



Shalom College 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 is administered across all year levels. For Year 11 and 12 students, whose tasks may contribute credits to a Queensland Certificate of Education (QCE), QCAA policy must be followed. The framework for the College 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 and applies to all QCAA subjects, with suitable adaptations for students in other year levels.

Purpose

Shalom 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 first develop and demonstrate knowledge and skills in Years 7 to 10, and work towards summative assessment completion for the QCE in Years 11 and 12.

Principles

At Shalom College, the 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

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

The left-hand column, with references to the QCE and QCIA policy and procedures handbook, is relevant to Year 11 and Year 12 courses, where processes are governed by QCAA policy.

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at http://www.shalomcollege.com/policies-procedures.</p> <p>All questions regarding this policy should be directed to the Assistant Principal - Curriculum.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in PC classes. Relevant processes will be published in the newsletter and by email and revisited with students when assessment tasks are issued.</p>
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2</p>	<p>Student responsibility</p> <p>Shalom College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students across all year levels are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>QCE (senior students)</p> <p>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>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses. Staff will access this through the QCAA Portal. This course is available for students via their Student Portal account at www.myqce.qcaa.qld.edu.au.</p>
<p>Due dates Section 8.2.7</p>	<p>School responsibility</p> <p>Shalom College 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 schedule. All students will be provided with their assessment schedule by the end of Week 4 of each semester via the Student Café / Parent Lounge.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes

	<ul style="list-style-type: none"> • enable timelines for QCAA quality assurance processes for senior subjects to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 4 through the Student Café/Parent Lounge • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • 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 concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the 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. <p>All final decisions are at the Principal’s discretion.</p> <p>Year 11 and 12 students must adhere to AARA processes. Please refer to AARA information below.</p>
<p>Submitting, collecting and storing assessment information Section 9.1</p>	<p>Assessment instruments will provide information about Shalom College’s arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Shalom College’s Drafting policy is also available on the College website. http://www.shalomcollege.com/policies-procedures</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via Student Cafe, allowing the use of PlagScan software to support authenticity checks.</p> <p>Draft and final responses for all internal assessment will be collected and stored in folders for each student. These will be in hard copy or electronic copy as required. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<p>Appropriate materials</p>	<p>Shalom College is a supportive and inclusive school. Material and texts are chosen with care in this context by staff. Shalom College follows directives from the Diocesan Catholic Education Office in regards to appropriate materials.</p>

Ensuring academic integrity

Shalom 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

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Checkpoints Section 8.2.4</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <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>Learning Area Coordinators and parents/carers will be contacted if checkpoints are not met.</p>
<p>Drafting Section 8.2.5</p>	<p>Drafting is a compulsory 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>Details of the management of drafts at Shalom College are provided in the Shalom College Drafting Policy. http://www.shalomcollege.com/policies-procedures</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • 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 <p>Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy may differ depending on the mode of response.</p>

	<p>Possible feedback strategies might include:</p> <ul style="list-style-type: none"> • Written feedback • Verbal feedback • Feedback provided through questioning • A summary of feedback and advice to the whole class. <p>Parents and caregivers will be notified by email about non-submission of drafts and, if necessary, a student will be required to attend a Supplementary Session (after school) to complete and submit work.</p>
<p>Managing response length Section 8.2.6</p>	<p>One purpose of reading and providing feedback on drafts is to guide students in producing coherent, concise and appropriate written tasks. Students in Years 7 to 10 will be guided in how to edit submissions to follow task expectations, including word count.</p> <p>Year 11 and 12</p> <p>Students must adhere to assessment response lengths as specified by QCAA syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • 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. <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"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student to redact their response to meet the required length, before a judgment is made on the student work. (The redaction condition will be determined by the Learning Area Coordinator and classroom Teacher to ensure consistency and equity). <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses Section 8.2.7 Section 8.2.8</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Students in Year 11 and 12 will have completed the QCAA Academic Integrity course prior to completing the first Unit 1 assessment task. Students complete this course through their QCAA Student Portal account. https://myqce.qcaa.qld.edu.au/</p> <p>Shalom College 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. See Academic Misconduct section of this policy.</p>

<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>Shalom 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.</p> <p>For Year 11 and 12, the College follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>For senior subjects in Year 11 and 12, the Assistant to the Principal (Curriculum) acts on behalf of the Principal and manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) 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"> • 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 • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Principal's delegate (Assistant to the Principal – Curriculum) as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website. http://www.shalomcollege.com/curriculum/forms-publications/</p>
<p>Managing non-submission of assessment by the due date Section 8.2.7</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</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 in Years 7 – 10 fail to submit a final response to an assessment task, they may be required to attend a Supplementary Session after school, to submit their final response. A draft response will be used as evidence when there is a non-submission of a final response.</p> <p>In circumstances where Year 11 and 12 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"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this

