



# *Curriculum & Assessment* POLICY

MUELLER COLLEGE

**"Each of you should use whatever gift you have received to serve others,  
as faithful stewards of God's grace in its various forms"**

**1 Peter 4:10**



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# CURRICULUM & ASSESSMENT POLICY

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## SELECTING A SENIOR SCHOOL PATHWAY

### SELECTING A SENIOR SCHOOL PATHWAY

As students enter the senior phase of their learning, commencing in Year 10, it is optimal to begin to make choices about an appropriate post-school pathway. There is a diverse range of opportunities available for students to pursue, providing information and training to equip them for the future. Many of these pathways do not even require them to go outside the confines of the Mueller campus.

From Year 10 onwards Queensland students are able to start banking credits for their **Queensland Certificate of Education (QCE)**. They are also eligible to commence vocational training and certification. In order to be eligible to receive the QCE students must a set amount of learning, at a set standard in a set pattern which meets literacy and numeracy requirements. Further information for this can be found on the [QCAA website](#). Mueller has an extensive curriculum which provides opportunities to achieve the required credit to attain a QCE.

#### How does the QCE work?

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

##### Set amount

- 20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
  - vocational education and training qualifications
  - non-Queensland studies
  - recognised studies.

##### Set pattern

- 12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
  - Preparatory (maximum 4)
  - Complementary (maximum 8).

##### Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

##### Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Figure 1: How does the QCE Work

Source: [Queensland Certificate of Education – Planning Your Pathway](#)

Senior Subject and Assessment Credit Requirements

# CURRICULUM & ASSESSMENT POLICY

## SELECTING A SENIOR SCHOOL PATHWAY

There are a range of syllabus types developed by the QCAA which form the curriculum for the subjects offered at Mueller College. Students at Mueller College study six subjects, or the equivalent of.

**Subjects offered at Mueller College can be categorised into three types:**

**General Subjects** are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training or work. General subjects include Extension subjects.

**Applied Subjects** are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

**Vocational Education Courses/Certificates** contain competencies which accumulate towards the award of a Certificate I, II or III. They also make a contribution to an ATAR or direct entry into some tertiary courses.

For students to receive credit for their study they must complete all the assessment required by the syllabus of that subject. The assessment requirements of each individual subject are also outlined in the Mueller College subject selection book along with the weighting (percentage contribution to the overall grade) of each individual assessment task (found on [Mueller Connect](#)).

Senior schooling pathways offered at Mueller are highly flexible and present students the chance to embrace a range of learning opportunities.

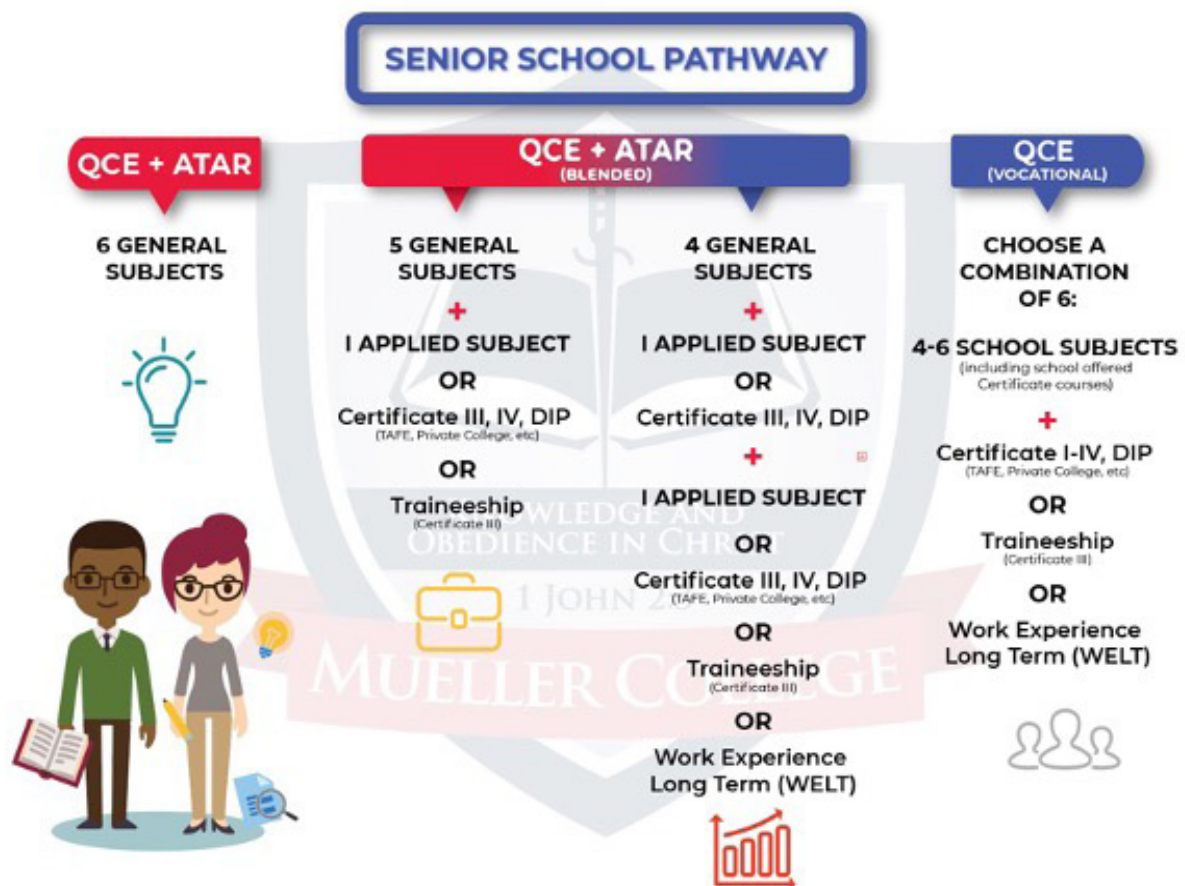


Figure 2: Pathway options available at Mueller College

## QCE & ATAR (TERTIARY) PATHWAY

### QCE - ATAR (TERTIARY) PATHWAY

Students who are committed to a university pathway and are considering highly competitive courses should focus on selecting subjects which prepare them well for university. A QCE alone will not be sufficient for students to be accepted into most tertiary courses. They will need to be eligible for and receive an **Australian Tertiary Entrance Rank (ATAR)**. An ATAR is a nationally recognised score which students use to apply for university acceptance. They are on a scale from 99.95, in increments of 0.05, down to a minimum of what is reported as '30 or below'. In Queensland, students use their ATAR to apply to QTAC for admission into University courses within Queensland.

