



# Baringa State Secondary College

## Assessment Policy

### Year 7-12

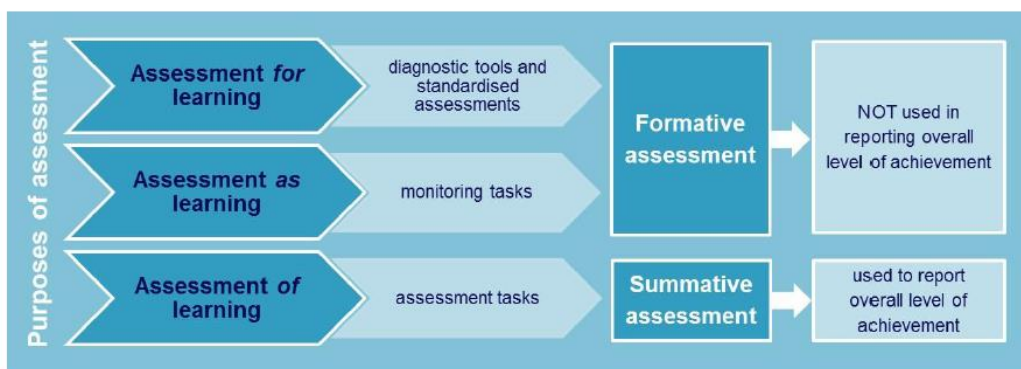
Our College is a place that inspires our community. A place for everybody, where everyone is valued and respected. A place where people have positive relationships, where excellence in teaching and learning empowers everyone to be confident, creative, and aspirational about their chosen future. A place where everyone has a deep sense of pride in who we are and what we do.

#### PURPOSE OF THIS POLICY

This policy outlines Baringa State Secondary College’s expectations of the school community with respect to the submission of assessment items from grades 7-12. Assessment is defined as any written, practical, oral or performance tasks, both formative and summative, that contribute towards the demonstration of a student’s knowledge and skills for the purpose of determining their achievement standard.

#### PURPOSE OF ASSESSMENT

Assessment is an integral component of systematic curriculum delivery. Teachers plan, design and implement assessment to monitor and gather evidence of student learning and achievement against the relevant achievement standards. They use assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student learning and achievement.



Adapted from Melbourne Declaration on Educational Goals for Young Australians, MCEETYA (December, 2008)

## **SCOPE OF THIS POLICY**

This policy applies to all assessment across all subjects and all year levels. It is broken into the following sections:

### **1. Assessment Requirements**

- a. Assessment Schedules
- b. Task Sheets
- c. Response length
- d. Scaffolding
- e. Drafting
- f. Feedback
- g. Parent/Student/Teacher communication

### **2. Submission of Assessment**

- a. Submission Platform Year 7-10
- b. Submission Platform Year 11-12
- c. Oral/Practical Submission
- d. Exam Procedures
- e. Late and Non-Submission Year 7-10
- f. Non-submission Year 11-12

### **3. Authenticity of Student Work**

- a. Plagiarism
- b. False or Misleading information
- c. Referencing
- d. Authenticity Declaration
- e. Use of checkpoints
- f. Use of anti-plagiarism software

### **4. Assessment Adjustments and Access Arrangements and Reasonable Adjustments**

- a. Purpose
- b. Decisions regarding AARA (Year 11-12)
- c. Process

### **5. Misconduct and Consequences**

- a. understanding academic misconduct
- b. students on suspension

### **Appendices**

Appendix 1- Word length

Appendix 2- Assessment equipment list (Year 11-12)

Appendix 3- AARA categories and required documentation

# 1. COMMUNICATION OF ASSESSMENT REQUIREMENTS

## a. Assessment Schedules

- Each term, all students will have access to the assessment schedule for their year level.
- Due dates on the assessment schedule will refer to the week beginning in which the assessment is due.
- Specific due dates will be communicated to students in class and documented on their Task/Criteria Sheets.

## b. Task Sheets

- All summative assessment (assessment used for the awarding of an academic result), will have a Task/Criteria Sheet.
- Task/Criteria Sheets will have:
  - A clear statement of the task, conditions and response type;
  - The specific purpose of the assessment and its context and/or relation to course objectives;
  - Expected format, and length requirement;
  - The criteria that work will be assessed against;
  - Specific due dates for presentation of drafts and final copy.

