



# Islamic College of Brisbane

## YEARS 11 & 12 ASSESSMENT POLICY

*Policy Document | 2026*

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## YEARS 11 and 12 ASSESSMENT POLICY

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| <b>Rationale</b>      | <p>The purpose of the Year 11 and 12 Assessment Policy at Islamic College of Brisbane is to ensure assessment practices are fair, consistent, and supportive of student learning. The policy provides clear guidelines for assessment design, submission, and feedback to maintain high academic standards and integrity.</p> <p>This policy ensures that assessment decisions are based on evidence of student achievement and are aligned with QCAA syllabus requirements and policies. It supports consistency across subjects by promoting common procedures and expectations, helping students clearly understand how their learning is assessed.</p> <p>By establishing transparent processes and responsibilities, the policy supports student success and wellbeing, and it ensures that assessment at our college is conducted in a way that is equitable, accountable, and educationally sound.</p> |   |
| <b>Aims:</b>          | <p>This policy aims to ensure that assessment completed by students accurately reflects their learning and achievement at designated points in the course of study. It provides a consistent, fair, and transparent framework for the preparation, completion, and submission of assessment tasks, while safeguarding academic integrity. The policy supports evidence-based judgments aligned with approved standards, ensures transparency in meeting the requirements of relevant authorities, and supports students in achieving the Queensland Certificate of Education (QCE).</p>   |   |
| <b>Scope:</b>         | <p>This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from: <a href="https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook">https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</a> and applies to Applied, Applied (Essential), General subjects and Short Courses across all departments.</p>   |   |
| <b>Status:</b>        | Authorised  | <b>Supersedes:</b> Assessment Policy 2020 |
| <b>Authorised by:</b> | CEO   | <b>Date of Authorisation:</b> Feb, 2026   |
| <b>References</b>     | <ul style="list-style-type: none"> <li>• <a href="#">QCAA Developing a school assessment policy</a></li> <li>• <a href="#">Understanding K-12 assessment</a></li> <li>• Academic integrity</li> <li>• Quality assurance</li> </ul> <p>Supporting information:</p> <ul style="list-style-type: none"> <li>• Principles and attributes of assessment</li> <li>• Moderation process</li> <li>• College reporting procedures</li> </ul>   |   |
| <b>Review date:</b>   | 1 year  | <b>Next Review Date:</b> Feb 2027         |
| <b>Policy owner</b>   | School governing body   |   |

## 1.0 Principles of Assessment

Islamic College of Brisbane expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration of performance, or product that allows students to demonstrate the objectives as described by the syllabus.

### Assessment at ICB should be:

- Aligned:** with curriculum and pedagogy.
- Equitable:** ensuring fair access for all students.
- Evidence-based:** using established standards to make defensible judgments.
- Ongoing:** collecting a range of evidence over time.
- Transparent:** to enhance confidence in the processes and decisions.
- Informative:** providing feedback on where students are in their learning.
- High Quality:** demonstrating validity, accessibility, and reliability

## 2.0 Implementation of Moderation Processes

Moderation is an essential element of the planning process. The primary focus is consistency of judgment for teachers working with different classes. **Moderation in planning** ensures all teachers become familiar with the work to be covered, teaching strategies to be used, the conditions for implementation of the unit and the assessment, and with the criteria for assessment. **Moderation in marking** guarantees unbiased evidence-based judgements made on student work against year-level standards. The **moderation practice** provides quality assurance and consistency of standards for all students. Moderation includes both internal processes within the school and external quality assurance processes conducted by QCAA.

## 3.0 Understanding Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, parents/carers and others who support students in their learning are responsible for promoting and maintaining academic integrity.

ICB promotes academic integrity by developing students' skills and modelling appropriate academic practices. Our whole-school approach includes:

- Developing and regularly reviewing school assessment policies ensuring alignment with QCAA policies.
- Ensuring assessment implementation maintains integrity, including the use of flexible delivery and Access Arrangements and Reasonable Adjustments ([AARA](#)).
- Consistently applying policies to minimise academic misconduct.
- Developing assessment that enables authentication of individual student work.
- Explicitly teaching referencing styles of Harvard or APA to students.
- Modelling academic integrity, including appropriate research, referencing, and adherence to copyright laws.
- Using QCAA-developed resources, including the **Academic Integrity Course**, which students must complete as part of QCE eligibility requirements (QCAA Handbook v7.0, Section 2.1.1).
- Responsible and ethical use of artificial intelligence tools.