To qualify for ATAR eligibility students need to complete four semesters of a QCAA English subject at a sound level. Calculation of a student's ATAR will be based on their best five General subject results or best four General subjects and one Applied or Certificate III or higher VET qualification. The English result will not be counted in this calculation if it is not one of their five highest subjects.

Further information for this can be found on the [QTAC website](#).



Figure 3: Graphic outlining the eligibility requirements for an ATAR

## ACE & ATAR (BLENDED) PATHWAY

### QCE - ATAR (BLENDED) PATHWAY

Students who may want to attend university but would also like to gain some work experience and vocational training can elect to study a blended pathway. This will allow them to retain ATAR eligibility and also undertake some opportunities in Applied subjects, certificate courses and/or school-based traineeships.

It is important that students study a minimum of four General subjects to retain their ATAR eligibility. Decisions about this pathway are best made in Year 10 to retain flexibility to engage in the range of learning opportunities available.

### QCE (Vocational) Pathway

Many students do not wish to attend university, instead completing Vocational training and Certificate course to prepare them for post-school employment. These students retain flexibility in determining their subject load as well as days of the week which they attend school, workplace training or further study at institutions such as TAFE. For these students ATAR eligibility is not a priority in determining their course of study and it is highly recommended they select Applied subjects, certificate courses and undertake a school-based traineeships or work experience.

**Options at Mueller to engage in a Vocational Pathway include:**

#### VOCATIONAL COURSES STUDIED AT MUELLER

There is an opportunity for Mueller students to select certain Certificate courses as part of their normal subject load. They are timetabled as a normal class and are taught by Mueller College teachers. Details of which courses are available can be found in the subject handbooks on [Mueller Connect](#).

#### SCHOOL-BASED TRAINEESHIPS

School-based traineeships are where the student works one day/week (paid work) and also studies a Certificate III qualification. Traineeships can be in almost any industry, but common industries are hospitality, business administration, childcare and aged care/nursing. Mueller students do traineeships with a wide range of employers.

Mueller is also an employer of trainees (for example, we employ trainees in Hudson's, MPAC sound/lighting). In these cases, the students complete one day per week doing their school-based traineeships on-campus. However, they are unable to attend normal classes.

#### TAFE AT SCHOOLS PROGRAM OR EXTERNAL VET COLLEGES

Students can do Certificate courses through external providers (TAFE is the most common). These courses give students a Certificate qualification. The costs vary from free to in the thousands of dollars, depending on what students would like to study, and if that qualification is funded fully/partially by the government.

#### WORK EXPERIENCE

We run an optional Work Experience program for Years 10-12 students at the start of Semester Two. Some students do long-term work experience (for example, one day/week) if we think that would be suitable.

## SELECTING & CHANGING SUBJECTS

### SELECTING AND CHANGING SUBJECTS

#### Subject Selection

Students select their subjects for Year 11 and Year 12 in Term Three of Year 10. They study six subjects, or equivalent, for five periods each. Students can select either General subjects, Applied subjects or Vocational Education certificates. They are also able to select an appropriate Vocational option such as a Traineeship or 'TAFE at School'.

The selection of subjects by a student is ultimately the decision of the student and their parents. However, there are pre-requisites which need to be met for certain subjects. Once selections are made the timetable is constructed to best meet the needs of students. Students are required to carefully select two reserves which may have to be activated depending on subject availability.

