JUNIOR AND SENIOR ASSESSMENT POLICY
Statement of Intent

Thorough, measured planning and a consistent approach to assessment are fundamental in providing a supportive learning environment at Burpengary State Secondary College. Adherence to the school’s Statement of Intent is also an expectation of this document and following its principles is an expectation of all staff and students.

The college will ensure that the Assessment Policy is:

- Available on the school website for the wider school community
- Consistently applied across all faculty areas
- Applied to all year levels. Years 7-10 will not be required to follow the Cancellation of Enrolment and Special Consideration Policies as applied to the Senior School

Relevant websites and policy

- The Education (General Provisions) Act 2006 – Compulsory Participation Phase
- P-12 Curriculum Framework – 2016
- Late submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority registered subjects – Queensland Studies Authority Jan 2009
- Special Provisions for School-based Assessments in Authority and Authority-registered Subjects – Queensland Curriculum Assessment Authority (QCAA) Jan 2014
- The Education (General Provisions) Act 2006 – Compulsory Participation Phase
- Equity Statement – QCAA - 2015
- Strategies for authenticating student work for learning and assessment – QCAA
- Queensland Curriculum, Assessment and Reporting framework
- Subject area syllabus documents-QCAA

Further Education and Training Act 2014


https://www.qcaa.qld.edu.au/k-12-policies/student-assessment/understanding-assessment

Principles of quality assessment

Attributes of quality assessment

Assessment and Moderation Resources
UNDERPINNING PRINCIPLES OF ASSESSMENT

The Assessment policy and procedures adhere to the principles of fairness and equity for all. The core business of Burpengary State Secondary College is learning. The Assessment policy clearly outlines the requirement for regular, punctual attendance and a genuine engagement in learning and assessment.

When students choose to enter Year 11 and 12, they commit to actively participating in their course of study. This focus on learning is essential for individuals to achieve their best and for effective teaching and learning.

In the compulsory phase of earning, Queensland legislation requires that students are in attendance, participating and not disrupting the learning of others up to and including the age of 16 or when the student completes Year 10, (whichever comes first). After this, the Compulsory Participation Phase begins. The Compulsory Participation phase ceases when: a student achieves a Queensland Certificate of Education, Certificate III or above; has participated in eligible options, as determined in the Education (General Provisions) Act 2006 for two years after reaching the compulsory school age; or turns 17 years.

The world of work is placing higher demands on young people, with employers looking for qualities such as teamwork, punctuality and a willingness to develop new skills.

Assessment is a process used to assist students with their learning and to measure achievement. Students are encouraged to reflect on their assessment feedback and results to inform their future areas of focus.

PRINCIPLES OF ASSESSMENT:

Assessment is key factor in the teaching and learning process. Assessment is an integral part of the teaching and learning process and can be:

- **FOR** learning. This occurs when teachers use inferences about student progress to inform their teaching. i.e. formative assessment
- **AS** learning. This occurs when students reflect on and monitor their progress to inform their future learning goals.
- **OF** learning. This occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. i.e. Summative assessment

Assessment must use a variety of techniques; requires published criteria and must be equitable and fair to all students.

Formative and Summative Assessment

Formative assessment is used as a tool to assess student’s mastery of the declarative and procedural knowledge necessary for students to successfully complete the summative assessment task. Formative assessment is assessment for learning and should inform areas that need to be retaught or requiring further attention. Formative assessment pieces should mirror but not replicate the summative assessment piece.

**Formative assessment**

- Each subject department will create a range of formative assessment tasks. Examples of formative assessment are: pre-tests, short response tasks, quizzes, practise essays, etc
- Quality feedback on formative assessment must be provided in a timely manner.
- Needs to allow students to demonstrate their knowledge and understanding of the content and skills specific to the subject and the achievement standards of the subject area.