| Policy Areas                         | Policy and Procedures  |
|--------------------------------------|--|
| Location and communication of policy | The college's Assessment Policy is located on the school's website and included in subject selection guides:<br>Students will complete an academic integrity course as part of the eligibility requirements for the QCE ( <a href="#">Section 2.1.1 Academic integrity requirement</a> )<br>To ensure the policy is consistently applied, it is revisited at the beginning of each semester. Relevant processes will be revisited at each Unit in Senior subject classes |

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| <p><b>Engaging in learning and assessment.</b><br/> <a href="#">Section 8.2.1</a><br/> <a href="#">Section 8</a></p>                   | <p>The College maintains high expectations for student engagement.<br/> <b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li>• <b>actively engage</b> in the learning program for each subject</li> <li>• <b>complete all</b> required assessment tasks</li> <li>• <b>submit assessment</b> responses that are their own authentic work</li> <li>• <b>provide evidence</b> of achievement on or before the due dates</li> <li>• <b>submit drafts</b> where required</li> <li>• <b>respond to</b> teacher <b>feedback</b> in a timely manner</li> <li>• <b>attend</b> academic support or <b>catch-up sessions</b> designed to support successful completion of assessment</li> </ul> <p>The College will clearly communicate assessment requirements and support eligible students through (<a href="#">AARA</a>) in accordance with QCAA policy.</p> <p>Failure to meet these expectations may results in academic intervention or application of school procedures.</p>  |
| <p><b>Promoting academic integrity</b><br/> <a href="#">Section 8.1</a></p>  | <p>At Islamic College of Brisbane, we <b>promote academic integrity</b> by:</p> <ul style="list-style-type: none"> <li>• emphasising the importance of ethical academic conduct and scholarship</li> <li>• developing school processes to support sound academic practice</li> <li>• ensuring teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity</li> <li>• Implementing programs (Integrity Course) to improve students' academic skills, including explicit teaching of appropriate research processes and referencing.</li> <li>• communicating the consequences and implications of academic misconduct clearly throughout the school community, with explicit reference to the use of AI.</li> </ul>   |
| <p><b>Scaffolding</b><br/> <a href="#">Section 8.2.3</a></p>   | <p>Scaffolding is designed to support students without compromising integrity of the assessment. Teachers will not provide specific content, answers, or instructions that lead to a predetermined response.</p>  |
| <p><b>Access arrangements and reasonable adjustments (AARA), including illness and misadventure</b><br/> <a href="#">Section 6</a></p> | <p>AARA are provided to ensure equitable access to assessment for students whose capacity to complete assessment is affected by illness, misadventure, or disability.</p> <p><b>Application Process</b></p> <ul style="list-style-type: none"> <li>• Students/caregivers must contact the subject Faculty Leader (FL) for an AARA as soon as possible after the onset of illness or misadventure.</li> <li>• Supporting documentation (e.g. medical certificate) must be provided.</li> <li>• The FL will assess the application in consultation with the Head of Senior Schooling (HoSS).</li> <li>• Students/caregivers must contact the HoSS to liaise with DL department for AARA as soon as possible for other learning difficulties.</li> <li>• Late applications may not be approved unless exceptional circumstances apply.</li> <li>• The school will review applications and notify students of the outcome.</li> </ul> <p><b>Ongoing Disability, Medical Condition, or Learning Difficulty</b><br/> For ongoing or long-term conditions, a referral must be made to the Diverse Learning (DL) Department. Referrals may be initiated by teachers, Faculty Leaders, parents/carers, the HoSS, or the student. Supporting documentation (e.g. specialist reports, medical evidence, or psycho-educational assessments) must be provided.</p>   |
| <p><b>Due dates</b><br/> <a href="#">Section 8.2.7</a></p>   | <p><b>Notifications:</b> All students will be notified of assessment due dates in the Assessment Schedule and via Student Café and Parent lounge by Week 2 of each term. All assessments must be submitted by 11.59 pm on the due date.</p> <p><b>The Assessment Schedule is designed to:</b></p> <ul style="list-style-type: none"> <li>• align with syllabus requirements and QCAA guidelines</li> <li>• provide sufficient time for students to complete tasks</li> <li>• consider workload allocation across subjects</li> <li>• allow time for internal quality assurance processes</li> <li>• be clearly communicated to all students, parents, and staff</li> </ul> <p><b>Extensions and Alternative Arrangements</b><br/> If a student is <b>unable to meet a due date</b>, the student or parent/carer must:</p> <ul style="list-style-type: none"> <li>• notify the Subject Teacher and FL as soon as possible</li> <li>• provide relevant supporting documentation (e.g., medical certificate or signed note)</li> <li>• adhere to alternative submission arrangements approved by the FL and HoSS</li> </ul> <p><b>For planned absences prior to a due date:</b></p> <ul style="list-style-type: none"> <li>• a written request for an extension must be submitted to the FL at least <b>five days before the due date</b></li> <li>• parents/carers must verify absence with a signed note or medical certificate or relevant documentation</li> </ul> |