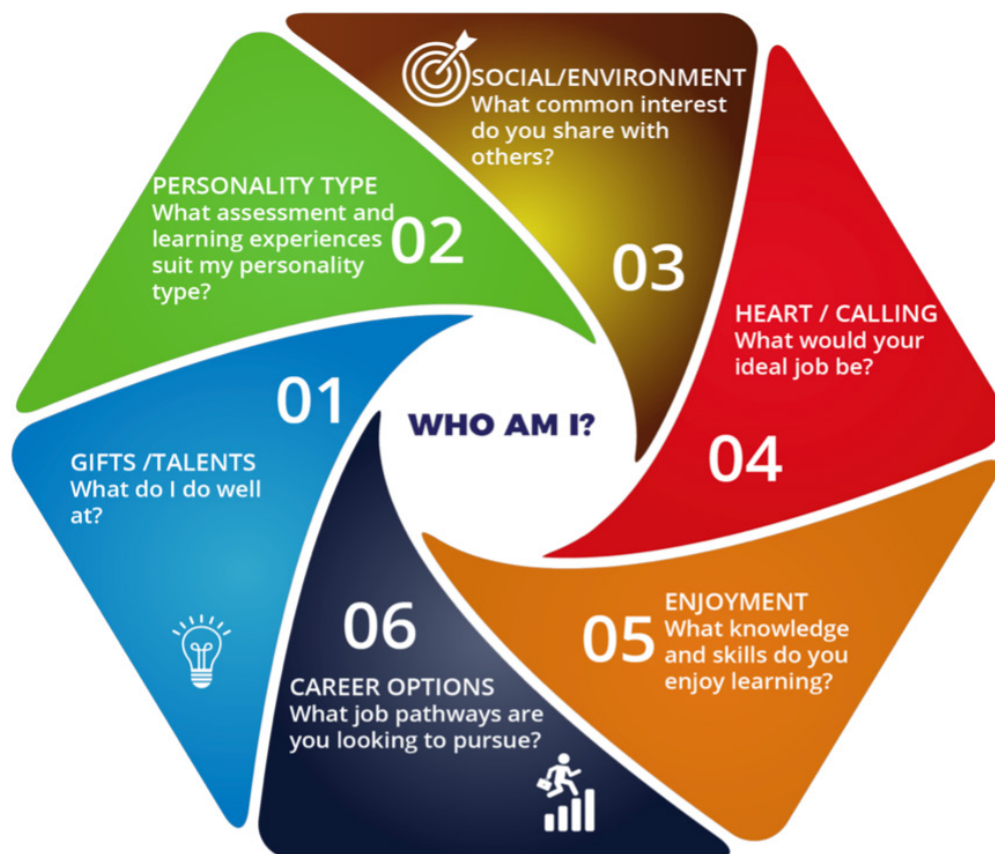


Figure 4: Considerations for students when selecting subjects



# CURRICULUM & ASSESSMENT POLICY

## SELECTING & CHANGING SUBJECTS

### CHANGING PREFERENCES

Students have the opportunity to change their preferences at certain junctures in their senior schooling. These decisions are made in consultation with the Future Pathways department and school administration. Changes require parental permission as well as school approval. The request for a subject change may not be approved.

Students have the opportunity to change their preferences for Year 11 in the last two weeks of Term Four, Year 10.

### CHANGING A SUBJECT

Students have the opportunity to change their actual subjects at certain junctures in their senior schooling. Students make an appointment with the Future Pathways Department to discuss subject changes and final endorsement for subject changes is given by the Secondary Head of Teaching and Learning. Forms are only available in person from Future Pathways.

Students are able to change subjects after Unit One and Two in Year 11 but are not able to change subjects once they have commenced Unit Three as Units Three & Four are combined credit. However, it is recommended that students do not change into subjects that they have not studied previously in either Year 10 or Year 11.

### MODIFYING A STUDENT'S TIMETABLE

Students studying certain pathways and subject loads may benefit from studying only five subjects in Year 12 rather than the standard load of six. This option is available through an application to the Head of Teaching and Learning and is pending the approval of the Future Pathways committee. All students who study a full load in both Year 11 and 12 already have study periods timetabled into their regular schedule.

Dropping a subject is necessary if a student is engaged in a traineeship, ongoing work experience or studying a Certificate course externally.

Students who modify their load and do not study six timetabled subjects will be supervised in the senior study space and will be kept accountable to learning goals.

## CURRICULUM & ASSESSMENT POLICY & PROCEDURES

### Location of Policy

The school assessment policy is located on both Mueller Connect and the Parent Portal. All questions regarding this policy should be directed to [admin@mueller.qld.edu.au](mailto:admin@mueller.qld.edu.au)

To ensure the assessment policy is consistently applied, it will be re-communicated to parents and students at least once a year. Relevant processes will be revisited:

- At enrolment interviews and information evenings.
- During SET planning and academic interviews.
- When the assessment schedule is published each term.
- When each assessment task is handed to students by teachers.
- By email in response to phases of the assessment cycle.

### Rationale

The Curriculum and Assessment Policy exists in order to facilitate clear and consistent guidelines for the completion and collection of assessment items across Years 7–12. It will also help to ensure a quality assessment program that enhances student equity and access across a range of subjects. Mueller College uses the relevant QCAA guidelines, QCE handbook and QCAA syllabuses to develop this school-based assessment policy for Applied. Applied (including Essential Maths and English), General and General (Extension) subjects. In Years 7-10 the relevant Australian Curriculum achievement standards are used as the basis for decision making on evidence of student progress and achievement.

The Mueller College Assessment Policy allows us to cater for our school context while ensuring that approaches across the state are comparable and QCAA requirements are met. QCAA requirements differ for Units One & Two as opposed to Units Three & Four.

### The Mueller College Assessment Policy

- Provides information to students about expectations for assessment and their responsibilities.
- Includes guidelines for teachers and information to all staff about expectations and their roles and responsibilities.
- Is communicated clearly to teachers, students and parents/carers.
- Enacted consistently across all subjects within the school.
- Based on information in the QCE Procedures handbook and QCAA guidelines and syllabuses.

### PRINCIPLES AND PURPOSE OF THE ASSESSMENT POLICY

#### Purpose

Mueller 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

Mueller College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

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

- Aligned with curriculum and pedagogy.
- Equitable for all students.
- Evidence-based, using established standards and continue 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.

At Mueller College, assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment

Evidence about student achievement should be gathered in a continuous process throughout the course of a teaching, learning and assessment program. Expectations, including due dates, of assessment items will be made clear to teachers, student and parents with procedures enacted consistently across subjects in a fair and equitable manner. Opportunities will also be provided for appropriate members of staff to intervene in order to avoid cases of late and non-submission.



### STRATEGIES FOR SUPPORTING STUDENT SUCCESS & PROMOTING ACADEMIC INTEGRITY

The QCE system requires students to be independent learners and to master complex concepts and processes. The system is prescriptive in its content and assessment requirements however there are a number of strategies which we can use to support the learning process and student achievement.

QCE and QCIA Policy and Procedures Handbook	Policy and Procedure
<p><b>Expectations about Engaging in Learning and Assessment</b></p> <p><a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.2.1</a></p>	<p>Mueller College has high expectations for academic integrity and student participation and engagement in learning and assessment for all students. Staff are supported to complete the online academic integrity courses and accreditation courses provided by the QCAA. Mueller College encourages all staff to review these courses annually to apply for the QCAA assessor roles.</p> <p>Year 11 students are expected to complete the academic integrity courses provided by the QCAA at the my QCE website.</p> <p>Mueller College emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand these practices.</p> <p><b>Student responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>Engage in the learning for the subject or course of study.</li> <li>Produce evidence of achievement that is authenticated as their own work.</li> <li>Submit responses to scheduled assessment on or before the due date.</li> </ul>
<p><b>Due Dates</b></p> <p><a href="#">Section 8.2.7</a></p>	<p><b>School Responsibility</b></p> <p>Mueller College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date for internal assessment instruments in Year 11 &amp; 12. This expectation is applied by Mueller College to all students in Year 7-12.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. Year 12 students will receive this schedule by January of Year 12. All students will be provided with their assessment schedule early in each term. These schedules may only include the week of the due date rather than the specific due date.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>Align with syllabus requirements.</li> <li>Provide sufficient working time for students to complete the task .</li> <li>Allow for internal quality assurance processes.</li> <li>Enable timelines for QCAA quality assurance processes to be met.</li> <li>Be clear to teachers, students and parents/carers.</li> <li>Be consistently applied.</li> <li>Give consideration to allocation of workload.</li> </ul>

