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ASSESSMENT HANDBOOK

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Before you begin

Effective communication is essential in today's society. No matter what you intend to do when you leave school, you will find that the ability to express yourself clearly in written and spoken form will be necessary; whether it be in day-to-day conversation with others, or in writing and presenting material in your place of employment. It is very important therefore, that you develop skills that will enable you to read, write and speak effectively while you are in secondary school.

The Assessment Handbook has been put together to help you strive for excellence in your preparation of assignments. It will set out general guidelines and principles that will help you prepare work that will be considered acceptable at secondary level. It gives information on what will generally be expected in terms of assignment work. However, you need to be aware of the following:

- (a) It is not comprehensive (that is, it does not give you all the answers), and
- (b) Individual subject teachers may have their own specific requirements regarding assessment. It is your responsibility to speak to your teachers when assignments are given out to make sure that you understand exactly what the teacher requires.

What is assessment?

Assessment is a purposeful process of gathering and analysing information in order to make judgements about students' learning in relation to curriculum goals. It should be recognised that assessment is a complex process which involves observation, description, measurement and judgement.

Various assessment methods are used to enable you to demonstrate your learning. Each subject area determines the particular combination of assessment methods to be used. Examples include assignments, projects, writing tasks, multi-modal, exams and oral presentations.

This policy considers QCAA recommendations in regards to assessment.

Receiving assignment tasks

You will usually be informed about assignments in the first two weeks of each term, in the form of an assessment calendar. This calendar will identify the dates of all assessment instruments for the term. You will receive the actual assignment task and criteria sheet when your class has progressed through enough work for you to be prepared to begin work on the assignment.

When assignments are issued, you will be advised of checkpoint dates for rough copies or notes, and the final due date. You will normally have at least two weeks to prepare an assignment so you will need to pace your work so that you hand in your final copy by the due date.

AI in Assessment

Why This Matters

AI is becoming part of everyday learning and assessment. At our college, teachers may set different levels of permitted AI use depending on the task (for example: no AI at all, using it only for brainstorming, or evaluating AI-generated outputs). These levels are designed to protect your learning, ensure fairness, and build your skills. It's important that you understand your responsibilities, know what is acceptable, and avoid what is not so you can use AI wisely and ethically. The graphic on the next page explains the lanes and levels that your teacher will set on your assessment task sheets.

Your Responsibilities

1. Authenticity in Work

All work you hand in must be genuinely your own. AI can be a helpful tool, but if you use it, you must acknowledge how it was used and give proper attribution. Your teachers need to see your thinking and learning, not just what a tool can produce.

2. Avoiding Misuse

AI must not be used to plagiarise, invent information, or generate entire assignments for you. Misuse not only breaks academic integrity rules but also stops you from building the skills and knowledge you need. AI should never be used to deceive, bully, or create inappropriate content.

3. Respect for Privacy

Do not enter personal details (like your address, phone number, or login details) or confidential school information into AI systems. These tools don't guarantee privacy. If you're unsure, talk with a teacher or parent first.

4. Engagement with Ethical Practices

AI is not always right—it can make mistakes, show bias, or give incomplete answers. Students are expected to question and evaluate outputs. This means using your own skills and knowledge to decide if what AI produces is trustworthy, accurate, and appropriate. Over-relying on AI too early can leave you unable to judge its quality.

Acceptable Use of AI

When used responsibly, AI can be a valuable support tool:

1. Learning & Content Support

AI can summarise large chunks of information, simplify tricky ideas, suggest study plans, or generate examples to help you understand new topics.

2. Skill Development

You can practise and improve your skills by using AI for writing feedback, problem-solving hints, language translation, or self-testing with quizzes. The key is to use AI to enhance your learning, not to replace the effort you must make yourself.

3. Critical Analysis of AI Outputs

Sometimes teachers may ask you to analyse AI responses. This is a chance to think critically—spotting strengths, weaknesses, and biases in what the AI provides—and to deepen your understanding of a topic.

4. Collaboration & Creativity

AI can spark new ideas, suggest perspectives you may not have considered, or provide inspiration for group projects. It can be a springboard for brainstorming, but the final ideas and decisions must come from you and your peers.

Prohibited Use of AI

You must not use AI for the following:

1. Handing in AI-generated content as your own without any acknowledgment or changes—this is plagiarism.
2. Relying on AI to generate entire essays, assignments, or answers to avoid doing the work yourself.
3. Creating or sharing inappropriate, offensive, harmful, or false AI-generated material.

