POLICY:	Senior Secondary Assessment Policy

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

Kawana Waters State 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

Kawana Waters State College 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 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.

As defined by the Queensland Curriculum & Assessment Authority (QCAA), assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Promoting academic integrity

Kawana Waters State College promotes academic integrity by developing student's skills and modelling appropriate academic practices. The following Senior School Assessment procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The Kawana Waters State College Senior assessment policy is located on the school website at [https://kawanawaterssc.eq.edu.au/curriculum/senior-secondary]. All questions regarding this policy should be directed to relevant Deputy Principal for your Year group 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: • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and or by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1	Kawana Waters State 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 and students will complete the QCAA academic integrity courses. **Student Responsibilities:** • to engage in the learning or the subject or course of study • use their time productively - focus on completing a reasonable amount of work each lesson • take ownership of their learning and self-reflect using Lynn Sharratt's 5 Questions for students. (See Lyn Sharratt's 5 Questions below) • ask their teacher to clarify/explain things they don't understand • produce evidence of achievement that is authenticated as their own work • submit a completed draft by the specified date to the class teacher as outlined on the Assessment Task sheet • submit responses to scheduled assessment on or before the due date • scheduled assessment takes precedence over sport, traineeships, VET and or offsite education. Students need to notify relevant contacts, that they will be required at school for the assessment, this is a QCAA requirement. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses. **Parents/Guardians Responsibilities:** • support and encourage their children to engage in the learning, a regular routine of study and complete and submit all drafts and assessment by the due date • support their student by discussing Lyn Sharratt's 5 Questions for Parents on a regular basis (See Lyn Sharratt Questions below) • inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary • assist and support students in negotiating with relevant contacts, such as sport, traineeships, VET, and or offsite education when they are required at school for assessment. <table><tr><th>5 Questions for students</th><th>5 Questions for Parents to ask their students</th></tr><tr><td>1. What are you learning? Why? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?</td><td>1. What did you learn today? 2. How did you do? 3. What did you do if you didn't understand? 4. How can you improve on your learning? 5. What are you most proud of?</td></tr></table> Reference: Sharratt, L. D. (2019). CLARITY. Corwin Press

Updated: 2026

Conduct during internal Exams	**Conduct During Internal Examinations** To be fair to all students sitting an exam, it is important that exam conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the exam to the best of their abilities. **School responsibilities:** • ensuring students maintain exam conditions for the entire duration of the exam • ensure time allocated is dedicated only to the assessment task • deal with any inappropriate behaviour as per Student Code of Conduct. **Student responsibilities:** • maintain exam conditions and follow teacher instruction • no communication during exam except quietly raising hand and waiting to speak with a teacher • use the entire time allocation given to assessment task • check work before handing in.
Due dates Section 8.2.1 Section 8.2.7	**School responsibility** Kawana Waters State College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3. 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. **Student responsibilities:** • recording due dates. • planning and managing their time to meet the due dates • submit all drafts, and final assessment task on or prior to due date • inform the school as soon as possible if they have concern about assessment load and meeting due dates. **Parent responsibilities:** • support students to submit all drafts and complete assessment by the due date.
What do I do if I am unable to meet the due date?	**What do I do if I am unable to meet the due date?** In cases where students are unable to meet a due date, they will: • Submit a completed KWSC AARA & Absence Application Form along with any supporting documents **as soon as possible** to apply for an extension under the Illness and Misadventure provision of AARA or Principal/School Approved Absence. (For consideration for Principal/School Approved Absence advanced notice must be given as soon as the student becomes aware of the absence.) • Inform the head of department and classroom teacher **as soon as possible**. • Provide the school with relevant documentation, e.g. medical certificate. • Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. KWSC AARA & Absence Application Forms are available from the School website, Guidance Officer or School office. A register will be maintained with details of all AARA and Principal/School Approved Absence applications. Each individual student's circumstances will be considered on a case-by-case basis. **Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.** **Please note:** If you are absent from a written, oral or practical exam on the due date, you will be asked to provide documented evidence (Senior Secondary students must apply for an AARA Illness and misadventure and provide supporting documentation e.g. a medical certificate). You will then be required to complete the assessment on a date set by the Head of Department. All final decisions are at the Principal's or QCAA's discretion. Refer to AARA / Principal/School Approved Absence information below.

| Submitting, collecting and storing assessment information

Section 9 | Assessment instruments will provide information about Kawana Waters State College's arrangements for submission of draft and final responses, including due dates, conditions and file types.
All assessment evidence, including draft responses, will be submitted by their due date and, where appropriate, via the college's academic integrity software.

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.