	<ul style="list-style-type: none"> • 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 Senior Education Profile (SEP) calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p> <p>Non-submission of a student response</p> <p>When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using any evidence from the preparation of the response that is available on or before the due date, eg: class work, a draft, rehearsal notes, photographs of student work, teacher observations.</p> <p>If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.</p> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <ul style="list-style-type: none"> • For Applied subjects, an E cannot be awarded when there is no evidence for that standard • For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence • For Short Courses, an E cannot be awarded when there is no evidence for that grade • In all these cases, the only result that can be awarded is Not-Rated (NR).
<p>Internal quality assurance processes Section 9</p>	<p>Shalom College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all Senior Subject Year 11 and 12 assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>Faculty Departments have developed internal quality assurance and checking processes which align with the strategies for quality assuring judgements. All marks allocated by Shalom College for summative internal assessments (Unit 3 and Unit 4) for General and General (Extension) subjects are provisional and are not finalised until they are confirmed by the QCAA through the confirmation process.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 9.3</p>	<p>Shalom 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.</p>

Engaging in Learning and Assessment

For further information see Section 8.2.1 QCE & QCIA Handbook.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019>

Students are expected to engage in learning in the subject or course of study including all course objectives. They produce evidence of achievement in response to assessment planned for each unit, pair of units or course.

Schools provide opportunities for teaching and learning, implement assessment, gather evidence of learning on or before the due date, and match this to the relevant standards to make judgments. They are responsible for ensuring that students have opportunities to access the complete assessment program and experience all objectives for units where the school intends to report a result that accrues credit towards a QCE.

Credit can only be accrued for successful completion of the equivalent of whole units or pairs of units. For example, for Applied and General subjects, students complete Unit 1 and/or Unit 2 or Units 3 and 4 as a pair of units. Students are expected to complete all course and assessment requirements of the syllabus as developed by the school e.g. Units 1 and 2 assessment designed for reporting to the QCAA or assessment in a school's study plan.

In order to receive an overall subject result for Units 3 and 4, students must complete Units 3 and 4 as a pair, providing responses to each summative internal assessment and the common internal assessment (CIA) for Applied (Essential) subjects. Where there is no evidence of a response to each summative assessment on or before the due date set by the school, a subject result cannot be awarded.

Students studying General or General (Extension) subjects must complete all aspects of the summative external assessment, on the date published on the QCAA website.

When enrolled in a General (Senior External Examination) subject, students must complete the Senior External Examination to receive a subject result.

Schools are responsible for ensuring that school communities are aware of the assessment requirements. Schools should inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.

Where appropriate, Access Arrangements and Reasonable Adjustments (AARA) may be appropriate (see Section 6: Access Arrangements and Reasonable Adjustments (AARA), including illness and misadventure.

External assessment administration (Year 11 and 12 courses)

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</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> (Section 10) and follow the annual <i>Directions for administration (DFA): External assessment</i> for processes, roles and responsibilities of the school external assessment (EA) coordinator, teachers and students.</p> <p>The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.</p> <p>Schools:</p> <ul style="list-style-type: none"> • communicate rules and expectations for external assessment to their school community, including teachers, students and parents/carers • maintain the security of external assessment materials • provide supervision and conditions that comply with the external assessment schedule and guidelines. <p>School external assessment (EA) coordinators:</p> <ul style="list-style-type: none"> • ensure that all external assessment guidelines and rules are shared with and understood by teachers and students • supervise external assessment, ensuring no undue assistance is provided that contributes to a student’s assessment response. <p>Teachers:</p> <ul style="list-style-type: none"> • comply with rules and expectations when supervising the external assessment • inform students that the EA coordinator will be advised of any alleged incident of academic misconduct • report incidents of suspected or observed academic misconduct to the EA coordinator. <p>Students:</p> <ul style="list-style-type: none"> • read and comply with the external assessment student rules and information provided by the school • understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 8.1.2: Understanding academic misconduct) • are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations. <p>Breaches of the external assessment rules are a form of academic misconduct.</p> <p>External assessment roles and responsibilities</p> <p>Schools</p> <p>Principals:</p> <ul style="list-style-type: none"> • manage the school’s overall responsibilities for external assessment processes • ensure students are receiving adequate hours of learning/tuition for the SEE subject

- *may* delegate external assessment responsibilities to an external assessment (EA) coordinator
- *must* appoint an additional substitute EA coordinator
- manage the security, storage and movement of assessment materials.

External assessment (EA) coordinators:

- ensure the substitute EA coordinator is able to assume the role if necessary
- adhere to and manage external assessment processes outlined in the *External assessment administration guide*
- communicate to school staff, students and parents/carers the
 - *External assessment timetable*
 - *External assessment student rules*
 - *Approved equipment list*
- implement QCAA arrangements for rescheduled assessments if there is a timetable clash
- allocate suitable staff to supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year)
- manage incidents when a student is suspected of, or observed participating in, an act of academic misconduct
- complete the EA coordinators' report.

School staff:

- adhere to external assessment processes in the *External assessment administration guide*
- supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year)
- report incidents when they suspect or observe an act of academic misconduct by a student.

Students:

- read and adhere to the information provided by schools, including the
 - *External assessment timetable*
 - *External assessment student rules*
 - *Approved equipment list*
- attend external assessment in which they are enrolled

Parents/carers:

- read the *External assessment timetable* and *External assessment student rules* on the QCAA website
- support students to participate in the external assessment in which they are enrolled.