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| <p><b>Managing non-submission of assessment by the due date</b><br/><a href="#">Section 8.2.7</a></p>   | <ul style="list-style-type: none"> <li>if the extension request is denied, the student is required to submit the assessment by the original due date</li> </ul> <p><b>Submitting Assessment During Absence</b><br/>If a student is <b>absent on the due date</b>:</p> <ul style="list-style-type: none"> <li>the assignment must be submitted by <b>11.59 pm on the due date</b> via Student Café if applicable</li> <li>Where electronic submission is not relevant to the assessment or is not possible in the required format, the assessment must be submitted <b>on the first day</b> the student returns to school.</li> <li>parents/carers must verify the absence with a signed note or medical certificate</li> </ul> <p><b>Non-Submission</b></p> <ul style="list-style-type: none"> <li>Where assessment is not submitted by the due date and <b>no approved AARA applies</b>, a <b>Not-Rated (NR)</b> result may be recorded.</li> <li>The Subject Teacher will inform parents and the FL in writing of the non-submission</li> <li>Final decisions regarding extensions, alternative arrangements, and NR results rest with the <b>HoSS and CLO</b></li> <li>In Units 3 and 4, the adjusted due date needs to comply with quality assurance processes (e.g. confirmation due dates) as published in the <a href="#">SEP calendar</a>.</li> </ul> <p><b>NR results</b> prevent the allocation of <b>unit or subject credit</b> toward the QCE.</p>             |
| <p><b>Managing school-approved absences</b><br/><br/><a href="#">(see Section 10.4: External assessment venues)</a></p>   | <p>If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:</p> <ul style="list-style-type: none"> <li>For examinations — schools offer a comparable examination before the due date.</li> <li>For non-examinations — students are required to submit/present the assessment on or before the due date.</li> </ul> <p>If a student is participating in a state or national representative activity during the external examination period, they may submit a variation to venue application</p>   |
| <p><b>Authenticating student responses</b><br/><a href="#">Section 8.2.8</a></p> <p><b>Inability to establish authorship</b><br/><a href="#">Section 11.1.5</a></p> | <p>The College is required to ensure that all assessment evidence submitted by students is a genuine representation of their own work.</p> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses</li> <li>participate in authentication processes as required by schools, such as: <ul style="list-style-type: none"> <li>a) signing the declaration of authenticity</li> <li>b) submitting drafts</li> <li>c) submit the final response using plagiarism-detection software, where required</li> <li>d) participate in interviews during and after the development of the final response.</li> </ul> </li> </ul> <p>To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match the relevant ISMG descriptors, instrument-specific standards or syllabus standards.</p> <ul style="list-style-type: none"> <li>provide an opportunity for the student to demonstrate that the submitted response is their own work, if appropriate</li> <li>make a judgment about the student's knowledge and skills, using the parts of the response that can be identified as the student's own work</li> <li>If the school cannot establish that the submitted work is the student's own work, then a Not Rated (NR) may be awarded</li> </ul> |
| <p><b>Checkpoints</b><br/>Section 8.2.7</p>   | <p>Checkpoints identify key stages in the development of an assessment response and enable teachers to monitor progress. If a checkpoint is not met, the teacher will notify parents/carers. Continued failure to meet checkpoints will be referred to the Faculty Leader, who may initiate intervention processes, including parent communication and required attendance at after-school academic intervention sessions.</p>   |
| <p><b>Drafting</b><br/><a href="#">Section 8.2.5</a></p> <p><b>Feedback</b><br/><a href="#">Section 8.2.4</a></p>   | <p>A draft is a preliminary version of a student's response used to provide focused feedback and to assist in authenticating student work.</p> <p>Drafting is a key checkpoint in the assessment process and may take different forms depending on the subject, such as a written draft, a rehearsal of a performance, or a product in development. Where appropriate, drafts may be used as evidence of student achievement in cases of illness, misadventure, or non-submission in line with College and QCAA requirements.</p> <p><b>Feedback on Draft Responses</b><br/>Feedback is provided on one complete or near-complete draft submitted in the mode required by the syllabus. Feedback may be provided in written or oral form, individually or to a group.</p> <p>Draft feedback is consultative in nature and is not a marking process. Feedback will not compromise the authenticity of student work or direct a predetermined response.</p> <p><b>Feedback may include guidance on:</b></p> <ul style="list-style-type: none"> <li>improving clarity, structure, and sequencing of ideas</li> </ul>  |