Student Responsibilities:
• students are required to keep **THREE** back-up copies of all assessment work (a copy saved to an external storage device, a copy saved on the primary device, a copy saved to the school network or their EQ provided OneDrive storage space)
• senior students are also encouraged to keep a number of versions of their assessment work as they progress, in order to track and manage changes
• all assessment evidence, including draft responses, will be submitted by their due date
• all written assessment is to be submitted electronically through 'Qlearn and will be checked for plagiarism. Severe penalties will apply for students caught plagiarising work
• students are also required to submit a backup copy of their completed assessment task via email to their teacher on or before the due date
• students will be required to submit their assessment on the due date no later than 3:00pm*
• assessment items that cannot be submitted electronically will need to be handed directly to the teacher on the due date no later than 3:00pm *
• if the teacher is away on the day the assessment is due and the assessment item cannot be submitted electronically, you will be required to hand the assessment into the appropriate Head of Department (do not hand the assessment item to the supervising teacher).

*or other time cut-off specifically set for task by approved Head of Department. |
| Appropriate materials

Section 8.2.2 | Kawana Waters State College is a supportive and inclusive school.
Material and texts are chosen with care in this context by students and staff. |

AARA / Principal/School Approved Absence information

QCE and QCIA policy and procedures handbook	Policy and procedures
What is an AARA?	Under the new senior assessment system, Special Provisions are now called **Access Arrangements and Reasonable Adjustments (AARA).** **Access arrangements** are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. **Reasonable adjustments** are actions taken by the school so that a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed. The QCAA recognises that some students may have a disability, impairment and/or medical conditions or experiences that may be barriers to their performance in assessment. These barriers fall into three broad categories: • Long-term and chronic conditions • Short-term conditions and temporary injuries • Illness and misadventure. AARA are designed to assist these students. **Decisions regarding AARAs:** • Year 10 and 11 (Unit 1 & 2) AARAs are school based decisions made by the Principal in line with QCAA guidelines • Year 12 (Units 3 & 4) AARA applications are Principal reported and QCAA approved.

	Important **The provision of AARA for assessment in Year 10 and Year 11 (Units 1 and 2) by a school is not a guarantee that students will be provided the same AARA by QCAA for Year 12 (Units 3 & 4).** **An Information video: Understanding AARA is available at the following website:** **https://www.qcaa.qld.edu.au/senior/assessment/aara/resources/understanding-aara**
Access arrangements and reasonable adjustments for: • Long-term and chronic conditions • Short-term conditions and temporary injuries • Illness and misadventure Section 6	Kawana Waters State 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 available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook The college principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in 6.5.3 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 difficulties • matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations) • timetable clashes • matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events) • matters that the school could have avoided (e.g. incorrect enrolment in a subject). **Applications for AARA illness or misadventure** Students whose ability to attend or participate in an assessment is adversely affected by illness or an **unexpected** event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments if: • the event is unforeseen and beyond the student's control (e.g. death of a family member • it is not of the student's own choosing or that of their parents/carers (e.g. not a family holiday) • it has an adverse effect on the student's ability to attend or participate in assessment. Illness and misadventure can affect a single student or a group of students. 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 • matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations) • circumstances of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events).

Timelines for AARA
 	
Section 6
	IMPORTANT
	❖ Early applications for **ALL** AARA are recommended to ensure timely decisions and confidence for students.
	❖ An AARA application for:
	    • long term existing and chronic conditions
	    • short-term conditions and temporary injuries
	should be submitted at earliest possible time upon diagnosis.
	
	❖ An AARA application for illness and misadventure should be submitted as close as possible to the circumstance arising.
	
	❖ The due date for known long-term and chronic conditions Year 12 (Unit 3&4) is the end of Term Three Year 11 (End of Unit 2), however in most cases applications are finalised with Case Managers prior to the end of Term Two Year 11 to ensure QCAA approval prior to students commencing Year 12 Unit 3.
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How to apply for an AARA Section 6	**AARA Application Process for Year 10, 11, and 12** Student/guardian completes a KWSC AARA & Absence Application Form and submits to the Guidance Officer who will discuss eligibility. Please be aware supporting documentation will be required for AARA which may include medical documentation, or other written evidence from a relevant independent professional or other independent third party such as a social worker, police officer, solicitor, member of the clergy, or funeral director. Further information for Year 12 students re applying for AARA see **https://www.qcaa.qld.edu.au/senior/assessment/aara/apply-for-aara**
Principal (School) Approved Absences Section 8	Students may engage in a range of **learning experiences or activities** that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. **Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.** Where appropriate, schools may approve student engagement in these experiences. If approved, the school will: • support student access to teaching and learning that will allow students to successfully meet assessment requirements • maintain equitable assessment processes • meet QCAA quality assurance timelines. Examples of school-approved absences may include: • school, district, regional, state or national representation for school-supported sport • school, district, regional, state or national representation for artistic endeavours • audition or entrance exams (state, interstate or international). The school will seek advice from the QCAA in unusual circumstances before approving student absences, particularly if absences will have an impact on the completion of assessment. If the Principal approves the absence and the student will be absent the day assessment is due, the following actions apply: • **for examinations** – students will be required to complete a **comparable examination before the due date.** The school will implement processes that maintain the integrity of the original assessment for the remaining cohort and meet the QCAA quality assurance timelines • **for non-examinations** — students are required to submit/present the assessment on or **before the due date.** **External Exams** If a student is participating in a state or national representative activity during the external examination period, they will need to submit a Variation to venue application. (see QCE & QCIA Handbook Section 10.4: Assessment venues).

