



FGSHS  
**Junior Assessment Policy**  
2025

*Respect*

*Learning*

*Community*

*Creativity*

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## 1.0 INTRODUCTION

- 1.1 Purpose:** The purpose of this policy is to ensure fairness and equity, supporting students to achieve their potential in the Junior phase of learning.
- 1.2 Scope:** This policy provides information about assessment expectations, roles and responsibilities, and procedures at Ferny Grove State High School. It pertains to Junior Secondary (Years 7-9) students, parents/carers and staff, and is aligned to those of the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) and the FG SHS Senior Assessment Policy. For information relating to students in Year 10-12, please see the Senior Assessment Policy.
- 1.3 Principles:** Expectations for teaching, learning and assessment at Ferny Grove SHS are grounded in the principles of academic integrity and excellence.
- 1.5 Abbreviations:**

AARA	Access Arrangements and Reasonable Adjustments
ACARA	Australian Curriculum, Assessment and Reporting Authority
DP	Deputy Principal
HOD	Head of Department
QCAA	Queensland Curriculum and Assessment Authority

## 2.0 ROLES AND RESPONSIBILITIES

### 2.1 School

- Review the procedures from the Junior Assessment Policy with students at the beginning of each Unit / Term in Pathways and Career Education (PACE) classes and in response to the assessment cycle e.g. publication of Assessment Planners.
- Publish all assessment dates by Week 3 of each semester in the Assessment Planner in OneSchool.
- Provide students with task sheets which include checkpoints, draft and final due dates, authentication strategies, and marking criteria or schemes.
- Provide feedback to students on drafts and final assessment tasks, in a timely manner.
- Provide one week between draft being returned to student and final submission due. Note: feedback will only be provided on a maximum of one draft and it must be submitted by the draft due date. [See Section 5.3.2 for information on feedback on drafts.](#)
- Contact parents/carers in the event of non-submission.
- Collect evidence of student work if no draft or final is submitted.
- Engage in moderation processes to ensure consistency of marking standards.
- Retain documentation for any extension requests received in the current academic year.

### 2.2 Student

- Access Assessment Planner in OneSchool and plan for assessment due dates.
- Set up and save assessment response to school provided OneDrive cloud storage to ensure access from any device or location and mitigate loss of work
- Use allocated class time effectively.
- Maintain academic integrity. [See Section 3](#) for further information.
- Review TurnItIn Similarity Score for submitted tasks and consult with your teacher if concerned.
- Submit drafts within required length/word limits by draft due dates.
- Attend all exams or performances on or before the due date and at the scheduled time.
- Follow the school's process to apply for extensions when required. [See Section 5.7](#) for further details.
- Contact the teacher/HOD if absent for an exam.

### 2.3 Parent / Carer

- Request a copy of Assessment Planner from their student.
- Support students to submit all drafts and assessment tasks on or before due dates.
- Contact appropriate school staff of difficulties relating to the completion of assessment and provide documentary evidence where necessary.

- Follow the school's process to support students to apply for extensions when required. [See Section 5.7](#) for further details.

### 3.0 ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

**3.1 Academic Integrity:** Academic integrity is the expectation that a person approaches their academic responsibilities in an honest, moral and ethical way. These guidelines apply to students, parents/carers and staff.

**3.2 Academic Misconduct:** Academic misconduct involves a student inappropriately and falsely demonstrating their learning. Examples include: cheating, collusion, contract cheating, copying work, disclosing or receiving information about an assessment, fabricating, use of AI generated response when AI is excluded in the assessment conditions, impersonation, misconduct during an examination, significant contribution of help, plagiarism or lack of referencing, self-plagiarism.

**3.2.1 Issues of Authentication and Plagiarism:** Students cannot be graded on work that is not their own. When authorship of student work cannot be established, or a response is not entirely a student's own work, the following applies:

- The student will be required to demonstrate that the submitted response is their own work using work produced at checkpoints and drafting phases. If plagiarism or use of AI without acknowledgement is established, disciplinary consequences may apply.
- The teacher will make judgements about the student's knowledge and skills using the relevant parts of the response that can be identified as the student's own work and this should be annotated on the student's response.

**3.2.2 Use of generative Artificial Intelligence tools in assessments.** AI support in assessment can only be used if permitted by the assessment conditions. The use of AI must only be for support in non-assessable criterion of the assessment.