QCAA

The QCAA:

- develops external assessments and marks student responses to the external assessments
- provides timelines, guidance, support and resources to help schools prepare for and conduct external assessment
 - communicates timelines for external assessment in the SEP calendar

- creates, publishes and communicates the *External assessment timetable* at the beginning of each year
- publishes and communicates the DFA and *External assessment student rules* each year
- communicates with schools about procedures for the delivery and collection of external assessment materials
- reschedules external assessments for students with a timetable clash
- provides training for external assessment writers and external assessment marker
- appoints external assessment invigilators and external assessment observers.

QCAA invigilators:

- attend their nominated school for each of the external assessment sessions
- observe the school's administration of external assessment, and adherence to processes in the DFA
- complete the External assessment invigilator report.

QCAA observers:

- attend their nominated school and external assessment session
- quality assure processes and procedures for external assessment
- provide an independent quality assurance report to the QCAA.

For more information about the administration of external assessment, see Section 10.

10.5.2 Before the assessments

- Supervising assessments: Senior secondary teachers are ineligible to supervise an external assessment for any subject they are teaching that year. The EA coordinator allocates suitable staff to supervise at a 1:24 supervision ratio (not including QCAA-appointed invigilators/observers, see Section 10.1: [External assessment roles and responsibilities](#)).
- Technology: Guidelines for the use of technology will be provided for each external assessment. There are exceptions for approved AARA, see Section 6: [Access arrangements and reasonable adjustments \(AARA\), including illness and misadventure](#).

10.6.1 On the day

- Admitting students: Students should be admitted into the assessment room and seated with sufficient time for supervising staff to communicate to students the administrative requirements of the assessment. Once inside the room, students are not permitted to speak, except to an external assessment supervisor.
- Unlisted students: Any student not listed on the assessment's attendance roll is not usually permitted entry, unless there are extenuating circumstances and admittance is authorised by the QCAA.
- Misconduct before entry: A student who does not comply with assessment rules and procedures before entry to the assessment venue should be warned of the consequences of academic misconduct and may be required to complete the assessment in a different room at the venue. See Section 8.1.2: [Understanding academic misconduct](#).
- Student equipment: All approved equipment brought into an assessment room by a student **must be in a clear container**. Unless otherwise stated, the QCAA does not permit students to bring electronic devices,

transmitting or receiving devices, or papers into assessment rooms. Students cannot borrow equipment from other students during an external assessment.

- Late students: If a student arrives late the student is permitted into the assessment room to complete the assessment. No extra time beyond the scheduled test session is allowed to complete the external assessment unless there is clearly an extenuating circumstance. If arriving after the end of perusal or planning time, additional security procedures must apply, as set out in the Administration Guide. In either situation, the student may be required to complete the assessment in a different room at the assessment venue. See the DFA for further information.
- Student rules for external assessment: Schools are responsible for reminding students of the *external assessment student rules*.
- Alleged misconduct during the assessment: External assessment supervisors manage incidents when a student is suspected of, or observed participating in, academic misconduct. Students are permitted to complete the assessment.

Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room and supervised in another room to complete the assessment.

After the assessment, the EA coordinator informs the student that a report of the incident will be submitted to the QCAA. The student has an opportunity to respond to the allegation as part of a formal process. Types of misconduct are described in [Section 8.1.2: Understanding academic misconduct](#). Refer to the DFA for further procedural information.

- Student absence: For more information about student absence for external assessment, see [Section 6.5: Illness and misadventure](#).
- Emergency evacuation: If evacuation is required during an external assessment session, the school's usual workplace health and safety procedures apply. The EA coordinator must contact the QCAA for procedural advice as soon as practical after the evacuation.
- Invigilation: QCAA-appointed invigilators are independent observers of the external assessment, who monitor the conduct of external assessment and submit an *External assessment invigilator report* to the QCAA.
- Observation: QCAA-appointed observers provide an independent quality assurance report to the QCAA on a random sample of schools. Observers may attend any school or assessment session. They will arrive before the start of an assessment session, provide a letter of introduction and wear identification.

Managing academic misconduct

Shalom 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. The following are some examples of academic misconduct along with the procedures for managing them:

QCE, QCIA policy and procedures handbook Section 8.1.2	Types of misconduct	Procedures for managing academic misconduct
<p>Cheating while under supervised conditions</p>	<p>A student:</p> <ul style="list-style-type: none"> • 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. 	<p>For authorship issues</p> <p>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.</p> <p>For all instances of academic misconduct</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> <p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.</p>
<p>Collusion</p>	<p>When:</p> <ul style="list-style-type: none"> • 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 if a student gives or receives a response to an assessment. 	
<p>Contract cheating</p>	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
<p>Copying work</p>	<p>A student:</p> <ul style="list-style-type: none"> • 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	<p>A student:</p> <ul style="list-style-type: none"> • 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	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • 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	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>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).</p>	
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	
Significant contribution of help	<p>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.</p>	

Related school policy and procedures

Refer to other school policies as appropriate:

- Shalom College Student Record Book
- Shalom College Drafting Policy
- Shalom College Staff Record Book