Ensuring academic integrity

Kawana Waters State 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.

For further information on Academic Integrity or Artificial Intelligence please see the following QCAA weblinks:

- Academic Integrity: https://www.qcaa.qld.edu.au/senior/assessment/academic-integrity
- Artificial Intelligence: https://www.qcaa.qld.edu.au/about/k-12-policies/artificial-intelligence

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Artificial Intelligence (AI)

Unless explicitly indicated as permissible in the assessment instrument, use of Artificial Intelligence (AI) or Generative AI by students to complete an assessment is prohibited.

Any permissible use of AI or Generative AI must be attributed using correct conventions. The use of AI or Generative AI without attribution and/or contrary to the direction of teachers, is considered a form of plagiarism/contract cheating and will be considered academic misconduct.

Any permissible use must be attributed using correct conventions. References should provide clear and accurate information for each source including but not limited to, text, images, video, and audio, and should identify where they have been used in the submitted work. If AI or Generative AI is used to help generate ideas or plan processes, an acknowledgement of how the tool has been used must be included in your assessment submission. This must occur even if AI or Generative AI generated content is not used in the assignment.

The acknowledgement should include:
- the name and a description of the AI or Generative AI tool
- date accessed
- a statement explaining what the AI or Generative AI was used for.

Students must also be able to produce a transcript of the cited material from AI or Generative AI if requested to verify the accuracy of their citation.

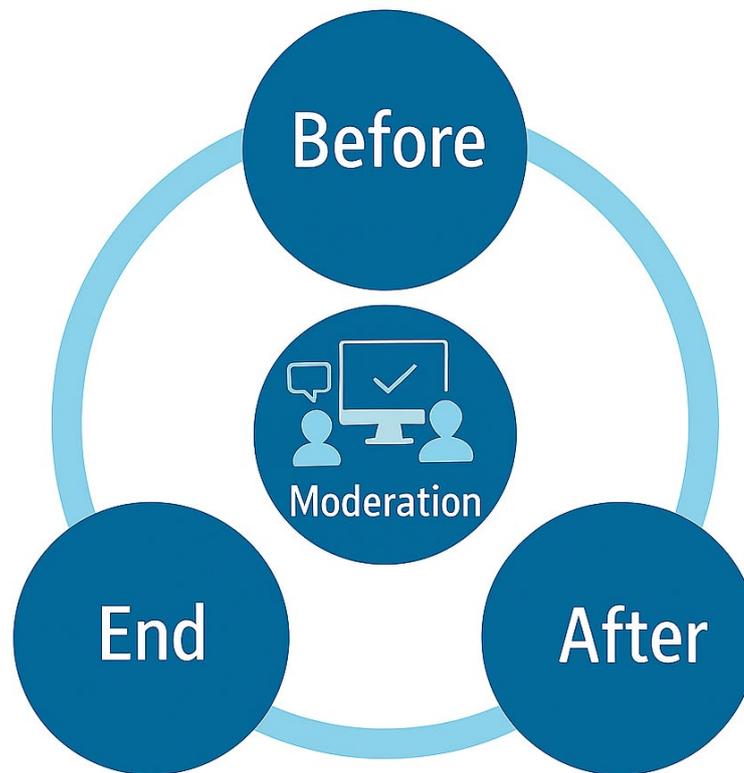---

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3	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 Section 8	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. **Student Responsibilities:** • Work on assessment during designated times and show evidence of progress at scheduled checkpoints. **School Responsibilities:** • Teachers will use these checkpoints to identify and support students to complete their assessment • Heads of Departments and parents/carers will be contacted if checkpoints are not met.