LANE 1 ASSESSMENT OF LEARNING

Focuses on individual student knowledge and skills. Examples: examinations, supervised assignments

LANE 2 ASSESSMENT AS LEARNING

Focuses on teaching students how to use AI responsibly and effectively. Examples: inquiry projects, creative tasks, authentic AI integration

AI Level

LEVEL 1	AI must not be used at any point during the assessment.
LEVEL 2	No AI content is allowed in the final submission.

LEVEL 3	AI must only be used for editing. The original draft must be submitted, and a reflection may be required.
LEVEL 4	All AI-generated content must be cited. A reflection, commentary or defence interview is required.
LEVEL 5	AI can be used throughout the task. A reflection, commentary or defence interview is required.

AI LANES AND LEVELS

Getting help with assignments

As you move through to the later stages of your schooling, you are expected to grow more and more independent in your assignment work. That being said, you are welcome to consult your teachers for general assistance with your assignments.

You are also allowed to ask for some help from your peers, family members and tutors, but your work must still be your own. You cannot get someone else to write your assignment for you.

The best assistance you can receive for an assignment is to submit a completed draft on time. This allows your teacher to give you valuable feedback on your work.

Submitting your assignments

Early drafts and Plans

You may ask your teacher whether you may submit a partially completed, early draft or plan for feedback on your progress. In some cases, your teacher may ask to see planning in addition to a complete draft submission.

Complete Drafts

Complete drafts need to be submitted to your teacher by the date and time specified on your Task Sheet. All drafts need to be submitted via Learner.Link and include a Staines Memorial College cover sheet.

Final Copies

Final copies of your assignment need to be submitted to your teacher by the date and time specified on your Task Sheet. As before, all final copies need to be submitted via Learner.Link and include a Staines Memorial College cover sheet. Practical assignments may be due in class.

Extensions

Sometimes you may find yourself in a circumstance that affects your ability to complete your assessment by the due date. In such an event, you must request an extension from your teacher by filling out an official extension request form.

Extensions for assignments can only be given out by the Head of Teaching & Learning.

Extensions must be organised as early as possible before the due date. If you think you will need an extension in order to complete an assessment you should apply for one at least 2 school days before the due date. This will allow time for your application to be processed and enable staff to inform you of the decision. For example, if your assignment is due on a Monday, you need to have applied for an extension by Thursday of the week before.

Applying for an Extension

In order to apply for an extension, you must complete the following steps:

1. Submit an 'Extension Application' form. This online form is available in the Student Academic Handbook in your Learner.Link portal.
2. The form will ask you to upload a document with evidence that you have already started the assignment (e.g. rough notes, draft, summaries, photographs of practical work etc.)
3. For Grade 7 to 10 students, the Head of Teaching & Learning will speak with you, look at the work you have already done and speak with your teacher. They will then decide whether you will be granted an extension for the assessment. The Head of Teaching & Learning will inform you of their decision via email. If you are not granted an extension, you will be expected to submit the assessment by the original due date.

4. For Grade 11 and 12 students, the Head of Teaching & Learning will speak with you, determining if your reasoning meets QCAA's AARA eligibility. If so, an AARA form will need to be filled out by you, your parent/guardian and a GP or similar professional. This form will need to be returned to the college as soon as possible.

Extensions will not be granted on or after the due date, except in very extreme circumstances. This is at the discretion of the Head of Teaching & Learning.

The following reasons are not considered acceptable for granting an extension. This is not an exhaustive list, merely some examples to help you:

- Computer, USB, internet connection or printer breakdown
- Loss of task sheet, criteria sheet or actual assignment
- Outside school commitments (e.g. work, social activities)
- Family holidays
- Absence from school – either when the assignment was given or the day it is due.

As stated previously, drafts are vitally important as they give you an opportunity to receive feedback on your work before you submit your final copy. They also form part of the body of evidence of work that your teacher will collect during the course of the year.

What is a completed draft?

A completed draft is the work that you will submit to your teacher by the draft due date. It should not be the first attempt you have made at the assessment. You should have been working on the assessment and have edited and corrected your own work before getting your teacher's feedback.

Your teacher will expect that your draft is a complete version of the assessment. For example, if the assessment is an essay, your teacher will expect to see a complete essay for your draft, not simply the introduction. Your teacher will specify what they expect as a draft for individual assessment tasks.