# CURRICULUM & ASSESSMENT POLICY

## PROMOTING ACADEMIC INTEGRITY

QCE and QCIA Policy and Procedures Handbook	Policy and Procedure
<b>Due Dates (cont..)</b> <a href="#">Section 8.2.7</a>	<b>Student responsibility</b> <p>Students are responsible for:</p> <ul style="list-style-type: none"><li>• Recording these due dates accurately and adhering to them.</li><li>• Planning and managing their time to meet the due dates.</li><li>• Informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li></ul> <p>In cases where students are unable to meet a due date, they will need to apply for an Extension. Medical certificates are always required for Years 11 &amp; 12. Draft extensions can be arranged through the classroom teacher and may not require medical paperwork however may impact on the timelines available for feedback. Teachers will provide communication to Heads of Department in the event of an extension. See Application for an Extension due to Illness and Misadventure (<b>see Appendix 3</b>).</p> <ul style="list-style-type: none"><li>• Inform the Head of Department and classroom teacher as soon as possible.</li><li>• Complete the form.</li><li>• Provide the school with relevant documentation, e.g. medical certificate.</li><li>• Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li><li>• All communication is stored on TASS in the notes section..</li><li>• Teachers do not grant extensions and all extensions require appropriate documentation and Head of Department approval.</li></ul> <p>In the instance of requiring multiple extensions (due to documented illness or significant absence) concurrently these extensions can be arranged through a member of the school leadership team but are approved by the Head of Teaching and Learning. A member of the school leadership team will prepare an 'Alternate Assessment Plan' and communicate it to all parties.</p> <p>All final decisions are at the Head of College's discretion. Refer to AARA information in the relevant section.</p>

# CURRICULUM & ASSESSMENT POLICY

## STRATEGIES FOR SUPPORTING STUDENT SUCCESS

<u>QCE and QCIA Policy and Procedures Handbook</u>	Policy and Procedure
<b>Submitting, Collecting and Storing Assessment Information</b> <a href="#">Section 9</a>	<p>Assessment instruments will provide information about Mueller College's arrangements for submission of draft and final responses, including due dates, conditions and file types suitable for submission.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via Turnitin by 8pm. After this time students will not be able to submit a final response and the draft will be marked. Files too large for Turnitin, such as Multimodal tasks, will be submitted via Dropbox File Request. These have a different time of the day or require multiple checkpoints, for senior students, to be submitted as the school network may be required to upload large files. <b>All final tasks requiring a Dropbox file request are due at 11am. These may be updated until 8pm on the due date.</b></p> <p>Draft and final responses for all Year 12 internal assessment will be collected and stored on the Mueller College Dropbox in the appropriate folder. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored until at least the end of the year following the students completing Year 12. For all other students the teachers will store copies of the final assessment tasks for at least 12 months.</p> <p>Further detailed information about the submission of assessment can be found on page 28.</p>
<b>Appropriate Materials</b> <a href="#">Section 8.2.2</a>	<p>Mueller College is a supportive and inclusive Christian school. Material and texts are chosen with care in this context by students and staff.</p>



## PROMOTING ACADEMIC INTEGRITY

### ENSURING ACADEMIC INTEGRITY

Mueller 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.

#### Academic Integrity

Mueller College is committed to 'equipping students for life in the world and eternity, by applying biblical principles through excellent education in a distinctly Christian environment'. In keeping with this policy, we actively promote and insist upon the high standards of academic integrity. This means that students will be honest and rigorous in their approach to all assessment tasks and will not engage in any form of cheating.

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the Queensland Curriculum and Assessment Authority (QCAA) — have responsibility for promoting and maintaining academic integrity.

Mueller College implements a range of strategies to equip students to be able to maintain their academic integrity. These include:

- Develop and regularly review school assessment policies and procedures ensuring alignment with QCAA policies.
- Consistently apply policies to develop academic integrity and minimise academic misconduct.
- Develop assessment that enables identification of individual work.
- Decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students.
- Model academic integrity, e.g. by practising appropriate research, referencing, and adherence to copyright laws as a school community.
- Communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers.
- Use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity.

### INTERNAL ASSESSMENT ADMINISTRATION

<u>QCE and QCIA Policy and Procedures Handbook</u>	Policy and Procedure
<b>Scaffolding</b> <a href="#">Section 8.2.3</a>	<p>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.</p> <p>When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.</p> <p>Scaffolding for assessment helps students understand the process for completing the task. Heads of Department and subject teachers communicate to ensure that students across different classes receive equitable access to scaffolding.</p> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<b>Checkpoints</b> <a href="#">Section 8.2.7</a>	<p>Checkpoints are provided for students as markers to meet to ensure they are progressing appropriately in the completion of the task. These checkpoints may be used to:</p> <ul style="list-style-type: none"><li>• Clarify assessment expectations for students.</li><li>• Discuss progress towards the task completion.</li><li>• Help students develop strategies to submit assessment by the due date.</li><li>• Provide a point of intervention (if needed) and embed authentication strategies.</li><li>• Gather evidence on or before the due date.</li></ul> <p>At Mueller College the primary mode of submitting evidence for checkpoints will be through Turnitin or via Dropbox File Request for large file size submissions. Some tasks will require the submission of an outline, which won't receive formal feedback and a draft which will receive formal feedback.</p> <p>Heads of Department and parents/carers will be contacted if checkpoints are not met.</p>
<b>Drafting</b> <a href="#">Section 8.2.5</a>	<p>Drafting is a key checkpoint. A draft is a preliminary version of a student's response to an assessment instrument and can be used to provide feedback on a response as well as to authenticate student work. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.</p>