|  | <ul style="list-style-type: none"> <li>• developing awareness of audience and purpose</li> <li>• refining content through expanding or synthesising concepts where appropriate</li> <li>• meeting required response length and task conditions</li> <li>• applying the required referencing conventions.</li> </ul> <p>Parents and carers will be notified through assessment alerts about non-submission of drafts and the processes to be followed.</p>   |  |             |            |                  |   |   |                   |   |  |  |                            |       |                  |  |   |                   |  |   |
|--|---|--|-------------|------------|------------------|---|---|-------------------|---|--|--|----------------------------|-------|------------------|--|---|-------------------|--|---|
| <p><b>Managing response length</b><br/><a href="#">Section 8.2.6</a></p> <p><b>Determining word length and page count of a written response</b></p> <p><b>Determining length of a non-written response</b></p> | <p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented and the student's response exceeds the word length required by the syllabus, teachers will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding over the prescribed limit</li> <li>• allow a student to redact their response to meet the required length before a judgement is made on the student work and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</li> </ul> <table border="1" data-bbox="403 786 1500 1413"> <thead> <tr> <th></th> <th>Word length</th> <th>Page count</th> </tr> </thead> <tbody> <tr> <td><b>Inclusion</b></td> <td> <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 &amp; 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| <p><b>Submitting, collecting and storing assessment information</b><br/><a href="#">Section 8.4</a></p>  | <p>Assessment task sheets will provide information about ICB's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date via the Student Café.</p> <p>Draft and final responses for all internal assessments must be submitted through Student Café which will be collected and stored in the school LMS system.</p>   |  |             |            |                  |   |   |                   |   |  |  |                            |       |                  |  |   |                   |  |   |
| <p><b>Internal quality assurance processes</b><br/><a href="#">Section 9</a></p>   | <p>At ICB we have two ways of Quality assurance</p> <ol style="list-style-type: none"> <li>1- <b>Moderation</b> occurs when teachers engage in focused professional conversations to analyse the quality of student work against the instrument-specific marking guides (ISMGs).</li> <li>2- <b>Confirmation</b> is the QCAA quality assurance process that verifies the accuracy and consistency of teacher judgments on summative internal assessments (Units 3 &amp; 4). QCAA-trained assessors review samples of student work against (ISMGs) to ensure</li> </ol>  |  |             |            |                  |   |   |                   |   |  |  |                            |       |                  |  |   |                   |  |   |

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|  | fairness, reliability, and comparability across schools, with the QCAA making final decisions on results.  |
| <b>Status of results for summative internal assessment</b> | All summative internal assessment results are provisional until confirmed through QCAA processes. Results for General and General (Extension) subjects are subject to confirmation, while results for Applied, Applied (Essential) subjects and Short Courses may be adjusted following QCAA quality assurance advice. |
| <b>Appropriate materials</b><br>Section 8.2.2              | ICB maintains a supportive, culturally responsive, and inclusive learning environment. All materials and texts are carefully selected by staff and Imams to reflect our Islamic values and educational standards. Students are expected to consider appropriateness when producing assessment materials.               |

#### 4.0 External assessment administration

| Policy Areas   | Policy and Procedures  |
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| <p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> <a href="#">Section 10.0</a></p> <p>See also: <a href="#">External assessment – administration guide (provided to schools each year)</a></p> | <p>External assessment is the final assessment in General and General (Extension) subjects, and the only assessment in General (Senior External Examination) subjects. It is:</p> <ul style="list-style-type: none"> <li>• common to all schools</li> <li>• administered by schools under the same conditions at the same time and on the same day</li> <li>• summative, and contributes to the overall subject result</li> <li>• developed and marked by the QCAA according to a commonly applied marking scheme. <b>Note:</b> General (Senior External Examination) subjects with syllabuses borrowed from another jurisdiction have external assessment set and marked by that jurisdiction</li> <li>• not used in Applied subjects.</li> </ul> |

#### 5.0 Understanding academic misconduct

Islamic College of Brisbane is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. The following table outlines types of academic misconduct and the procedures for managing them.