## c. Response Length

- Response length must be adhered to for all assessment. All assessment instruments indicate the required length of the response.
- Feedback about length is provided by teachers at checkpoints.
- From year 11-12:
  - Students are to refer to Appendix 1 to determine elements to be included or excluded from the word length, time duration or page count.
  - If the response exceeds the length required by the syllabus, the teacher and curriculum Head of Department will case manage the redaction of video files with the student and/or;
  - will mark only up to the required length, excluding evidence over the prescribed limit, and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

## d. Scaffolding for assessment

- While part of quality teaching, the scaffolding process must gradually release support and increase student responsibility to complete work independently. From Year 7 to 12, there must be a significant reduction in scaffolding provided and increase in student independence.
- From year 7-10:
  - Scaffolding may include step by step handouts, guides, templates and checklists that student use to support the process of completing assessment tasks.
- From year 11-12:
  - Scaffolding should not guide all students to make the same pre-determined response.
  - Scaffolds must allow students to independently demonstrate their knowledge and understanding of the relevant criteria.
  - Scaffolding may include:
    - A timeline or checkpoints that students can use to manage their completion of components of the assessment instrument.
    - Guiding students to make predictions and/or reflect on their learning to compete the assessment instrument.
    - Prompts and cues in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use.

## e. Drafting

- Drafting is an essential part of the feedback cycle and allows both the student and the teacher to gauge the learning that has occurred prior to final assessment. Drafting provides teachers an opportunity to authenticate student work as their own. Drafts are not allocated a result.
- In year 7-10 a draft may be created in a variety of formats and modes such as:
  - a completed graphic organiser or scaffolded template
  - a page of bullet points to outline ideas and plan
  - a complete written draft or near complete draft
  - a recording of a practise spoken response
  - a practise performance
- In year 7-10, a complete or near complete draft will be used as evidence of student achievement and awarded a grade only, if the final version is not submitted on, or before, the due date.
- From 11-12:
  - Students must submit one complete draft in the mode as per the assessment conditions of the task to allow teachers to monitor and authenticate student work. Students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the teacher.
  - Drafts may be created in a variety of formats and modes:
    - A student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback e.g. Ancient History essay
    - A student presenting a spoken task practises in class and receives feedback on the draft in the mode of response e.g. English spoken/signed
    - Students practice a performance in class and are given teacher feedback on a dress rehearsal e.g. Drama

## f. Feedback

- Feedback should be considered part of everyday practice. Students are encouraged to keep feedback and refer back to it for future tasks.
- Feedback on drafts and assessment should be:
  - Timely
  - Specific and unambiguous
  - Quality feedback is specific, with clear examples and makes links between the students' learning and the criteria/conditions for the task.
  - Feedback provided in a variety of ways e.g. written, oral, individual or to the whole class; and/or through questioning.
  - Supportive and promote student engagement in improvement
- If no draft is submitted, the class teacher will contact the parent/carer/guardian to support the student to submit the draft. Note: verbal feedback only on drafts received after the draft due date.
- From 11-12
  - Teachers provide feedback on one complete or near-complete draft, which must be in the mode required by the syllabus. Feedback may be provided in a variety of ways (as above).
  - feedback on drafts should not:
    - Compromise the authenticity of a student response
    - Introduce new ideas, language or research to improve the quality and integrity of the student work
    - Edit or correct spelling, grammar, punctuation or calculations
    - Allocate a mark

*(Refer to the QCE and QCIA policy and procedures handbook v4. Section 8.2.4)*

### **g. Parent/Student/Teacher communication**

- Effective communication is the best way to address issues before they become problems. Emails are an effective way of doing this in the school context.
- Students should use COMPASS to communicate with their teachers and the Head of Department any issue relating to assessment.
- The teacher should always be the first point of call for general enquiries. The Head of Department can address more significant issues or can assist if the classroom teacher is not available.

## **2. SUBMISSION OF ASSESSMENT**

### **a. Assessment for Years 7-10 COMPASS**

- All assessment is to be submitted via COMPASS or directly to the classroom teacher during the lesson on the due date or by 5pm on the due date.
- Students who are absent from school on the day of their assessment are still expected to submit their work either by COMPASS or email by 5pm on the due date.

### **b. Assessment for Years 11-12- QLearn**

- All unsupervised assessment, with the exception of practical tasks, is to be submitted electronically through the QLearn.
- Once uploaded, students and their teachers will also receive a time and date stamped receipt of successful submission.
- All worked submitted via the QLearn is due on or before the due date by 5pm.
- Students who are absent from school on the day of their assessment are still expected to submit the work by the due date.
- QLearn can also be used for the submission of drafts. Teachers will advise if this is to be done.