# CURRICULUM & ASSESSMENT POLICY

## INTERNAL ASSESSMENT ADMINISTRATION

QCE and QCIA policy and Procedures Handbook	Policy and Procedure
<b>Drafting (Cont.)</b> <a href="#">Section 8.2.5</a>	<p>At Mueller College drafts are to be submitted by the due date that is specified on the task sheet. The mode of submission will be via 'Turn-it-In' and will involve a plagiarism scan.</p> <p><b>Feedback on a draft is:</b></p> <ul style="list-style-type: none"><li>• Provided on a maximum of one draft of each student's response.</li><li>• A consultative process that indicates aspects of the response to be improved or further developed.</li><li>• Delivered in a consistent manner and format for all students.</li><li>• Should be provided within one week of the final due date however this may vary based on individual subject requirements.</li></ul> <p><b>Feedback on a draft must not:</b></p> <ul style="list-style-type: none"><li>• Compromise the authenticity of a student response.</li><li>• Introduce new ideas, language or research to improve the quality and integrity of the student work.</li><li>• Edit or correct spelling, grammar, punctuation and calculations.</li><li>• Allocate a mark.</li></ul> <p>A student draft is not allocated a mark nor are all the corrections or changes needed for the student to attain an 'A' grade provided to the student in the written feedback. The teacher may elect to provide a selection of feedback on the draft and provide general feedback to the class for the student to apply to their response. Draft feedback cannot remove the expectation for students to independently:</p> <ul style="list-style-type: none"><li>• Make connections between the task requirements and the marking criteria.</li><li>• Self edit their work.</li><li>• Employ higher-order thinking skills and interpretation of the task question.</li></ul> <p>A copy of the feedback will be stored by the teacher.</p> <p>If a draft is not submitted on time strategies will be implemented by the classroom teacher and the HOD to ensure submission. Late drafts are not typically provided with personalised written feedback. Parents and caregivers will be notified by email by the classroom teacher in the event of a non-submission. They may also be notified via email of a substandard or incomplete draft. This is to ensure evidence is available before the due date in order to maximise the student's opportunity for success. If the final task is not submitted on time, the draft will be marked in lieu of the final and in the event of an incomplete or substandard draft, the mark will be very low.</p> <p>Information about QCAA's policy on drafting (<b>see Appendix 1</b>).</p>



# CURRICULUM & ASSESSMENT POLICY

## INTERNAL ASSESSMENT ADMINISTRATION

QCE and QCIA policy and Procedures Handbook	Policy and Procedure
<b>Managing Response Length</b> <a href="#">Section 8.2.6</a>	<p>Students must adhere to assessment response lengths as specified by syllabus documents and indicated in the 'Conditions' section of task sheets.</p> <p>The procedures below support students to manage their response length</p> <ul style="list-style-type: none"><li>• Internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale.</li><li>• All assessment instruments indicate the required length of the response.</li><li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li><li>• Model responses within the required length may be shown in class.</li><li>• Feedback about length is provided by teachers at checkpoints.</li><li>• Sharing the list of elements to be included and excluded from the word count (<b>see Appendix 2</b>).</li></ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, Mueller College will either:</p> <ul style="list-style-type: none"><li>• Mark only the work up to the required length, excluding evidence over the prescribed limit.</li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>• Allow a student to redact their response to meet the required length, before a judgment is made on the student work.</li></ul> <p><b>And</b>, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p> <p>Teachers will not redact student work which is over the word limit of the task.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets.</li><li>• Apply feedback about length to their drafts; and</li><li>• Edit response to meet requirements for length.</li></ul>

# CURRICULUM & ASSESSMENT POLICY

## INTERNAL ASSESSMENT ADMINISTRATION

QCE and QCIA policy and Procedures Handbook	Policy and Procedure
<b>Authenticating student responses</b> <a href="#">Section 8.2.8</a>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Mueller College uses the authentication strategies promoted by the QCAA and specified on assessment instruments. These strategies are appropriate to the phase of learning and context of the task.</p> <p>There are additional Mueller College practices which are to be applied consistently may include:</p> <ul style="list-style-type: none"><li>• Assessment tasks changed from year to year;</li><li>• Internal quality assurance processes comparing responses of students who work in groups and cross marking in subjects with multiple cohorts;</li><li>• An assessment schedule that ensures sufficient time for completion of tasks and monitoring of response development;</li><li>• Ensuring all text-based responses are submitted via Turnitin which scans for plagiarism and checking against responses from previous years;</li><li>• Safe storage of assessment items before and after completion.</li><li>• Setting aside class time to complete the task so that teachers can monitor the development of the response.</li><li>• Students may be interviewed and questioned about their assessment responses to confirm the authenticity of their authorship.</li><li>• The authorship of work is the responsibility of the student and they should be able to sign a declaration which states that the work is their own prior to submission.</li></ul> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p> <p><b>Referencing</b></p> <p>A key component of completing assessment tasks is reading and learning from others and then appropriately acknowledgement of the work of others. The student's task response must clearly show which work is that of the student and that which is the work of others. As a student, when you use other people's work for school assessment you do not need to seek permission from the copyright holder, as long as you reference properly.</p> <p>The most common method is referencing. A reference refers to the work of another person or organisation. There are many styles of referencing which are used in academia and at Mueller College the styles used are Chicago and American Psychological Association (APA).</p> <p>The <b>Mueller College Style Guide</b> contains all the relevant information on how to present and appropriately cite the work of others in student assessment.</p>