##### Section 8.1.3

|  | Types of misconduct  | Procedures for managing academic misconduct  |
|--|--|--|
| <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, materials or AI</li> <li>• has any notation written on their 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> | <p><b>For authorship issues</b></p> <p>When authorship of student work cannot be established, or a response is not entirely a student's own work, the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p>  |
| <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>  | <p><b>For all instances of academic misconduct</b></p> <p>Results will be awarded using any evidence from the preparation of the response that is available, that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>The student will be awarded results <b>only for work that can be authenticated as their own</b>.</p> <p>Any work that cannot be authenticated will be <b>excluded from marking</b>.</p> <p>Where no evidence of authentic student work is available, the assessment will be recorded as <b>Not-Rated (NR)</b> for that task.</p> |
| <b>Contract Cheating</b>                                       | <p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment.</li> <li>• sells or trades a response to an assessment</li> </ul>   |  |
| <b>Copying work</b>  | <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 during a supervised assessment</li> <li>• copies another student's work during a supervised assessment.</li> </ul>   |  |
| <b>Disclosing or receiving information about an assessment</b> | <p>A student or other person:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of an assessment, such as stimulus or suggested answers/responses, before a response to the assessment is completed</li> <li>• attempts to give or receive access to secure assessment materials.</li> </ul>  |  |

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| <b>Fabricating</b>                               | A student: <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references, such as false or misleading information generated from the use of AI.</li> </ul>  | <p>Any instance where a student is suspected of plagiarism must be referred directly to Head of School and/or Faculty Leader. No decisions or actions regarding suspected plagiarism should be made without prior review.</p> <p>In addition to assessment outcomes, the matter will be managed under the college's <b>student behaviour procedures</b></p> |
| <b>Impersonation</b>                             | A student: <ul style="list-style-type: none"> <li>arranges for another person or technology to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment</li> <li>completes a response to an assessment in place of another student.</li> </ul>  |   |
| <b>Misconduct during a supervised assessment</b> | A student distracts and/or disrupts others in an assessment room.  |   |
| <b>Plagiarism or lack of referencing</b>         | A student: <ul style="list-style-type: none"> <li>completely or partially copies or alters another person's work</li> <li>creates work using AI and does not provide attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas)</li> <li>uses a translator, including an online translator, as the work produced is not the work of the student.</li> </ul> |   |
| <b>Self-plagiarism</b>                           | A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.   |   |
| <b>Significant contribution of help</b>          | A student or other person arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.  |   |