Drafting Section 8.2.5	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. **In the Senior School drafts must be submitted via QLearn and a backup copy emailed to their teacher.** **Feedback on a draft is:** - provided on a maximum of one draft of each student's response - 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 in a variety of forms including but not limited to oral (individual or group) or written feedback - 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. A copy of the feedback will be stored electronically or with a hard copy of the draft in the student's folio. **Student Responsibilities:** - submit a completed* draft by the due date. *a completed draft meets all the assessment technique and conditions including the word limit. - submit an AARA application if the draft cannot be submitted by the due date **Parent Responsibility:** - encourage and support their child to submit drafts on time. ❖ **Drafts not received by the due date without an approved AARA will not receive feedback. The student will still be required to submit a draft.** ❖ **Parents and carers will be notified by email about non-submission of drafts and the processes to be followed.**
Managing response length Section 8.2.6	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. - 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. - Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, **if the student's response exceeds the word length required by the syllabus, the school will either:** - mark only the work up to the required length, excluding evidence over the prescribed limit or - allow a student to redact their response to meet the required length, before a judgment is made on the student work and - annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. **Student Responsibilities:** - develop responses that do not exceed or are significantly under the required length - document the length of their response using a word count, page count or time. **Redacting Process:** - Teacher will provide student with a hard copy of their assessment task and under supervised conditions, the student will highlight excess words to be redacted - Teacher will mark updated assessment task - Teachers will then annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. **See Determining word length of a response for QCAA Guidelines** Section 8.2.6

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Authenticating student responses Section 8.2.8	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Kawana Waters State College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. **Student responsibilities:** • acknowledge and reference all sources • provide documentation of your progress, at indicated checkpoints • produce a unique response as indicated on the assessment. **Parent Responsibilities:** • support the efforts of teachers and students to authenticate student responses • encourage student to approach their academic responsibilities in an honest, moral and ethical way.
Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. 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: • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this. If the assignment is not-submitted by the due date, parents will be notified of a non-submit and informed the result will be based on draft or other evidence of work cited during class time • 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 by QCAA. Parents and students will be contacted regarding unsatisfactory progress at the draft stage by the class teacher. **Internal Exams and Assignments** If there is no evidence of work and there were no extenuating circumstances or medical reason, then the student will be awarded with a Not Rated. Not Rated for an assessment item may result in the student not receiving credit for studying the subject and may have significant consequences on a Year 11/12 student's QCE – loss of credit. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 9	Kawana Waters State 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 Section 11.1	Kawana Waters State College 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.

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| Whole School Moderation: Before After After End Model | Kawana Waters State College has a whole-school approach to moderation to: align curriculum, pedagogy, assessment and reporting; and support consistency of teacher judgments and comparability of reported results against the relevant achievement standards in the Senior Secondary phase.

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External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External Assessment is developed by the QCAA for all General and General (Extension) subjects

Section 10

See also: External assessment administration guide (provided to schools each year) | See the *QCE and QCIA policy and procedures handbook* (Section 10) and follow the *External assessment — administration guide* for processes, roles and responsibilities of the EA coordinator, teachers and students.

*QCAA External Exam Protocol must be followed during Senior External Exams. Please see the following documents for further information:

• QCAA Directions for Students - https://www.qcaa.qld.edu.au/senior/assessment/external-assessment/administration

• QCAA External Assessment Policies - https://www.qcaa.qld.edu.au/senior/assessment/external-assessment |

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Managing academic misconduct

Kawana Waters State College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct along with procedures for managing them.

	Types of misconduct	Procedures
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, materials or AI • 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.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work, the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. Work that has been plagiarised will be excluded from marking and only work that is authenticated as the student's own will be used to provide a result.
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.	**For all instances of academic misconduct** 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. In addition to other procedures for all instances of academic misconduct, a student will be required to repeat the QCAA's academic integrity course for students in Years 10 to 12 via the Student Portal (https://myqce.qcaa.qld.edu.au/).
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • acquires a response to an assessment from a third party including but not limited to a person, service, AI, or Generative AI or has them/it complete a response to 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.	**For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.
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, before a response to a n assessment is completed • makes any attempt to give or receive access to secure assessment materials.	
Fabrication	A student: • invents or exaggerates data • lists incorrect or fictitious references, including false or misleading information generated from the use of AI.	
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 • uses AI or Generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audio-visual responses.	
Misconduct during an examination	• A student distracts and/or disrupts others in an assessment room.	

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Plagiarism or lack of referencing	• A student completely or partially copies or alters another person's work or creates work using AI/Generative AI without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). • Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student. Please refer to the section above regarding Artificial Intelligence (AI).
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.