**Summative Assessment**

- Junior and Senior Secondary assessment distribution to students need to be in accordance with the work program or study plan. Examples of summative assessment are: performances, exams, essays, etc.
- Departments will follow the assessment endorsement process when creating all pieces of assessment.
- Exemplars should be created in conjunction with ACARA published work samples adhering to expected responses for each year level. Where curriculum area work samples are not available departments should analyse similar area work samples.
COLLEGE RESPONSIBILITIES

For students to be successful, departments within the college must adhere to Whole School Assessment policies and procedures to ensure:

- the reliability and validity of data
- curriculum objectives are being met
- achievement standards are being assessed appropriately
- standards elaborations are being communicated to students appropriately

There is a clear line of sight in the design of the Assessment policy so as Junior students are adequately prepared for the rigor and increasing demands of Senior Schooling.

Within the college, curriculum departments are required to:

- Create and publish all ASOT planners (staff only),
- Complete Topic and Assessment calendars (students and staff) and Formative and Summative Assessment Items (staff only) for the semester by Week 3 of Term 1 and 3.
  o The exception to this is the Senior Secondary units of work, for 2018
- Use the College template for assessment task sheets. See Appendix 1.
- Ensure each unit of work has several Formative tasks that have a clear link with the knowledge and skills necessary for the Summative assessment piece/s.
- Scan and upload all assessment pieces to the College Learning Place site, as advised by eLearning and Curriculum HODs.
- Provide students with assessment instruments in an appropriate time frame, allowing for adequate time to complete the assessment and in accordance with work programs.
- Explicitly teach students the required declarative and procedural knowledge skills to complete the assessment item
- Provide appropriate class time for assessment
- Provide purposeful and focused feedback to students on draft and final assessment tasks in a timely manner
- Provide points of intervention so that teachers, parents/carers, Heads of Department, Administration and Counselling staff can prevent issues of lateness or non-submission of student responses to assessment instruments, cheating and plagiarism and documents to assist in the management of this process. See attached College flow chart.
- Collaborate with Senior schooling HOD to publish exam schedules within a reasonable time frame (Senior School Block Exams)
- Provide students with appropriate documents to apply for an extension and rescheduling of missed examinations
- Enact procedures, moderation, which ensure a consistency of standards is maintained in the marking of assessment instruments
- Inform parents if the student has not met components in the timeframe or not submitted work.
STUDENT RESPONSIBILITIES

- Satisfactory attendance and punctuality and following the college values of Respect, Courage and Excellence.
- Genuine participation in the subject, evident in behaviour, class work, homework
- Submission of assignments, drafts and other assessment pieces by set deadlines
- Ensure all assessment tasks submitted are the original work of the student
- Use the APA referencing system which is the approved college-wide referencing system, (see Appendix three).
- Complete all outstanding work to a satisfactory standard upon return from absence.
- Students are NOT permitted to stay home to complete work or study on the day the assessment is due/occurring, unless home study is possible during the block exam timetable for their corresponding year level.
- Complete a “Extension Request ”form, if required, prior to the due date and submit to the relevant Head of Department (HOD)
- Meet all subject assessment timelines. The college (and QCAA) policy on late/non submission for assignments, non-attendance for exams and non-attempted exams, means that a senior student is likely to lose credit for a semester or for that entire subject. If a senior student does not complete the course and the assessment on time, as per the work program or study plan, they may not be given credit for the semester.

Loss of academic credit can lead to withdrawal from subjects and / or ultimately to cancellation of enrolment.
POLICY FOR EXAMINATION

Exam conditions:
The following instructions apply to all students sitting a summative Exam at Burpengary State Secondary College

- All exams must have a task sheet, including marking criteria, conditions of the exam, time allocated and any necessary stimulus or answer papers.
- All desks must be separated, so that students are not able to look at another students work, within the confines of the classroom.
- The classroom teacher must be able to see all students at the time they are completing the exam.
  - This is also the case for students that have arranged an alternate exam time due to absence or illness.
- Students are not permitted to bring a mobile phone or a smart watch into the test room.
- Students are only able to bring permitted equipment into the test room.
- All materials provided by the teacher and used by the students in the exam, excluding their personal stationery items must remain in the room. i.e. working out and planning paper.
- Students are not to communicate in any way with other students after they have been admitted to the test room.
- Students are not to pass materials or equipment to another student.
- Students are not permitted to leave the room during the exam, unless for medical reasons.