## 6.0 Artificial Intelligence (AI) in Assessment

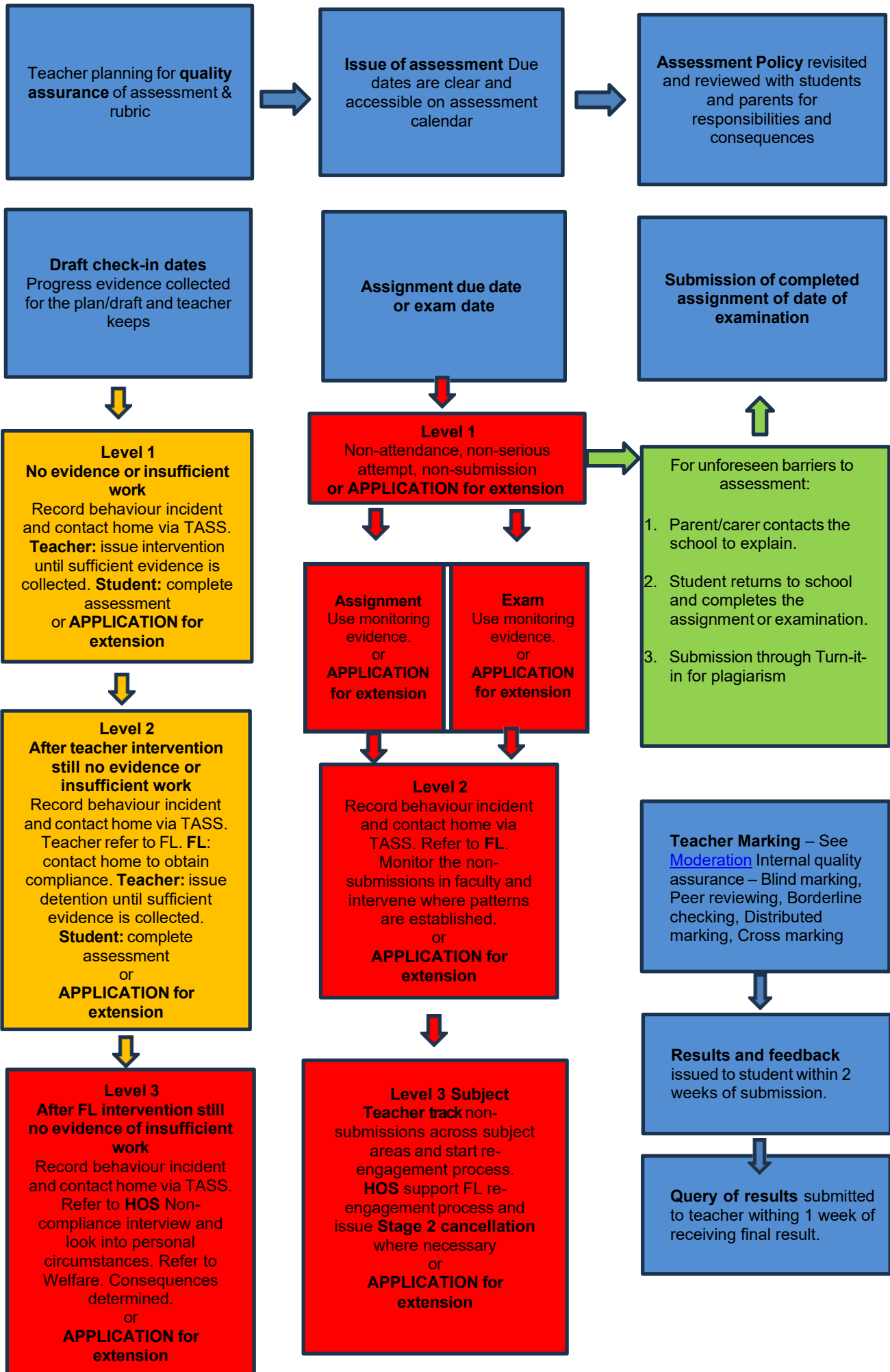
As technology evolves, the ICB is committed to preparing students for a digital future while maintaining the highest standards of academic honesty. This section outlines the acceptable and unacceptable uses of Artificial Intelligence (AI) tools (e.g., ChatGPT, Copilot, Gemini) in assessment tasks

|  |  |
|--|--|
| <b>Principles of AI Use</b>                  | AI tools should be used as support for learning, not replacements for critical thinking or original work. The use of AI must be transparent, ethical, and in accordance with the specific guidelines provided by the subject teacher for each assessment task.   |
| <b>Acceptable Uses (Learning Tool)</b>       | <p>Unless explicitly prohibited by the task sheet, students may generally use AI for:</p> <p><b>Brainstorming:</b> Generating initial ideas or topics for research.</p> <p><b>Clarification:</b> Asking for explanations of complex concepts to aid understanding.</p> <p><b>Editing:</b> Identifying errors in punctuation and grammar.</p> <p><b>Planning:</b> Creating study schedules or outlining the structure of a response.</p> <p><b>Developing responses:</b> Using AI in a way that is transparent, appropriately acknowledged, and consistent with the College's referencing requirements</p> <p><b>Research:</b> Supporting research only as a starting point, with all information verified through reliable sources</p> |
| <b>Prohibited Uses (Academic Misconduct)</b> | <p>It is a breach of academic integrity to:</p> <p><b>Copy and paste</b> AI-generated text, code, or images and submit it as your own work.</p> <p>Use AI to write entire paragraphs, essays, or solve problems during an assessment task.</p> <p>Use AI during supervised examinations (unless it is a specific requirement of the task).</p> <p>Paraphrase AI-generated content without appropriate attribution.</p> <p>Submit work that you cannot explain or justify to your teacher.</p>  |
| <b>Referencing AI</b>                        | <p>If AI is used to generate ideas or content that is included in an assessment, it must be referenced. Students must acknowledge the use of AI tools.</p> <p><b>Example of AI Acknowledgement:</b></p> <p><i>"I acknowledge the use of ChatGPT (OpenAI, 2026) to assist in brainstorming the structure of this essay. The final content and analysis are my own."</i></p> <p><b>Reference List Entry:</b></p> <p>OpenAI (2026). <i>ChatGPT</i> (Version 4) [Large Language Model]. Available at:</p>  |