### **c. Oral/Practical Assessment Submissions**

- All oral/practical assessment is to be submitted to the teacher during the lesson on the due date. Students may also need to submit documentation for this task and the teacher will clarify if this needs to be submitted via QLearn by 5pm.
- Students who are unavoidably absent due to misadventure and/or illness from school on the day of their assessment, are required to contact their teacher as soon as practical and to submit an application an Assessment Adjustment (7-10) or Access Arrangements and Reasonable Adjustments otherwise referred to as AARA (yr11/12). This is in addition to the parent contacting the school to advise of the absence.

### **d. Exam Procedures (including Year 10-12 Exam Block)**

- Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses.
- Students should arrive at the exam room promptly and if during an exam block, at least 15 minutes prior to the exam.
- It is the student's responsibility to bring all required materials and equipment but they must not bring in to the exam room any specifically-prohibited items such as mobile phones, smart watches, computers/iPad etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.
- Students may not communicate with anyone other than the exam supervisor during the exam.
- Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor.
- To support students with time management, exam supervisors will clearly communicate time junctures such as 30 and 10 minutes before the finish time.  
Except in misadventure and/or illness emergencies, students are expected to attend a scheduled exam.
- Students who are unavoidably absent from school on the day of their exam due to misadventure/illness emergencies are required to contact their teacher as soon as practical and to submit an application for Assessment Adjustment (7-10) or AARA (11&12). This is in addition to the parent contacting the school to advise of the absence.

#### **e. Late and Non-Submission Years 7-10**

- All assessment must be submitted on or before the due date by 5pm.
- Exams must be completed on the scheduled date.
- From Year 7-10, when the assessment is not completed, teachers will use other evidence submitted at checkpoints, such as drafts, if available to award a result.
- Late submissions must still be submitted and will be used for awarding a grade when an Assessment Adjustment (7-10) application has been approved.
- Parents/carers/guardians will be notified by the teacher of a non-submit and informed the result will be based on evidence produced during class time.

#### **f. Non- submissions Years 11-12:**

- When a student does not submit a final result to an assessment instrument (other than for an examination) on or before the due date set by the school a result should be awarded using evidence:
  - From the preparation of the response gathered during the assessment preparation period
  - Available on or before the due date
  - That is in the same mode as the required response e.g. spoken draft recording
- When there is no evidence on or before the due date, a result cannot be awarded. Students will be awarded not rated (NR) in response to the instrument. In this case, the student will not receive a subject result (Units 3 and 4) or Units 1 and 2 because:
  - For Applied, Applied (Essential) subjects and short courses, an E cannot be awarded when there is no evidence for that grade.
  - For General and General (Extension) subjects in Unit 3 and 4, a mark of zero cannot be allocated if there is no evidence for that mark.
- If a student does not attend an examination on the due date and is not eligible for an AARA, they:
  - Will receive a not rated (NR) for the assessment and will not receive a subject result
  - Are not to sit the examination or a comparable after the due date
- If a student is eligible for AARA and an extension of time is approved by the principal's delegate, this becomes the revised due date. The student may sit a comparable exam or complete other assessment on the new due date. Students with a school-approved absence may have completed a comparable assessment before the due date. *(QCE/QCIA Policy Handbook, Section 11.1.4)*

### 3. AUTHENTICITY OF STUDENT WORK

#### UNDERSTANDING ACADEMIC INTEGRITY

- “Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way” (*QCE and QCIA Policy Procedures Handbook 2023 v4.0 QCAA January 2023*).
- These responsibilities include:
  - Development of a policy that adheres to the requirements of governing bodies such as Queensland Curriculum and Assessment Authority (QCAA), Australian Curriculum Assessment and Reporting Authority (ACARA) and the Australian Skills Quality Authority (ASQA), with regards to all assessment.
  - Consistent application of the policy and minimisation of potential academic misconduct such as cheating or plagiarising.
  - Development of assessment tasks which enable the identification of individual work.
  - Use of a consistent method of referencing and adherence to copyright laws.
  - Communication and consistent application of assessment submission processes and deadlines.
  - Minimisation of barriers so that all students, regardless of their disability, impairment, medical condition or experiences can demonstrate their learning, knowledge and skills.
  - Emphasis of the importance of academic conduct and a student’s responsibility as a learner, across all areas of the school.

#### a. Plagiarism

- All work submitted for assessment must belong to the student.
- If plagiarism is suspected, the student will be given the opportunity to prove ownership.
- Only the parts that can be identified as the student’s original work will be used to award a result.
- From years 11- 12 student submissions will be submitted through QLearn which has an inbuilt anti-plagiarism software *Turnitin* to check for ownership.