Submitting the draft

1. Your draft must be submitted to your class teacher on or before the due date and time:
 - GRADES 7–9: Your draft will be due during the subject period on the due date. Your teacher will specify if this is the start or the end of the lesson.
 - GRADES 10–12: Your draft will be due at 11:59pm on the due date.
2. Your draft must contain the Staines Memorial College cover sheet with your name, grade level, assessment name and word count.
3. You must submit your drafts via Learner.Link. Keep a copy of your draft in your OneDrive as a back-up.
4. If you are sick or absent on the day the draft is due, it is your responsibility to still submit your assessment on time via Learner.Link. Any physical assessment items are your responsibility to hand in on time. E.g. A parent or carer drops off your assessment item to Student Services.

Poor quality, late or non-submission of draft

If you fail to submit your complete draft by the due date, or your draft is of a very poor quality (e.g. D- or E standard) the following will occur:

1. If you haven't submitted anything, your teacher will instruct you that you have 1 period to produce a draft. Whatever you produce within that time will be considered your draft.
2. Your parent/guardian will be informed via phone call or email that you have not submitted a draft by the due date or that your draft was of very poor quality.
3. Your non-submission, late or poor quality draft will be recorded on your Edumate profile. Multiple records may result in disciplinary action.
4. You will not receive written feedback on your draft. It will be kept by your teacher as evidence of the work you have done on the assessment to-date.

Final Copy

Your teacher will return draft feedback to you seven days (one week) prior to your final being due. Feedback is a consultative process, not a marking process. It indicates aspects of your response that need to be improved or developed to meet the requirements of the assessment instruments, marking criteria or syllabus standards. It is your job to take this feedback and apply it to your final assignment submission.

Submitting the final copy

1. Your final copy must be submitted to your class teacher **on or before** the due date and time:
 - a. **GRADES 7 - 9:** Your final will be due **during** the period on the due date. Your teacher will specify if this is the start or the end of the lesson.
 - b. **GRADES 10 -12:** Your final will be due at **11:59pm** on the due date.
2. Your final must contain the Staines Memorial College cover sheet with your name, grade level, assessment name and word count.
3. You must submit your final via **Learner.Link**. Keep a copy of your final in your OneDrive as a back-up.
4. If you are **sick or absent** on the day the final copy due, it is your responsibility to still submit your assesment on time via Learner.Link. Any physical assessment items are your responsibility to hand in on time. E.g. A parent or carer drops off your assessment item to Student Services.

Poor quality, late or non-submission of final copy

If you fail to submit your final copy by the due date, or your final copy is of a very poor quality (e.g. E standard) the following will occur:

1. Your parent/guardian will be informed via phone call or email that you have not submitted a final copy by the due date or that your final copy was of very poor quality.
2. Your non-submission, late or poor quality final will be recorded on your Edumate profile. Multiple records may result in disciplinary action.
3. Your draft will be assessed as your final submission.

4. If you are in Years 7 - 10, your ability to choose certain Senior subjects may be withdrawn. You and your parent/guardian will be notified.

5. If you are in Year 11 or 12, an appropriate number of semester units may be withdrawn from your student profile for the subject, potentially affecting your eligibility for a QCE and/or ATAR ranking. You, your parent/guardian, and QCAA will be notified.

Managing response length

Each assessment task has a response length range. For example, a History research essay might have a word limit of 800 - 1000 words or an English spoken presentation might be 5 to 7 minutes in length. **It is very important that your assessment task response falls within the given range.**

Before submitting a draft or final, always check your response length.

1. If you exceed this range at drafting, your teacher will mention this in their feedback to you.
2. If you exceed this range at final submission:
 - a. Before marking, your teacher will give you 1 period to redact (take away) words or time to meet the appropriate response length, or
 - b. If your teacher has started to mark your work, they will stop marking at the maximum range.

At drafting, teachers will also let you know if you are below the appropriate response length so that you can improve your final submission.

Exams, practicals or spoken presentations

As all assessment due dates are available to students and parents via the assessment calendar, there should be no excuses for missing in-class assessments. It is up to your parent/guardian to notify the College of a planned absence (e.g., holiday) at least 2 weeks in advance in order to allow alternate arrangements to be made. They may do this by emailing Ms Taber (English, Humanities, The Arts) and/or Mrs Saunders (Maths, Science, Technologies, HPE).