|                                |   |
|--------------------------------|---|
|                                | <a href="https://chat.openai.com">https://chat.openai.com</a> [Accessed 15 Feb. 2026].  |
| <b>Authentication &amp; AI</b> | <p>To ensure work is authentic in the age of AI, teachers may employ specific strategies (QCAA Handbook v7.0 Section 8.2.8):</p> <ul style="list-style-type: none"> <li>■ <b>Version History:</b> Students may be required to work on OneDrive/Office 365 where document history is tracked.</li> <li>■ <b>Interviews:</b> Teachers may interview students about their work to verify understanding.</li> <li>■ <b>Drafting:</b> Significant discrepancies between drafts and final submissions may trigger an investigation.</li> <li>■ <b>In-class checking:</b> Students may be asked to replicate parts of the task under supervision.</li> </ul> <p><b>Note:</b> If a student cannot demonstrate their understanding of the submitted work, or if authorship cannot be established, the work may be excluded from marking, potentially resulting in a 'Not Rated' (NR) result.</p> |

|  |  |
|--|--|
| <b>Related school policies and procedures</b>  | <p>This Assessment Policy should be read in conjunction with the following related College policies and procedures:</p> <ul style="list-style-type: none"> <li>School-based behaviour management policy</li> <li>Appropriate use of electronic devices and resources policy</li> <li>Student attendance and absence procedures</li> <li>Academic integrity and misconduct policy</li> <li>Access Arrangements and Reasonable Adjustments (AARA) procedures</li> <li>Assessment extension and special consideration procedures</li> </ul> |
| <p>All policies are available on the College website and through the Student Handbook. Students and parents/caregivers are encouraged to familiarise themselves with these policies to ensure full understanding of expectations and responsibilities.</p> |  |

## Flow Chart of Assessment Policy



# ICB Senior Assessment Success: A Student Guide to Years 11 & 12

## 1. Core Responsibilities: Your Role in Learning



### Active Engagement & Completion

Students must actively participate in all learning programs and complete 100% of required assessment tasks for every subject.



### The Importance of Drafts

Submitting drafts is a mandatory checkpoint used to provide feedback and authenticate that the work is your own.



### Feedback & Support

You are expected to respond to teacher feedback promptly and attend any required academic support or catch-up sessions.



### The 11:59 PM Rule

All assessments must be submitted electronically via Student Café by 11:59 PM on the specified due date.



### Know Your Schedule

Your full Assessment Schedule is released via Student Café and Parent Lounge by Week 2 of every term.



### Authentication Check

Final responses must be submitted through plagiarism-detection software (e.g., Turnitin) as required by the college.

## 2. The Submission Process: Deadlines Matter



## 3. Managing Absences & Extensions



### Planned Absences (5-Day Rule)

If you know you will be away, submit a written extension request to the Faculty Leader at least five days before the due date.



### Unplanned Illness or Misadventure

Contact your Subject Teacher or Faculty Leader immediately and provide a medical certificate or signed note to verify the absence.



### AARA (Access Arrangements)

Special arrangements are available for students with long-term disabilities or medical conditions; consult the Diverse Learning department for help.

## 4. Academic Integrity & AI Ethics



**Ethical AI Use:** Use AI tools (like ChatGPT) only for brainstorming, clarifying concepts, or editing grammar; never use it to write your entire response.



### Proper AI Attribution

If AI is used, it must be cited (e.g., "I acknowledge the use of ChatGPT-4 to brainstorm the structure of this essay").



### Academic Misconduct

Cheating, collusion (working with others on individual tasks), and plagiarism are strictly prohibited and managed under student behavior procedures.

## 5. Consequences: Protecting Your QCE



Not-Rated

### The "Not-Rated" (NR) Result

Failing to submit an assessment or submit authentic work results in an NR, which prevents you from earning unit credits toward your QCE.



### Mark Reductions for Length

If a response exceeds the syllabus word or page limit, teachers will only mark the work within the required limit.



STAGE 1

### Intervention Levels

Repeated non-compliance triggers a multi-level intervention process involving Faculty Leaders, parents, and potential "Stage 2 cancellation" of subjects.