Block Exams: College responsibilities

- Curriculum HODs are to ensure that exam papers are secured in the Administration strong room, 5 days prior to the exam session.
- Curriculum HODs are to nominate an exam invigilator, who is responsible for collecting test papers, ensuring they understand test requirements, exam conditions and allowable materials. It is also the invigilators responsibility to ensure all teacher supervising exam understand all conditions.
- Invigilator is responsible for collecting all exam papers, prior to students leaving the room, all other materials are to remain in the exam room.
- Invigilator must then deliver exam papers to the curriculum HOD. Curriculum HOD then distributes exam papers to class teachers.
- Supervising teachers are to mark the roll and actively supervise examinations.
- Supervising teachers need to ensure exam conditions are met. See section in Policy for examinations.
- Curriculum HODs are to check the attendance at block exams, through ID attend, and contact parents if a student doesn’t show for an exam.
  - The exception to this is the provision of a medical certificate or relevant documentation to support absence.
- In the instance that documentation is provided, an alternative exam session should be scheduled; should an alternate time not be able to be scheduled assessment grade is based on formative assessment piece.

Block Exams: Student responsibilities

- Arrive 10 minutes prior to scheduled exam start time
- Sign in through the administration
- Students are only able to remain on campus is the have two exam sessions in one day. It is preferred that students remain at home until scheduled exam time.
- Any student on campus is to be either completing an exam or in a supervised study session in information services. Students are not permitted to be outside the exam areas, the exception is when they are entering or exiting the college.
- Students are to remain in the room for the duration of the exam session.
- Students are only permitted to bring in approved calculators. The calculator should be able to perform addition, subtraction, multiplication, division, square roots and powers. Mobile phones and smart watches are not permitted; therefore, students will not be able to depend on using the calculator facility of a mobile phone or smart watch during the test. The calculator must NOT allow access to the following functions: computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator.
POLICY FOR ASSESSMENT OTHER THAN EXAMINATIONS

The term ‘assignment’ refers to any assessment technique which is progressively completed over an extended period of time, generally requiring an in-class and homework component. When managing the assignment process teachers need to ensure that:

- the task is clearly identified and explained
- adequate resources are available
- the task specific genre is clearly modelled
- teacher monitoring and feedback occurs at various stages
- the student is the author of the assignment
- timeframes are adhered to
- constructive teacher feedback is provided on completion.

All tasks require the College Task sheet and the relevant instrument specific marking guide, (criteria sheet).

Class Time Available

Class time is made available for partial completion of any assessment instrument. Hence, all students will have at least a partially completed assessment task to submit on the due date.

Due Dates

- Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be provided. Timely submission of assessment is considered to be to the subject teacher by 3:00 pm on the due date or to the office by 4:00 pm. The work (even if incomplete) will be marked, commented upon, and credited towards the student’s semester result.
- Electronic submissions must be submitted by midnight on the due date and a hard copy presented as above.
- For non-written pieces of assessment, e.g. orals, the due date for written support material will be the first day of the presentations unless specified differently by the HOD.

Valid reason for absence:

- illness: medical certificate required for Year 11 and 12 (Years 8-10 letter from parent or phone call to teacher/HOD)
- compassionate reasons (Contact Relevant Year Level Coordinator/Deputy Principal)
- selection in sporting or cultural activities (as approved by College)exceptional circumstances (A letter of selection or other valid documentation is required)

PROCESSES OF ASSESSMENT:

ASSESSMENT TASK DRAFTS AND CLARIFICATION

Coordinators are responsible for creating/revising assessment and arranging a clarification meeting. Coordinators need to ensure they submit a draft of the assessment for review to the HOD at least three weeks prior to distribution. Clarification meetings to be arranged prior to the beginning of a new unit to ensure all teachers have a shared understanding of the unit requirements.

ASSESSMENT SECURITY

All assessment tasks must be stored securely. Assessment yet to be distributed must not be left on desks or in classrooms.
DISTRIBUTING ASSESSMENT

Teachers should dedicate an entire lesson to distributing an assessment task to students. Teachers need to ensure that students have an absolutely clear understanding of the requirements of the assessment task.