If AI is used students must follow academic integrity procedures and declare the use of AI by:

- providing a written acknowledgment of the use of generative artificial intelligence
- specifying which technology was used
- including explicit descriptions of how the information was generated
- identifying the prompts used
- explaining how the output was used in your work.

A suggested format:

I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].

An example:

I acknowledge the use of [1] ChatGPT (<https://chat.openai.com/>) to [2] refine the academic language and accuracy of my own work. On 4 January 2023 I submitted my entire essay ([link to google document here](#)) with the instruction to [3]"Improve the academic tone and accuracy of language, including grammatical structures, punctuation and vocabulary". The output (here) was then [4] modified further to better represent my own tone and style of writing.

Cases where prompts provided do not generate a response similar to the submitted response or where prompts provided do not illustrate assessable student knowledge, will be treated as academic misconduct.

Any unacknowledged use of AI in an assessment will be treated as academic misconduct

Ferny Grove acknowledges Hervey Bay State High School and Monash University for the AI processes above: OpenAI. (2023). ChatGPT (Jan 9 version) [Large language model] <http://chat.openai.com/chat>

### 3.2.3 Authenticating student work

Teachers will reduce the risk of misconduct and authenticating student work at checkpoints and drafting dates. Students are expected to share their work at each checkpoint and drafting date to gain feedback and as an authentication strategy.

Teachers will raise academic misconduct with students whose work:

- is significantly different from the student's usual level of performance
- is not in the student's usual writing style
- contains inconsistencies, such as different writing styles or different text format
- is similar to the output from popular generative AI tools when provided with the assessment question.

Teachers may take other actions to ensure authorship if a student is at risk of misconduct. These include, but are not limited to:

- interviewing students to audit understanding of the content they are claiming authorship of
- using previous student samples to compare tone and style
- using AI detection tools where applicable.

### 3.2.4 Consequences of Academic or AI misconduct for Junior Students (7-9)

- During the drafting stage, students will have 24 hours to resubmit draft that is their own and can be authenticated by their teacher as their own.
- After final submission, only work that can be authenticated by their teacher as their own will be marked.
- The academic misconduct will be entered onto OneSchool and discussed with the parent/carer. The OneSchool entry will be referred to the Head of Department for that curriculum area for their information.

### 3.2.5 Misconduct During Examinations: Misconduct includes, but is not limited to:

- Gaining access to assessment content before starting the exam or external assessment
- Copying from, or communicating with, another student while in the assessment room
- Bringing unauthorised material into an assessment room
- Disrupting other students
- Impersonating a student
- Behaviour determined by the supervisor to disrupt the good order and management of the assessment session.

### 3.2.6 Consequences for Academic Misconduct During an Examination

These include, but are not limited to:

- the student being excluded from the assessment room.
- parents/carers notified.
- Subject Head of Department being notified.
- Parts of the exam in question disregarded when grading the exam.

## 4.0 EXAMINATION POLICY

**4.1 Definition:** The QCAA define an examination as a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.

**4.2 Notification:** Students will be notified of examinations through the Assessment Planners at the beginning of each semester. Exams will be completed in class lessons, and students will be notified about these by their subject teachers. Exam blocks are not scheduled for students in Years 7-9.

### 4.3 Attendance Requirements:

- Students are required to attend all exams which are applicable to them.
- Students should avoid all appointments or absences that clash with exams.



- **Late Arrival:** Students who arrive late to an exam will not be provided with the time they missed unless there are extenuating circumstances and documentation from the parent/carer is provided.

**4.4 Equipment**

Approved equipment includes but is not limited to:	Non-approved equipment includes but is not limited to:
<ul style="list-style-type: none"> <li>• Blue or black pens, 2B pencils, highlighters</li> <li>• Ruler, slide rule</li> <li>• Eraser</li> <li>• Calculator (check with classroom teacher regarding specifications)</li> <li>• Water in plain, unlabelled container</li> <li>• Equipment permitted as per approved special provisions (AARA).</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic devices, e.g. iPods, translators, mobile phones, smart watches. Indonesian and Music exams are exceptions as they require laptops to complete the exams.</li> <li>• Extra paper, books or manuscripts.</li> <li>• Food, unless allowed as a special provision.</li> </ul>

**4.5 Security and Supervision:** To ensure the integrity of the examination process, teachers will:

- Store electronic and printed copies of exams and folios securely at all times.
- Actively supervise exams.
- Keep student profiles current and, where possible, stored electronically on G Drive.
- Return marked assessment to students for feedback purposes, then collect for filing and storage.
- Provide comparable exams when required.