#### b. False or Misleading information

- All research data must be true and accurate.
- If the use of false or misleading information is suspected, the student will be given the opportunity to prove authenticity.
- Only the parts that can be identified as authentic, will be used to award a result.

#### c. Referencing

- Students must appropriately acknowledge in their work, the inclusion or use of others’ ideas, words and information (including charts, tables, graphs and other illustrative materials), through the use of a recognised referencing system such as Harvard or APA.
- In-text referencing and bibliographic requirements will be explained as part of the assessment task/criteria sheet.
- Information on the Harvard Referencing System and APA is available online and via the classroom teacher.

#### e. Use of checkpoints

- Teachers will allocate checkpoints during the assessment process to provide scaffolding of activities, create opportunities for feedback and to provide evidence of student ownership of the work.
- Teachers may interview a student during the assessment preparation process
- Academic integrity is demonstrated by meeting not only due dates but also check points and drafting dates.

#### f. Use of anti-plagiarism software (Turnitin)

- Where the authenticity of student work is questioned, teachers will use the inbuilt *Turnitin* anti-plagiarism software (Qlearn) to check for ownership including the percentage of identified Artificial Intelligence (AI) generated work.
- All students may also wish to use these programs to check their work prior to submission.

#### 4. ASSESSMENT ADJUSTMENTS (7-10) and ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA) (11/12)

##### a. Purpose

- Baringa State Secondary College recognises that some students may require special arrangements and/or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably.
- Additionally we understand that, at times, unavoidable and unexpected events may occur that impact on a student's ability to complete assessment. These are events that are beyond the student's control such as illness/accident or family emergency.
- These events do not include:
  - matters that could have been avoided such as misreading a due date or exam timetable or not creating a backup of digital work;
  - planned absences/matters of the student's or family's choosing such as family holidays.
- In **Year 7-10** these are referred to as Assessment Adjustments and can be applied for using the official application form on our college website.
- In **Year 11 and 12** these are referred to as *Access Arrangements and Reasonable Adjustments (AARA)* and can be applied for using the official application form on our Senior School page on our college website.

##### From Years 11-12:

- The college follows the process as outlined in the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara>
- The College principal, or their delegate manages all approval of AARA for students.
- All AARA applications must be accompanied by the relevant supporting documentation (outlined in section 6.5.4) 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. Refer to Appendix 3 to identify the supporting documentation required.
- The QCAA categories the types of barriers into the following:
  - Long-term and chronic conditions;
  - Short-term conditions and temporary injuries;
  - Illness and misadventure.
- Students are **not** eligible for an AARA for:
  - unfamiliarity with the English language;
  - matters that could have been avoided such as misreading a task sheet or exam timetable;
  - matters of the student's or family's choosing such as family holidays, sporting commitments and cultural commitments. (These are planned absences);
  - teacher absence or other teacher-related difficulties;
  - timetable clash.

##### b. Decisions regarding AARAs (Year 11-12):

- Year 11 (Unit 1 & 2) AARAs are school based decisions made by the Principal in line with QCAA guidelines.
- Year 12 (Units 3 & 4) AARA applications are Principal reported **and** QCAA approved.
- A student who may have had an AARA in Units 1 and 2 may not be guaranteed an AARA in UNIT 3 and 4. The school will manage this process once the AARA application has been submitted.

##### c. Process

- The process to apply for an Assessment Adjustments in years 7-10 can be found - **HERE**
- The process to apply for an AARA in year 11 and 12 can be found - **HERE**

##### Further information:

- AARA Application Form
- QCE/QCIA Policy and Procedures Handbook v4.0
- QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)



## **5. MISCONDUCT AND CONSEQUENCES**

### **a. Understanding academic misconduct**

- Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment (see *QCE and QCIA policy and procedures handbook v4.0 section 8.4: Developing school assessment policies*). Schools should use proactive strategies to minimise opportunities for academic misconduct.
- Breaches of the Assessment Policy will be recorded as Behaviour Incidents in OneSchool. Depending on the severity of the breach, additional consequences may be implemented.
- Results will be awarded using any valid evidence from the preparation of the response.
- See Appendix 4 for examples of academic misconduct.

### **b. Students on suspension**

- Students on suspension, at the discretion of the appropriate Deputy Principal and in consultation with the relevant HOD, will be given the opportunity to complete any examination as scheduled during their suspension period and will be permitted to attend school for the exam session only.