For every assessment, students need to be reminded of the following:

- Task requirements
- Distribution, Drafting and Due Dates
- The definition and consequences of plagiarism and/or cheating
- The protocols for requesting an extension
- The criteria and sub-criteria they are being assessed on
- The standards they are being assessed against
- The consequences for missing due dates

ASSESSMENT MODERATION

All assessment must be internally moderated in accordance with faculty expectations using one of the following QCAA suggested models:

CROSSMARKING

All teachers must submit their marked assessment to a peer for cross-marking. Teachers must provide their cross-marker with all student work for that assessment, flagging tasks marked as an A standard or those considered on the cusp. Cross-markers are to check these sample first before selecting up to five other samples. Feedback should be provided by the cross-marker. If a grade cannot be agreed upon, the matter is to be taken to the HOD for clarification and final decision.

MARK BOOKS AND TRACKING SHEETS

Teachers are to ensure that electronic mark books are updated and maintained. Formative results should also be recorded and tracked to aid in intervention processes.

(See Appendix Four for further clarification on the Assessment process)
PROCEDURE FOR MANAGING LATE AND NON-SUBMISSION OF STUDENT RESPONSES TO ASSESSMENT INSTRUMENTS

Late Submissions of Student Responses to Assessment Instruments, without Extension Approval

- In cases where students do not submit a response to an assessment instrument by the due date, judgements should be made using evidence available on or before the due date.
- Burpengary State Secondary College policy requires that all students submit a draft on or before the draft due date. This will allow students to gain feedback and allow teachers to monitor the academic progress of students.
- Should students submit a draft or final response to task late, contact is to be made with parents on both occasions.
- Teachers are to comment on and keep scanned copies of drafts.
- Judgments of student achievement in Authority and Authority-registered subjects is made by matching the body of evidence provided, by student’s responses to assessment instruments to the standards’ descriptors outlined in the relevant subject area syllabus. A level of achievement can only be awarded where evidence has been demonstrated.
- In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.
- Teachers will provide feedback on drafts received by the due date. Feedback and support may not be given if the draft is not submitted by the due date.

Non-Submission of Student Response to Assessment Instruments, without extension Approval

- In cases where students do not submit a response to an assessment instrument by the due date, judgements should be made using evidence available on or before the due date.
- Teachers must inform the relevant Head of Department and Deputy Principal, of students who fail to complete assessment instruments. Senior students should be placed on the ‘Senior Students at Risk’ (SSAR) register. Consultation will determine whether or not the student’s failure to complete all assessment items will result in the loss of a semester’s credit.
- Should students fail to submit a draft and/or final response to task, contact is to be made with parents on both occasions.
- In regard to non-submission of an assessment instrument, consideration needs to be given as to whether a level of achievement can be awarded for the semester where non-submission occurred.
- If there is Insufficient evidence to make a judgement the result will be documented on the report as an “N” result as approved by the HOD and DP.
- Students will still be required to submit the outstanding assessment item in order to receive credit for that semester.
- A standard of achievement can only be awarded where evidence has been demonstrated. In cases where non-submission of a student assessment task, an “E” standard cannot be awarded where there is no evidence for it.
- Students awarded an “N” result (non-submission/non-completion) are not eligible to receive a Semester Unit of Credit for the semester for which there was insufficient evidence presented.
- Judgments of student achievement in Authority and Authority-registered subjects are made by matching the body of evidence provided, by student’s responses to assessment instruments to the standard’s descriptors outlined in the relevant subject area syllabus.
- In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.
- Students who in the view of Administration and relevant Heads of Department do not complete course requirements may not be able to progress to the next semester in that subject, receive credit for that semester or Senior students may have their enrolment cancelled.
- Consequences for students who fail to submit the final copy/perform the set task on or before the due date are significant and outlined below:
CONSEQUENCES FOR STUDENTS WHO FAIL TO SUBMIT ASSESSMENT ON OR BEFORE THE DUE DATE:

1. Final copy submitted late. Draft submitted
   - Results are based on the draft. Teacher provides feedback on final copy. Student remains eligible for semester unit of credit.