**4.6 Absences**

In the event of student absence from an exam, students will sit the exam or a comparable exam on their first lesson back from school, or as directed by the teacher/HOD. If students will be absent from the date of the exam until the end of term, arrangements should be made with the teacher by the student/parent/carer to sit an exam in advance to ensure student reporting can be completed.

**5.0 ASSIGNMENT POLICY**

**5.1 Definition:** Assignments are assessment tasks that sit outside of the definition of examinations. They may include extended written responses, folios of work, investigations, performances, practical demonstrations, projects, products and other tasks.

**5.2 Notification:** Students will be notified of assignment tasks through the Assessment Planners at the beginning of each semester. Details and conditions of assignments will be included on task sheets.

**5.3 Checkpoints and Drafting:** Checkpoints are listed on assignment task sheets. They are used to monitor student progress and assist to authenticate student work. Students are expected to meet all checkpoints.

A draft is a preliminary version of a student's response to an assessment task. A quality draft is a response that is nearing completion. Drafts assist students in the development of a task, as well as authenticating student work. Drafts may be created in a variety of formats and modes, and should be submitted or delivered in the mode detailed on the task sheet. Types of drafts may include:

- written draft
- recorded/live delivery of a spoken draft
- performance rehearsal.

Mode-appropriate drafts may be used as evidence of student achievement in the case of non-submission for valid or non-valid reasons.

**5.3.1 Draft Due Dates :**

- draft due dates are published on assessment task sheets. Submission must be made by 5pm on the due date or as specified on the task sheet.
- students are expected to meet all drafting due dates and keep copies of their drafts
- teachers will keep records of draft submission
- in extenuating circumstances students may apply for an extension on a draft due date, following the same procedures as extension applications for assessment tasks. [See Section 5.7.](#)

**5.3.2 Feedback on Drafts**

Feedback will:	Feedback will not:
<ul style="list-style-type: none"> <li>• Be provided on a maximum of one draft for each student's response, provided that draft is submitted by the draft due date</li> <li>• A consultative process that indicates aspects of the response for improvement or development.</li> <li>• Delivered in a consistent manner and format for all students completing the assessment task.</li> <li>• Provided within one week of submission of a draft on the drafting due date.</li> <li>• Allow a reasonable timeframe (e.g. one week) between feedback on the draft and final submission due date.</li> <li>• Be stored with the copy of the draft in the student's assessment folio where possible.</li> </ul>	<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 or calculations</li> <li>• Allocate a mark.</li> </ul>

**5.3.3 Non-submission of Draft by due date**

If a student does not meet a draft due date, the following process applies:

- If there is a valid reason: parent/carer submits a Request for Extension Form to the Faculty HOD, explaining the exceptional circumstance and/or providing a medical certificate as evidence. If the request for extension is accepted, students will submit the draft on the alternative due date as per the approved Request for Extension form. See [Section 5.8](#) for further information.
- If there is no valid reason: teacher contacts parent/carer within 48 hours of draft due date and records contact in OneSchool, referring to the faculty HOD. The teacher will collect any evidence of student work to date on the draft due date, or in the next lesson the student is present in class.

Draft Non-Submission	
Valid Reason	No Valid Reason
↓ <b>Parent/Carer :</b> communicate with teacher / Faculty HOD, regarding exceptional circumstances and/or medical certificate. Submit an Application for Extension.	↓ <b>Teacher:</b> contacts parent/carer and records on OneSchool. Collect any evidence of student work in the next lesson the student is present in class.
↓ <b>HOD:</b> negotiate/advise alternative draft due date and complete HOD section of Application for Extension or Late Examination form.	↓ <b>Student:</b> submit any evidence of student work in the next lesson the student is present in class.
↓	

<b>Student:</b> submit draft on the new draft due date.	
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Note: Should the student not submit a draft, and then not submit the final task either, mode-appropriate classwork completed by the student and which is directly related to the assessment instrument, if it is available, will be marked to generate a result .

