- invents or exaggerates data
- lists incorrect or fictitious references
- misrepresents their work.

## **Impersonation**

### **A student:**

- 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.
- 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 (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information, artwork 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 any other subject.

## **Significant contribution of help**

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.

## **Falsifying assessment submission times**

### **A student falsifies or modifies an assessment submission time by:**

- submitting an inaccurate representation on Turnitin;
- falsifying Word document details;
- emailing the wrong document to teachers and then requesting to resubmit the correct document.

## Falsifying word count

**A student uses strategies to falsify the word count or other response length, including, but not limited to:**

- inserting dashes, full stops or other characters between words and then colouring the dashes, full stops or other characters white to avoid detection;
- deleting spaces between words and brackets;
- inserting screen shots of paragraphs to avoid word count detection;
- submitting a document to Turnitin for word count and plagiarism purposes and then submitting a different document to the teacher, such as by email or hard copy.

## Procedures for managing academic misconduct

Students may be awarded a Not-Rated (NR) for instances of academic misconduct. See the *QCE and QCIA policy and procedures handbook* for implications of NR results. Where appropriate, the College's *Student Code of Conduct* will be implemented.

Evidence of student's original work is used to match with the syllabus standards and instrument specific marking guide. Without original work, the school is unable to make judgements about a student's level of achievement.

When a student's work cannot be authenticated, the student failed to submit assessment or a final assessment task is not entirely the student's own original work due to plagiarism or other academic misconduct, the school may make judgements based on the student work that is available and can be authenticated, such as:

- using the parts of the response that can be identified as the student's own original work to make judgements about the student's level of achievement in relation to the syllabus standards and instrument specific marking guide. If there is insufficient original work to be used, this may result in a failed result;
- using draft work that has been submitted to identify the student's own original work and to make judgements about the student's level of achievement in relation to the syllabus standards and instrument specific marking guide;
- using class work or work in the student's notebook or laptop relevant to the assessment task;
- using teacher observations of student work.

Failure to submit or submitting work that is not the student's original work will result in marking the student work that is available and can be authenticated, as outlined above. Use of work other than an original and fully complete assessment task is likely to achieve a lower result for the assessment task.

If there is no evidence of the students' original work to make a judgement, 'Not-Rated' (NR) must be entered in the Student Management system. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject for that unit.

If a student plagiarises work, cheats in an exam or on an assessment task, disciplinary consequences may be imposed, which include, but are not limited to, the following:

- behaviour that is minor or unintentional, such as self-plagiarism, may result in: a warning, a failed result and/or further education regarding academic integrity.
- if a student is discovered to have prohibited materials in their possession during an exam, the prohibited materials will be removed. This will be treated as deliberate and/or deceptive academic misconduct and academic consequences may be imposed. The student may also receive a disciplinary consequence such as detention or suspension.
- if a student provided a copy of their assessment to another student who plagiarised the work and submitted that work as their own, both students will receive a consequence. Consequence may include: marking of the work proven to be that of the student, an academic penalty such as a failed result, or a disciplinary consequence such as detention or suspension.

Varsity College will take into consideration the nature of the academic misconduct, including the seriousness and intent when making decisions regarding the consequences for academic misconduct.

Behaviour that is repeated, deliberate and/or deceptive, such as plagiarism, cheating in an examination or assignment, or distributing images of an examination, may result in very serious academic consequences and disciplinary action.

Disciplinary action may include an academic interview with one or more of the Head of Department, Deputy Head of School or Head of School, detentions, suspension and loss of credit for a course of study.

Academic misconduct in summative internal assessment and external exams in senior subjects may result in the student not being eligible to receive a unit result for a course of study. This may mean a student will not be eligible for a Queensland Certificate of Education (QCE) and it may affect their Australian Tertiary Admissions Rank (ATAR) calculation.

## Support for students

**Students will be provided with support to develop a clear understanding of academic integrity through:**

- explicit teaching of what plagiarism and cheating are and what they are not;
- explicit teaching of how to use researched information in their own work and how to cite sources of information;
- explicit teaching of how to participate in group assessment work while acknowledging the contribution of each individual;
- feedback provided on plans and drafts to direct student learning and provide students with confidence to submit their own work; and
- the use of Turnitin in monitoring plagiarism.

Students in the Year 11 Exam Preparation Program will complete the QCAA Academic Integrity course through my QCE at <https://myqce.qcaa.qld.edu.au/academic-integrity-for-students.html>.