2. Final copy not submitted. Draft submitted
   - Results are based on the draft. Consideration given to whether course requirements of the subject has been met. (For further information go to relevant Subject area syllabus). Student may/may not remain eligible for Semester Unit of Credit based on whether the mandatory elements of the subject have been met (See Subject Syllabus). If student is eligible, semester results are based on draft results and other assessment items.

3. Final copy submitted late. No draft submitted
   - Recorded as a Non-Submission/Non-Completion on assessment task and on student profile. Teacher provides feedback on final copy. Student may/may not remain eligible for Semester Unit of Credit based on whether the mandatory elements of the subject have been met (See Subject Syllabus). If student is eligible, Semester results calculated on all assessment items.

4. Final copy not submitted. No draft submitted
   - Recorded as a Non-Submission/Non-Completion. Consideration given to whether mandatory elements of the subject have been met.
     
     If:
     
     Yes → Student eligible for Semester Unit of Credit. Semester results calculated on all assessment items in profile
     No → Student not eligible for Semester Unit of Credit. Repetition of non submission may lead to NO result for the subject on the Senior Certificate. The subject will be removed from the Senior Certificate.

Note: In all instances, parents/guardians are to be informed of the student’s failure to submit assessment on or before the due date. It is also a requirement that the infringement be documented on One School.
Junior Secondary results will be affected.

The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. – QCAA – A-Z of Senior Moderation July 2015.

In summary, BSSC Assessment policy incorporates the following principles:

- judgements of student responses to assessment instruments are made using standards associated with exit criteria in Senior Secondary and the ACARA Achievement Standards and Standards Elaborations in Year 7-10.
- procedures are enacted consistently across subjects within the school
- in cases of late submission of student responses to assessment instruments, judgments are based on evidence available on or before the due date
- in cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

Procedure for requesting extension for assessment:

- Student completes a request for extension form at least 48 hours prior to assessment due date
- Student submits this form to the subject Head of Department
- Head of Department discusses the extension request with the classroom teacher
- Head of Department advises the student, parent and classroom teacher if approved / not approved
- Head of Department records in Oneschool and refers (FYI) relevant staff (GO, YrCO or DP)
**Procedure for missed exam (known absence):**
1. Parent advises school office and/or Head of Department of absence at the earliest opportunity
2. Head of Department discusses with the classroom teacher
3. Head of Department advises the student, parent and classroom teacher if approved / not approved
4. Head of Department records in Oneschool and refers (FYI) relevant staff (GO, YrCO or DP)
5. Student sits exam on their first lesson back

**Procedure for missed exam:**
1. Parent advises school office and/or Head of Department of absence as soon as possible
2. Head of Department discusses with the classroom teacher
3. Student sits exam on their first lesson back
4. Head of Department records in Oneschool and refers (FYI) relevant staff (HOD Student Improvement Yr 7, - 9 or Senior Schooling HOD Yr 10-12)

**Whole class/ cohort extensions or exam date change:**
1. Subject meeting is called and extension discussed
2. Subject coordinator discusses with Head of Department the need for extension (class or cohort)
3. Head of Department advises the subject coordinator if approved / not approved
4. Subject coordinator advises the student, parent and classroom teachers of new due date/ exam date by either letter or email

**Extension process:**

An extension of time to complete an assessment task will be granted ONLY in cases of genuine prolonged illness or exceptional circumstances. Parents/caregivers who believe that their student/child has a case for an extension of time should apply to the appropriate HOD PRIOR to the due date to discuss relevant circumstances. Acceptable evidence, supported by documentation, must be presented to the HOD (any documentation must be accompanied by a completed “Extension request” form available from the office – see Appendix two).

In those cases where an unforeseen emergency has prevented an assessment item being submitted on time, the parent/caregiver of the student must personally discuss the situation with the relevant HOD/DP as soon as practicable, so that the student does not suffer a penalty for late submission.

Each case will be considered on its merit. The appropriate HOD/Deputy Principal are the only people authorised by the Principal who can decide whether an extension of time will be permitted. The class teacher will also be asked to provide a relevant comment on the appropriateness of granting the extension.
POLICY FOR SPECIAL PROVISIONS

“Special Provisions” means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on circumstances.