STAGE 2



STAGE 3

# Years 11–12 Senior Assessments: Student Responsibilities

Islamic College of Brisbane (ICB)

## 1. Core Responsibilities



- Engage actively in learning programs
- Complete 100% of required assessment tasks for each subject
- Submit drafts as required (mandatory checkpoint for feedback & authentication)
- Act on teacher feedback promptly; attend all assessments

**Do: Prioritize learning and complete every assessment task.**

## 2. Academic Integrity



- Produce original work for all assessments
- Properly cite and reference all sources used
- Understand and avoid plagiarism and cheating
- Collaborate ethically; do not share work unfairly

**Do: Ensure your work is your own and referenced correctly.**

## 3. Timelines & Attendance



- Adhere to all submission deadlines for drafts and final work
- Attend all scheduled assessment sessions (exams, tests, presentations)
- Be punctual for all exams and in-class assessments
- Monitor the school's assessment calendar regularly

**Do: Meet all deadlines and be present for every assessment.**

## 4. Illness, Misadventure, & Provisions



- Submit documentation (e.g., medical certificates) for absence/illness
- Apply for AARA (Access Arrangements & Reasonable Adjustments) if eligible
- Follow school procedures for extensions and special consideration
- Contact the school immediately regarding any unexpected events

**Do: Inform the school promptly and follow procedures for difficulties.**

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## 5. Success & Wellbeing

- Maintain a healthy work-life balance
- Develop effective study routines and organization skills
- Seek help and support from teachers, mentors, or parents
- Stay positive and motivated throughout the year

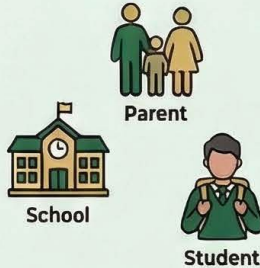
**Do: Look after yourself and seek support when needed.**

# Navigating Senior Assessment: A Parent's Guide to Success at ICB (2026)

A visual summary of ICB's Years 11 & 12 Assessment Policy, focusing on responsibilities, submission rules, and academic integrity for student success.

## CORE ROLES & ACADEMIC INTEGRITY

**A Shared Responsibility for Integrity:** Academic integrity is an honest, moral, and ethical shared duty.



**Promoting Ethical Scholarship:** Parents ensure understanding of expectations and communicate implications of misconduct.

**Mandatory Academic Integrity Course:** Core requirement for QCE eligibility.



## STUDENT EXPECTATIONS & AUTHENTICATION



**Active Engagement is Essential:** Full engagement, task completion, and timely response to feedback.



Allows feedback and authenticates work is the student's own.

## Drafts as Critical Checkpoints



Student



Draft 1



Draft 2



Final



**Proving Ownership of Work:** Teachers use interviews, version history, and in-class checks to ensure authenticity.

## THE SUBMISSION PROCESS



All assessment evidence and final responses must be submitted by **11:59 pm** on the specified due date.



**Digital Submission via Student Café:** Use the portal for all submissions to ensure collection in school's LMS.



**Plagiarism Detection:** Final responses must be submitted through detection software where required.

## ABSENCES & EXTENSIONS (AARA)



**5-DAY RULE FOR PLANNED ABSENCES:** Written requests for extensions must be submitted to the Faculty Leader at least five days before the due date.

**Unplanned Illness or Misadventure (AARA)**

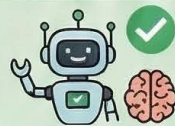


**Access Arrangements (AARA)** available for sudden illness.

**Mandatory Medical Documentation:** Parents must provide a medical documentation to the Faculty Leader for any unplanned absence on assessment day.



## ETHICAL USE OF AI & REFERENCING



**Acceptable AI Support (Learning Tool)**

- Brainstorming ideas
- Clarifying complex concepts
- Editing grammar/



**Prohibited AI Misconduct**

- Copy-pasting AI text
- Writing entire essays
- Paraphrasing without attribution



**Standardised Referencing:** Must use Harvard or APA styles to attribute all sources, including AI-generated content.

## CONSEQUENCES OF NON-COMPLIANCE

**NOT-RATED (NR)**



The 'Not-Rated' (NR) Result: Recorded if work is not submitted, unauthenticated, or involves unmanaged misconduct.



**Impact on QCE Credit:** NR result prevents receiving unit or subject credit toward the Queensland Certificate of Education.