### 5.4 Managing Response Length

Students must adhere to assessment response lengths as specified by the task sheet. An assignment which exceeds the length requirement will be marked only up to the maximum length allowed. Any part of the response that exceeds the maximum length will not be considered in the marking process. Teachers will annotate this on the response and will clearly indicate the evidence used to determine the result.

The following inclusions and exclusions in response length apply:

#### Written Tasks:

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</li> <li>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</li> <li>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.

#### Non-Written Tasks:

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>	Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.



**5.5 Authentication of Student Responses:** [See Section 3.2.1 Issues of Authentication and Plagiarism.](#) Teachers will be proactive in gathering evidence aligned with the achievement standards prior to student submission or completion of assessment tasks (e.g. drafts, rehearsal notes, photographs of work). Such evidence may be used to authenticate student responses.

**5.6 Submission of Assignments:** Assignments are due on the date specified on the assessment task sheet and in accordance with the procedures specified on the task sheet. While assignments are commonly submitted during class time, the final submission is 5:00 pm on the due date, unless specified otherwise on the task sheet.

*Note:* deadlines may vary from subject to subject and as such, it is imperative that students carefully check the requirements on the task sheet and adhere to its requirements. While assignments are commonly submitted during class time, the final submission is 5pm on the due date, unless specified otherwise on the task sheet. If a student submits an assignment via email, it is the student's responsibility to print a copy of the email and the assignment, and submit these to the subject teacher on return to school. If there is no documentation provided indicating that the assignment has been submitted, or the assignment is submitted late, it will be managed as a non-Submission and will follow the process in 5.7.

**5.6.1 Students absent on the assessment task due date:**

When a student is absent from school on the assignment due date, even for school-related reasons (e.g. an excursion), the assignment is still to be submitted on or before the due date. If the student chooses to submit the assignment electronically, it must be submitted by 5pm on the due date, unless an alternative time is specified on the task sheet. If the student submits via email, they must print a copy of the email assignment and submit it to the subject teacher on return to school.

**5.7 Late and Non-Submission of Assessment Tasks:** The following procedures apply when students do not submit an assessment item on or before 5pm or the time specified on the task sheet on the due date:

- Mode-appropriate evidence of student work aligned with the achievement standards provided prior to the due date may be used to generate a result.
- Where mode-appropriate evidence was not provided by the student prior to the due date, then 'Not-Rated' (NR) will be awarded on that item.

*Note:* The practice of awarding a lower standard as a penalty for lateness is **not valid** in a standards-based system. A standard can only be awarded where **evidence** has been demonstrated. Therefore an "E" standard for a non-response for a particular assessment instrument cannot be awarded if there is no evidence of that standard. In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.

Non-Submission of Assessment (Final)	
Valid Reason	No Valid Reason
↓ <b>Parent/Carer:</b> communicate with teacher / Faculty HOD, regarding exceptional circumstances and/or medical certificate. Submit an Application for Extension.	↓ <b>Teacher:</b> contacts parent/carer and records on OneSchool. Mark student on any evidence submitted prior to due date
↓ <b>HOD:</b> negotiate/advise alternative draft due date and complete HOD section of Application for Extension or Late Examination form.	
↓ <b>Student:</b> submit assessment on the new due date.	

**5.8 Applications for Extensions on Draft or Final Due Dates**

An extension may be granted in cases of illness and misadventure, or exceptional circumstances. A Request for Extension form must be submitted to the Faculty Head of Department prior to the due date. This application must be supported by appropriate documentary evidence.

Students are expected to plan ahead for assessment tasks. Excursions, camps, sporting activities, holidays and other events known prior to the assessment due date are not legitimate reasons for extensions.

The following procedures apply for extension applications:

Year Level	Process for Application for Extension
Year 7-9	<ol style="list-style-type: none"> <li>1 Student and parent / carer complete <a href="#">Request for Extension Form - Year 7-9</a> Section A and submits to subject teacher for completion of Section B.</li> <li>2 Student or parent / carer submits form and supporting documentation to Faculty HoD for consideration prior to the due date (Section C).</li> <li>3 The teacher/HOD communicates with student and/or parent/carer to advise outcome and alternative draft/final due dates.</li> </ol>

**5.9 Extenuating circumstances**

Extension requests in extenuating circumstances will be considered on a case-by-case basis by the relevant Head of Curriculum.