QCE and QCIA policy and Procedures Handbook	Policy and Procedure
<p><b>Access arrangements and Reasonable adjustments, Including Illness and Misadventure (AARA)</b>  <a href="#">Section 6</a></p>	<p><b>Applications for AARA</b></p> <p>Mueller 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. <b>The complexity or rigor of the assessment piece cannot be changed.</b></p> <p>Mueller College follows the processes as outlined in the <a href="#">QCE and QCIA Policy &amp; Procedures Handbook 2022</a>.</p> <p>The Head of Secondary manages all approval of AARA for students <b>(see Appendix 5)</b>.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.5.1</a>) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• Unfamiliarity with the English language.</li> <li>• Teacher absence or other teacher-related issues.</li> <li>• Matters that the student could have avoided.</li> <li>• Matters of the student's or parent's/carer's own choosing.</li> <li>• Matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions for missed exams due to unforeseen illness and misadventure</b></p> <p>Year 11-12 students and parents/carers must contact the school (Head of Teaching and Learning) as soon as possible and submit the relevant supporting documentation <b>(see Appendix 4)</b></p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the Head of Secondary.</p> <p>For student and parents in Years 7-10, classroom teacher organises a space and time for the exam to be sat.</p> <p>Further information of Mueller College procedures can be found in the specific AARA section of this policy <b>(see Appendix 5)</b>.</p>

# CURRICULUM & ASSESSMENT POLICY

## INTERNAL ASSESSMENT ADMINISTRATION

QCE and QCIA policy and Procedures Handbook	Policy and Procedure
<p><b>Managing non-submission of assessment by the due date</b>  <a href="#">Section 8.2.7</a></p>	<p>Mueller College is responsible for having proactive strategies for gathering evidence of student achievement on or before the due date.</p> <p>These strategies include:</p> <ul style="list-style-type: none"> <li>• Publication of assessment schedules giving students adequate notice of assessment deadlines for task outlines, draft and final submissions.</li> <li>• Publication and explanation of the QCAA and Mueller policy for assessment.</li> <li>• Identification of relevant checkpoints on the instrument specific task sheets to signify the collection of outlines and drafts to support the completion of assessment for students.</li> <li>• Provision of teacher feedback on a draft (where appropriate).</li> <li>• Provision of sufficient working time, including class time for students to complete the assessment.</li> <li>• Provision of Access Arrangement and Reasonable Adjustments for students where eligible, including documented illness which significantly impacts the completion of assessment.</li> <li>• Consistent application of due dates for all students in a subject.</li> <li>• Teachers will notify parents if a draft is marked due to non-submission.</li> </ul> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• Provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this.</li> <li>• Was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p><b>Internal quality assurance processes</b>  <a href="#">Section 9</a></p>	<p>Mueller College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• Quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA.</li> <li>• Quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p><b>Review</b>  <a href="#">Section 9.1</a>  <a href="#">Section 9.2</a>  <a href="#">Section 9.5</a></p>	<p>Mueller College internal review processes for student results (including NR - not rated) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

# CURRICULUM & ASSESSMENT POLICY

## EXTERNAL ASSESSMENT ADMINISTRATION

### EXTERNAL ASSESSMENT ADMINISTRATION

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



### MANAGING ACADEMIC MISCONDUCT

Mueller 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:

#### Examples of Misconduct

For the purposes of this policy, cheating “occurs when a student acts before, during or after an assessment [task] or examination in such a way as to seek to gain an unfair advantage or assist another student to do so”.

Cheating may include, but is not limited to, plagiarism, collusion with other students on assessment items, fabrication of data, falsifying references, bringing unauthorized material into an examination, violating rules associated with the conducting of examinations, breaching the stated conditions of assignments etc.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. QCAA provides examples (QCAA Handbook, p75 – 76) of the misconduct that may be found in student assessment responses.

Example	Types of Academic Misconduct
<b>Cheating while under Supervised Conditions</b>	A student: <ul style="list-style-type: none"><li>Begins to write during perusal time or continues to write after the instruction to stop writing is given.</li><li>Uses unauthorised equipment or materials.</li><li>Has any notation written on the body, clothing or any object brought into an assessment room.</li><li>Communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li></ul>
<b>Collusion</b>	When: <ul style="list-style-type: none"><li>More than one student works to produce a response and that response is submitted as individual work by one or multiple students.</li><li>A student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.</li></ul>
<b>Contract cheating</b>	A student: <ul style="list-style-type: none"><li>Pays for a person or a service to complete a response to an assessment .</li><li>Sells or trades a response to an assessment.</li></ul>
<b>Copying work</b>	A student: <ul style="list-style-type: none"><li>Deliberately or knowingly makes it possible for another student to copy responses.</li><li>Looks at another student's work during an exam</li><li>Copies another student's work during an exam.</li></ul>

# CURRICULUM & ASSESSMENT POLICY

## MANAGING ACADEMIC MISCONDUCT

Example	Types of Misconduct
<b>Disclosing or receiving information about an assessment</b>	A student: <ul style="list-style-type: none"><li>• Gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment.</li><li>• Makes any attempt to give or receive access to secure assessment materials.</li></ul>
<b>Fabricating</b>	A student: <ul style="list-style-type: none"><li>• Invents or exaggerates data.</li><li>• Lists incorrect or fictitious references.</li></ul>
<b>Impersonation</b>	A student: <ul style="list-style-type: none"><li>• Arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</li><li>• Completes a response to an assessment in place of another student.</li></ul>
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.
<b>Plagiarism or lack of referencing</b>	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
<b>Significant Contribution of Help</b>	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

### Procedure for Managing Misconduct

#### 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.

Mueller College will make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

#### 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.

#### 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 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.

### ACCESS ARRANGEMENTS & REASONABLE ADJUSTMENTS

Mueller College is committed to reducing barriers to success for all students. Access arrangements are 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. In making decisions about AARA, schools are required to consider what access arrangements or adjustments to conditions are reasonable in the context of the eligible student's disability, impairment medical condition or circumstances

The responsibilities of Mueller College in the communication and implementation of AARA for students are to:

- Provide direction and access to the relevant information and documentation required for a parents/carers and students to complete an AARA application.
- Check the accuracy of information supplied in the student's AARA application.
- Consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required.
- Complete the online application and submit supporting documentation by the due date via the QCAA Portal.
- Advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

The College Leadership is responsible for managing applications for AARA.