## APPENDIX 1

### Years 11-12 Word Length

**Table: Determining word length and page count of a written response**

	Word length	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>• visual elements associated with the genre*</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• numbers, symbols, equations and calculations</li> <li>• bibliography / reference list</li> <li>• appendixes<sup>†</sup></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 / reference list</li> <li>• appendixes<sup>†</sup></li> <li>• blank pages</li> </ul>

\* For example, by-lines, banners, captions and call-outs used in genre-related written responses.  
<sup>†</sup> Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

**Table: Determining length of a non-written response**

	Response length — duration	Notes
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music</li> <li>• Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation</li> </ul>	See 'After assessment is submitted'
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.</li> </ul>	The exclusions for written responses do not apply as they are not relevant to a timed response.

(QCE and QCIA policy and procedure handbook, v4.0, section 8.2.6)

## Appendix 2

### Years 11-12 Assessment Equipment List

#### Approved equipment for all assessments

- black or blue pens
- 2B pencils, sharpener and eraser  
**Note:** 2B pencil is only required for multiple choice questions and drawing graphs or diagrams. Black or blue non-erasable pens must be used for all other written responses
- highlighters — students should not highlight their responses but may highlight stimulus or questions when permitted by the supervisor
- a clear plastic ruler
- water in a clear unlabelled bottle
- asthma inhaler.

You may use a clear plastic container or ziplock bag to carry your equipment if needed.

#### QCAA-approved calculators

Only calculators approved for use in assessments are permitted. Scientific and graphics calculators must:

- meet the requirements set out in the [Scientific calculator list](#) and [Graphics calculator list](#)
- be handheld and solar or battery powered
- be cleared of memory before entering the assessment room.

For assessments that permit the use of a non-programmable calculator (Accounting, Economics, Geography, Legal Studies), the calculator must be handheld and solar or battery powered. It should be able to perform addition, subtraction, multiplication, division, square roots and powers. It must not allow access to a computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator.

For Aerospace Systems, a QCAA-approved flight calculator is required.

#### Student devices

A student device is a battery-powered laptop or tablet. For assessments that require the use of a student device, students will bring their own or a device will be provided by their school. Schools should advise students of the arrangements that apply to devices for their assessments.

Students should have:

- individual access to a device on which they can listen to and/or view digital stimulus as many times as they need to throughout the assessment session
- the latest version of a media player that plays MP3 and MP4 files installed on the device

Scientific calculator list:

[https://www.qcaa.qld.edu.au/downloads/seniorqce/common/snr\\_syll\\_ea\\_scientific\\_calculators\\_list.pdf](https://www.qcaa.qld.edu.au/downloads/seniorqce/common/snr_syll_ea_scientific_calculators_list.pdf)

Graphic Calculator list:

[https://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr\\_syll\\_ea\\_graphics\\_calculators\\_list.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_syll_ea_graphics_calculators_list.pdf)

## Appendix 3

## Access arrangements and reasonable adjustments (AARA)

Table: Summary of documentation requirements for QCAA-approved AARA

Category	Medical report *	Other
Long-term conditions	<ul style="list-style-type: none"> <li>dated no earlier than Year 10</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>current EAP verification covering Units 3 and 4</li> </ul> <p>* An update only is required where a diagnosis has been made before Year 10 or a review of EAP criterion 1 is due or overdue.</p>	<ul style="list-style-type: none"> <li>current school statement</li> </ul>
Temporary conditions	<ul style="list-style-type: none"> <li>dated no earlier than 30 April of the assessment year</li> </ul>	<ul style="list-style-type: none"> <li>current school statement</li> </ul>
Short-term conditions or temporary injuries	<ul style="list-style-type: none"> <li>dated within the preceding six months of internal assessment</li> <li>dated no earlier than 30 April for external assessment.</li> </ul>	<ul style="list-style-type: none"> <li>current school statement</li> </ul>
Illness and misadventure	<ul style="list-style-type: none"> <li>covering the date of assessment for which the application is made</li> </ul> <p>* Required if the application is due to a medical condition.</p>	<ul style="list-style-type: none"> <li>current school statement</li> <li>relevant evidence where the condition is not medical, e.g. police report, official notices or other.</li> </ul>

(QCE and QCIA policy and procedure handbook, v4.0)

## Appendix 4

### Types of academic misconduct and examples of behaviours

Types of academic misconduct and examples of behaviours Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• communicates with any person other than a supervisor during an examination. e.g. through speaking, signing. electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response</li> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam.</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>
<b>Impersonation</b>	<p>A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.</p>
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>
<b>Plagiarism or lack of referencing</b>	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).</p>
<b>Self-plagiarism</b>	<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>