**5.10 Storage of Assessment Items**

All assessment items will be collected and stored at school in physical or digital student folios.

**6.0 SUPPORTING DOCUMENTS**

Included in this section are:

- **Form: Application for Extension Year 7-9**
- **Sample Text for Email Notification of Late or Non-Submission of Assessment, Years 7-9**
- **Sample Text for Email Notification of Non-Submission of Draft, Years 7-9**
- **Sample Text for Email Notification of Failure to Sit Supervised Examination**



# Ferry Grove State High School REQUEST FOR EXTENSION – YEAR 7-9

THIS FORM MUST BE COMPLETED AND HANDED TO THE RELEVANT FACULTY HEAD OF DEPARTMENT **BEFORE** THE DUE DATE

SECTION A - STUDENT AND PARENT/CARER TO COMPLETE			
<b>Student Name:</b>		<b>Form Class:</b>	
<b>Teacher:</b>		<b>Subject / Class Code:</b>	
<b>Assessment Task:</b>		<b>Current Due Date:</b>	
		<b>Requested Due Date:</b>	
<b>Reason for Extension Request:</b> Please provide supporting evidence e.g. medical certificate, note from parent/carer			
<b>Parent/Carer Signature:</b>		<b>Date:</b>	
SECTION B – TEACHER TO COMPLETE			
<b>Teacher Comments:</b> An extension will not be granted if this section is not filled in	<input type="checkbox"/> Draft submitted <input type="checkbox"/> On Track in class <input type="checkbox"/> Support extension request		
<b>Teacher Signature</b>		<b>Date:</b>	
SECTION C – FACULTY HEAD OF DEPARTMENT TO COMPLETE			
<b>Application Approved:</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>If YES new due date:</b>	
<b>Comment (optional):</b>			
<b>HOD Signature:</b>		<b>Date:</b>	

**NOTE**

- It is the student's responsibility to complete and submit this form prior to the due date, along with evidence of work completed to date.
- This form can be obtained from the school website or Curriculum HoDs office.
- Completion of this form does not constitute a guaranteed extension approval.
- A separate form must be completed for each assessment item.

## **Sample Text for Email Notification Late or Non-Submission of Assessment, Years 7-9**

Dear <insert parent/carer name>

This email is to inform you that <Insert student name> has not submitted the following assessment item.

Subject / Assessment Item: <Insert subject / assignment topic>

By the due date: <Insert due date>

This assessment item is a compulsory part of the assessment program for <Insert subject> and contributes to the overall level of achievement in this subject.

We seek your help in assisting your child to maximise the remaining chances of success in this subject by punctual completion of future assessment.

Yours faithfully

<Insert name>

## **Sample Text for Email Notification Late or Non-Submission of Draft, Years 7-9**

Dear <insert parent/carer name>

This email is to inform you that <Insert student name> has not submitted their Draft for their assessment item.

Subject / Assessment Item: <Insert subject / assignment topic>

By the draft due date: <Insert due date>

Definition: A draft is a preliminary version of a student's response to an assessment. A quality draft is a response that is nearing completion. Drafts can also be used to authenticate student work.

Drafting is a key checkpoint. Drafts provide opportunity for students to receive targeted feedback from teachers to support their success in the assessment task. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

We seek your help in assisting your child to maximise the remaining chances of success in this subject by punctual completion of future assessment/drafts.

Yours faithfully

<Insert name>

Class Teacher

## **Sample Text for Email Notification Notice of Failure to Sit Supervised Examination, Years 7-9**

Dear <insert parent/carer name>

This letter is to inform you that <insert student name> did not sit an examination for <insert subject> on <insert date>.

All assessment items must be completed to maximise student success in subjects. Failure to do so will seriously disadvantage your child's final result.

As stated in the Ferny Grove State High School assessment policy, if a student is absent on the day of an exam, a medical certificate must be presented and parental contact with the school on the day should be made.

Please advise your child to see me immediately on their return to school to negotiate a time to sit this exam. Results will be determined in accordance with our assessment policy.

Yours faithfully

<insert name>  
Class Teacher