The responsibilities of parents / carers in the communication and implementation of AARA for students are to:

- To provide accurate information, including the confidential medical report and student statement, to support a student's AARA application.
- Communicate any illness or misadventure to Mueller College in a timely fashion, prior to the due date or time of the exam.

## ELIGIBILITY FOR AARA

### ELIGIBILITY FOR AARA

The QCAA uses four broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social / Emotional.

The barriers students experience are classified into three broad categories:

- Permanent
- Temporary
- Intermittent.

Students may also be eligible for AARA where illness and misadventure (ie. Unforeseen circumstances) or other situations may prevent students from demonstrating their knowledge in internal and/or external summative assessment.

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 an examination).
- Matters of the student's or parent's/carers own choosing (eg family holidays).
- Matters that the school could have avoided (eg incorrect enrolment in a subject).

**Access Arrangements and Reasonable Adjustments are broken down into two types:**

- **Principal-reported AARA** which are approved by the school and reported to QCAA. Schools must hold evidence to justify their decisions.
- **QCAA approved AARA** which can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application.

### SCHOOL PROCESSES FOR APPLICATION & APPROVAL OF AARA - KNOWN IMPAIRMENTS

#### Consultation and Application

Mueller College maintains a 'AARA List' which identifies the students who are eligible for AARA. Students on this list will be involved in an academic interview with a Mueller staff member during Term Two of Year 11 to discuss the provision of AARA they may be eligible for.

For Units 3 & 4 certain AARA will require an application at the earliest convenience via the QCAA portal using QCAA provided templates. The application may require the provision of specialist medical reports or other documentation which can take a period of time to acquire. Therefore, the applications for Unit 3 & 4 AARA's will need to be completed and submitted before the end of Term Three of Year 11.

The templates need to be completed by the parents/carers and the student, however will be submitted by the school. The school also provides a 'school statement' which will be completed by the staff member who is most familiar with the student and their needs.

If a student would like to enquire about their eligibility for AARA and have not had an academic interview are welcome to contact the Head of Secondary for an interview.

#### Approval & Communication

Applications for QCAA approved and Principal-reported AARA are made via the QCAA Portal.

For Principal-reported AARA the decisions are made for each student for each assessment task. The decisions are based on the individual restrictions and functional impact of the impairment, disability, medical condition or other circumstance and the specific types of adjustments that allow each student to access the assessment and/or demonstrate what they know or can do. These decisions may not be the same for every student or the same for each for every assessment.

Decisions will be made by Mueller College in a timely fashion and will be communicated to the parents/carers, student and teacher via email.

For QCAA-approved AARA, the process is the same however the decisions are made by QCAA and communicated back to Mueller College via the QCAA portal. Teachers, parents/ carers and students will then be notified by Mueller College via email.

#### Implementation

Mueller College will follow internal processes to ensure that teachers and students are both aware of the AARA which each student is entitled to. It is the choice of the student which of these AARA they would like to access for each piece of assessment. For example, the student may be eligible for extra time but may choose to not use it. The student is able to make this decision up to and including the day of the exam.

For assessment tasks other than examinations the student's classroom teacher will be responsible for ensuring the AARA are implemented using the Special Provisions list.

For examinations the AARA will be made available for the student in the exam room and will be implemented by the exam room supervisor. It will be the responsibility of the AARA team and the classroom teacher to ensure that this is communicated effectively and in a timely fashion and the necessary information or equipment is accessible.



## SCHOOL PROCESSES FOR APPLICATION FOR AARA

### ILLNESS AND MISADVENTURE

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. These provisions can include extensions, comparable assessment and in some specific cases exemption from assessment.

The following principles apply to these provisions:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- An application for illness or misadventure cannot be made for the same conditions 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.
- Illness and misadventure applications should only be made once all Principal-reported AARA have been exhausted.

### ILLNESS AND MISADVENTURE FOR INTERNAL ASSESSMENT

A student who is ill and unable to attend and school for internal assessment should notify Head of Teaching and Learning as soon as practical (**see Appendix 3**). Mueller College will implement any Principal reported or QCAA-approved AARA that are available to provide the opportunity for students to complete the assessment piece. These include arrangements such as extensions and comparable assessment, once illness or misadventure is established.

If the student is still unable to complete the assessment, evidence available on or before the due date, such as a draft can be used. If there is no evidence available and illness or misadventure is established an application to QCAA can be made for further provisions, such as the completion of an "Application for Extension Form" and subsequent provision of an extension (**see Appendix 1**).

### ILLNESS AND MISADVENTURE FOR EXTERNAL ASSESSMENT

Students are advised to attend every external assessment and no alternative arrangements can be made if a student does not attend an external examination.

### APPLICATION FOR ILLNESS AND MISADVENTURE

Applications for illness and misadventure provisions are to be made to Head of Teaching and Learning in writing and will be submitted to QCAA for approval by Mueller College via the QCAA portal.

Applications must include the following details:

- The illness, condition or event (including details of diagnosis, where applicable).
- Date of diagnosis, onset or occurrence.
- Symptoms, treatment or course of action related to the condition or event.
- Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment.
- For non-medical claims, written evidence from a relevant independent professional or other independent third-party, such as a police report.

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

## SCHOOL PROCESSES FOR APPLICATION FOR AARA

### ILLNESS FOR OR DURING EXTERNAL ASSESSMENT

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

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

A submission for Illness and misadventure may be made by a student or the school on behalf of the student or groups of students when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule.

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

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

### ASSESSMENT SCHEDULING & SUBMISSION

#### Assessment Blocks and Scheduling

The QCE system contains timelines which are mandated by the QCAA to ensure certification and quality assurance of student responses and assessment is completed in a timely fashion. These timelines then dictate the scheduling of teaching and learning blocks and assessment block for Mueller students.