- Where possible reasonable educational adjustments should be made before a student undertakes an assessment and opportunities for alternative assessment arrangements should be provided.
- Special provisions may be relevant to students with specific educational needs, which may include but are not limited to:
  - students with disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature
  - students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage
  - students whose difficulties in accessing learning do not appear to be directly attributable to educational disadvantage arising from impairment, or to socioeconomic, cultural and/or linguistic factors or psychological needs eg. students who have short term impairments such as glandular fever, fractured limbs etc.,
  - students with different patterns of educational development and orientation eg. gender, special talents and life circumstances.
  - Students who have applied for Special Provisions/special Consideration through the Guidance Officer/DP may negotiate alternative arrangements for missed exams and incomplete assessment with teachers and HODs.

Reasonable educational adjustments:

These involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study.

Examples of reasonable adjustments include, but are not limited to:

- permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical impairments
- allowing the use of specialised equipment to accommodate a student’s disability (e.g. keyboarding rather than handwriting)
- providing a reader to communicate a text where reading is not the skill being assessed, or providing a scribe to produce an exact transcription of student responses to assessment items where a physical impairment does not permit a student to write
- providing assistance with the interpretation and comprehension of assessment items for students with language difficulties (e.g. students with language backgrounds other than English) as long as this assistance occurs for assessment items that are not designed to assess those language skills
- allowing additional time for students to complete assessable tasks (e.g. written tests or assignments) to give them the opportunity to demonstrate their knowledge and skills
- giving Aboriginal and Torres Strait Islander, migrant and refugee students the opportunity to present their cultural experiences in responses to assessment items (e.g. providing an alternative essay question, in consultation with the students, which allows them to demonstrate their knowledge and skills in the subject by applying it to their own cultural context).


For further details see the Policy on Special Provisions for School-based Assessments on QCAA website.
### APPENDIX ONE - ASSESSMENT TASK SHEET

Berpengary State Secondary College

<table>
<thead>
<tr>
<th>Name</th>
<th>Teacher</th>
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<td>Subject</td>
<td>Instrument no.</td>
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Total
### Assignment Extension Request

*Form must be submitted at least 48 hours prior to assessment due date*

<table>
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<th>Student name</th>
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<th>Subject</th>
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<th>Distribution date</th>
<th>Current due date</th>
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</table>

Student has requested an extension for the following reasons:  
**PLEASE ATTACH RELEVANT DOCUMENTATION TO SUPPORT EXTENSION REQUEST**

- [ ] Medical  
- [ ] Personal  
- [ ] Family  
- [ ] Other  

**Details:**

---

**Subject teacher**

Please add any details you feel are pertinent to the extension request:

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<th>Yes/No</th>
<th>Proposed new submission date</th>
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**Head of Department**

Please add any details you feel are pertinent to the extension request:

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<tbody>
<tr>
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- Original form must be retained in the student subject folio
- Copy of form to be kept on student file in main office
Appendix Three – APA Referencing Guide

The information below has been adapted from the University of Queensland Library's APA: How-To Guide (https://web.library.uq.edu.au/research-tools-techniques/referencing/referencing-style-guides#apa).

WHAT IS REFERENCING AND WHY IS IT IMPORTANT?

Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignments. This allows the sources to be identified. Referencing is important to avoid plagiarism, to verify quotations and to enable readers to identify and search for works you have referred to.

WHAT IS THE DIFFERENCE BETWEEN A REFERENCE LIST AND A BIBLIOGRAPHY?

A reference list includes only the sources (e.g. books, articles, web pages, etc.) that are cited in the text of your document. A bibliography, on the other hand, includes all the sources (e.g. books, articles, web pages, etc.) that were consulted for background reading as well as those cited in the text in your document.

STEPS IN REFERENCING

1. Record the full reference details and page numbers of the source from which your information was taken.
2. Insert the citation at the appropriate place in the text of your document.
3. Include a Reference List or Bibliography that includes all in-text citations (and, for a Bibliography, all sources consulted) at the end of your document.

IN-TEXT CITATIONS

Include the following information:

1. Last name of author/s
2. Year of Publication
3. Page number (if you are using a direct quote).

REFERENCE LIST/BIBLIOGRAPHY

Include the following information for text-based sources:

1. Last name of author/s
2. First initial of author/s
3. Year of publication
4. Title of source (italicised when typed OR underlined when written)
5. City of Publication
6. Publisher

Include the following information for web-based sources:

1. Last name of author/s
2. First initial of author/s
3. Year the page was created or modified
4. Title of page (italicised when typed OR underlined when written)
5. Web page address where the information was retrieved

GENERAL RULES FOR REFERENCE LISTS/BIBLIOGRAPHIES

- Arrange Reference Lists/Bibliographies alphabetically by author’s last name.
- If a source has no author, it is cited by the title and included in the alphabetical list using the first significant word of the title.
- Each source in the Reference List/Bibliography appears on a new line
- Each source in the Reference List/Bibliography is required to have a hanging indent.
- References should not be numbered.

GENERAL RULES FOR DIRECT QUOTES

- A direct quotation reproduces word-for-word material directly quoted from another author’s work.
- If the quotation is fewer than 40 words, incorporate it into your paragraph and enclose the quotation in double quotation marks.
- If the quotation is more than 40 words, indent the quote (2cm left and right margin) without quotation marks.
<table>
<thead>
<tr>
<th>REFERENCE TYPE</th>
<th>IN-TEXT CITATION</th>
<th>REFERENCE LIST / BIBLIOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book (three or more authors)</td>
<td>Indirect Citation</td>
<td>Fullard, V., Lewis, A., Lynn, G. &amp; Heywood, P. (2009). The Importance of Research in the 21st Century. Sydney: Pearson Education.</td>
</tr>
<tr>
<td>Newspaper or Magazine Article</td>
<td>Indirect Citation</td>
<td>Oike, Y. &amp; Hickson, A. (2015, January 28). The Stress of Assignment Time. The Courier Mail, p. 7.</td>
</tr>
</tbody>
</table>

The 21st century teenager requires more assistance researching information from books (Barry, 2016).

Teenagers are skilled at using the internet for research, despite what their parents think (Ross & White, 2015).

Researching is an important skill that we use everyday, often without realising it (Fullard, et al. 2009).

Research is a search for information to answer a question (Macquarie Dictionary, 2002).

If all teenagers were taught to research, they would make better adult decisions (Campbell, 2016).

Nearly a quarter of all students said they left their research to the last minute (Oike & Hickson, 2015).

The key ingredient to success at schools is learning to work independently (Department of Education, 2005, p. 212).
<table>
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<tbody>
<tr>
<td>YouTube or Vimeo Clip</td>
<td>The Aztecs took their religion very seriously. In fact, it was the foundation of their society (Lynn, 2008)</td>
<td>Lynn, G. (2008, February 4). Life of the Aztecs [video file]. Retrieved from <a href="http://youtu.be/m03Xi-I0es">http://youtu.be/m03Xi-I0es</a></td>
</tr>
<tr>
<td>Television Program</td>
<td>In a troubled world, it is more clear than ever how important schooling is to our future (Murray &amp; Douglass, 2012)</td>
<td>Murray, M. &amp; Douglass, J. (Writers). (2012, September 18). The Future of Schools [Television broadcast]. Sydney, Australia: Australian Broadcasting Corporation.</td>
</tr>
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BURPENGARY STATE SECONDARY COLLEGE ASSESSMENT POLICY Version 3 – 21 Feb 2018
Appendix Four – Assessment process

TERM OVERVIEW & ASSESSMENT PLANNER ISSUED. TEACHER DISCUSSES TERM OVERVIEW & ASSESSMENT PLANNER

TEACHER MONITORS CLASSWORK

ASSESSMENT ISSUED

SUPPORT & MONITORING OF TASK

DRAFT SUBMISSION

FINAL SUBMISSION

TERM OVERVIEW & ASSESSMENT PLANNER ISSUED. TEACHER DISCUSSES TERM OVERVIEW & ASSESSMENT PLANNER

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