Mueller College determines the assessment schedule for Year 10-12 subjects based on up-to-date information from the QCAA. The assessment dates for Unit One and Two as well as Units 3 and 4 are published well in advance, generally at the start of that academic year.

Each term there is an assessment block scheduled to enable the completion of longer exams and assessment which has more than one class of students. These dates are published in advance and the specific exam schedule is determined within the term which the block is being held. During these assessment blocks students do not have regular classes but instead have independent study time or blocks of time dedicated to completing assignments or project work.

Middle School exams and assignments have their due dates published in the assessment schedule at the end of Week One of each term. There is also a nominated period at the end of each term during which an 'Alternate Exam Room' is opened for Middle School students who require this provision.

#### Electronic Submission of Assessment

All assignments and drafts are submitted electronically. The method for this is via the website 'Turnitin'. When submitting in this way student work is logged, time stamped and scanned for plagiarism. The latest any piece of work can be submitted via Turnitin is 8:00pm on the due date. After this time the work is no longer able to be submitted and the evidence collected before the due date will be marked.

Turnitin allows students to re-submit their work over the top of a previous submission prior to the due date. Students are encouraged to update their submission when close to the due date to safeguard against technical difficulties such as the loss of internet connection.

Files which are too large for the 40mb limit of Turnitin will be submitted through the 'File Request' facility of Dropbox – the cloud-based file storage system used by Mueller College. Teachers will email the student a link for them to submit this file through. The opportunity to submit via this facility will also close at 8:00pm on the due date. However, students are required to submit a copy of their final assessment at 11am on the due date. This can be replaced by another copy later in the day but protects the students from file upload errors which may result in them missing the due date.

## APPENDIX 1 - FEEDBACK ON YOUR DRAFT

### FEEDBACK ON YOUR DRAFT

Drafts are a critical aspect of the learning process however there are QCAA guidelines which govern how this feedback is to be delivered. Feedback is not just designed to maximise a mark of a piece of work but to promote the development of lifelong learners by enabling students to identify and reflect on the progress they are making.

**Teachers provide feedback on a maximum of one draft of each student's response.**

Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.

Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards.

Students may be advised to:

- Consider other aspects of the text, report, performance or activity they are creating or responding to.
- Develop their response to show more awareness of the audience.
- Give priority to the most important points by rearranging the sequence and structure of ideas.
- Conduct further investigation to support an argument or communicate meaning.
- Adhere more closely to the referencing style selected by the school.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response.

Possible strategies include:

- Written feedback
- Verbal feedback
- Feedback provided through questioning
- A summary of feedback and advice to the whole class.

(QCE Handbook, p77 – 78)

### QCAA GUIDES ABOUT INCLUSIONS/EXCLUSIONS IN THE WORD AND PAGE COUNT

	Word Count	Page Count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• All words in the text of the response.</li> <li>• Title, headings and subheadings</li> <li>• Tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• Quotations</li> <li>• Footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• All pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• Title pages</li> <li>• Contents pages</li> <li>• Abstract</li> <li>• Raw or processed data in tables, figures and diagrams</li> <li>• Bibliography</li> <li>• Reference list</li> <li>• Appendices*</li> <li>• Page numbers</li> <li>• In-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• Title pages</li> <li>• Contents pages</li> <li>• Abstract</li> <li>• Bibliography</li> <li>• List</li> <li>• Appendices*</li> </ul>
<p>* Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		



### Application for Extension due to Illness/Misadventure



#### A A R A D O C U M E N T

#### Step 1 Parent/Guardian

Parent/Guardian to download 'Extension Application Form' from Parent Portal

Completes form, including attaching relevant documentation

Emails all documentation to teacher and Head of Department

#### Step 2 College - Head of Department

Head of Department considers application and makes a decision on extension

#### Step 3 College

If approved the Head of Department completes 'Extension Application Form' and sets new Due Date

Teacher creates a new Turnitin date

Head of Department to email Parent/Guardian to advise both Student and Parent/Guardian of new Due Date for assessment

Teacher uploads documentation to TASS (notes)

#### Step 4 Student

Student submits assessment on/or before new Due Date

### Student Misses Exam due to Illness/Misadventure



#### AARA DOCUMENT

#### Step 1 Parent/Guardian Emails College

Prior to the start of the exam, the Parent/Guardian emails Mueller to notify of the absence, the reason and organises a medical appointment to obtain a medical certificate

Parent/Guardian emails documentation to:

Adrien Bird: a.bird@mueller.qld.edu.au

Administration: admin@mueller.qld.edu.au

#### Step 2 College Action

College sends acknowledgement of email and includes documentation for to Parent/Guardian

#### Step 3 Parent/Guardian Emails College

The Parent/Guardian emails medical certificate and any documentation back to

Adrien Bird: a.bird@mueller.qld.edu.au

Administration: admin@mueller.qld.edu.au

#### Step 4 College Action

Head of Teaching and Learning considers application and makes decision on extension

If approved new date for exam is set and communicated to Parent/Guardian via email

Please note: The exam will be different to the rest of the cohort

#### Step 5 Exam

Student sits exam on new date

### Application for AARA for Long Term Existing Condition



#### AARA DOCUMENT

Step 1 AARA Eligibility
Student is already on the Special Provisions List
Parent/Guardian has requested AARA through Head of Secondary
Student has been identified by Pastoral Care or Learning Assistance as needing AARA
Step 2 AARA Options
AARA options are communicated through an IEP meeting (February) or Academic Interview (May)
Step 3 Documentation Required
Pastoral Care or Learning Assistance staff member completes application using QCAA templates and attaches documentation provided by Parent/Guardian, Student and College ready for submission
Step 4 College Action
Application is checked and submitted by Head of Secondary to QCAA
Step 5 QCAA Accepts Documentation
If AARA is approved by QCAA Student is updated on the Special Provisions list
AARA recorded for IA1, IA2 & IA3 & EA
Step 6 AARA ASSESSMENT
Teacher prepares AARA assessment and ensures conditions are implemented for assessment
QCAA Portal App is used to record special provisions for Senior Students

**More than a school... a Christian community.**



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