If you are sick or absent on the day of a test, practical or spoken presentation:

GRADES 7 -10: You should contact the College by 9am to explain that you are sick. You must also provide a doctor's certificate to support your absence.

GRADES 11 -12: You MUST apply for AARA. You must contact Ms Taber and/or Mrs Saunders as soon as possible. AARA forms are available in the Student Academic Handbook available in Learner.Link. This form must be completed by a GP or equivalent professional and uploaded to the AARA submission link also available in the Student Academic Handbook in Learner.Link.

You will be required to complete your assessment at the earliest opportunity on your return to school. You should come prepared to do your assessment on the day of your return to school (regardless of whether you have that particular class).

Academic Misconduct

Academic misconduct means using someone else's work and not giving them credit for it - it's basically passing someone else's work off as your own. Technically, it is stealing. Plagiarism is a very serious offence - in the past, people have been expelled from universities, fined or sent to court for blatant acts of plagiarism.

Whether you mean to or not, you will commit academic misconduct if you don't acknowledge all non-original material in your assignment (that is, all information that you didn't think up by yourself).

Any assignment that you submit must be your own work. Of course you will read what other people have written about the topic and think about it; but your assignment or essay should be based on your own ideas about the topic (or an evaluation and critique of the ideas of others) and should be written in your own words. If in your assignment you use ideas or quotes from other people, you must acknowledge where you found the information.

- **Direct quotations from other authors**
- **Ideas from other writers**
- **Statistical information**
- **AI generated information**

In line with our dedication to upholding academic integrity, we acknowledge the role of Artificial Intelligence (AI) as a helpful resource in the learning journey. AI can play a big part in aiding you with the planning, structuring, and improving your assessments. However, any work submitted must reflect your own understanding, analysis, and way of expressing yourself. Relying on AI to create entire pieces of work for you is strictly forbidden and will be regarded as academic misconduct. When using AI for these tasks, it's important for you to mention your use of AI tools in your work to keep things transparent.

You will be given clear guidance on how to use AI ethically and suitably within their specific courses, including how to acknowledge any help received from AI. If you are unsure about what is allowed regarding AI tools in your work, you are encouraged to talk to your teachers.



Types of academic misconduct

Types of academic misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none">• Begins to write during perusal time or continues to write after the instruction to stop writing is given.• Uses unauthorised equipment or materials• Has any notation written on the body, clothing or any object brought into an assessment room.• 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.
Collusion	When: <ul style="list-style-type: none">• More than one student works to produce a response and that response is submitted as individual work by one or multiple students.• A student assists another student to commit an act of academic misconduct.• A student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none">• Pays for a person or a service to complete a response to an assessment• Sells or trades a response to an assessment
Copying work	A student: <ul style="list-style-type: none">• Deliberately or knowingly makes it possible for another student to copy responses• Looks at another student's work during an exam• Copies another student's work during an exam
Disclosing or receiving information about assessment	A student: <ul style="list-style-type: none">• Gives or access unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/response, prior to completing a response to an assessment.• Makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none">• Invents or exaggerates data.• Lists incorrect or fictitious references.
Impersonation	A student: <ul style="list-style-type: none">• Arranges for another person to complete a response to an assessment in their place, e.g., Impersonating the student in a performance or supervised assessment.• Completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information, or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.

The only time you don't need to acknowledge information is if it is general knowledge that everyone should know. E.g., air contains oxygen.

Using quotations

1. If the quotation is less than two lines long, it should be incorporated into the text and enclosed in quotation marks. For example,

Hitler referred to the Allies as a “wolf in sheep’s clothing” when he was addressing the German people.

2. Quotations longer than two lines long should be indented five spaces from the left-hand margin. There is no need to use quotation marks, as the indentation indicates that it is a quotation. For example,

After the Second World War, Australia pursued a vigorous immigration policy initiated by the then Minister for Immigration, Mr A.A. Calwell, who maintained in November 1946: If we are to take our rightful place in the world affairs; if we are to ensure the future security of our nation, our population must be greatly augmented both by natural increase and by planned immigration...

Consequences

If you are found to have committed academic misconduct, your teacher will mark only the portions of work that you have authored. If there is enough evidence based on original work, you will be given a grade. If you have not submitted enough original work to satisfy the E-criteria (in Grades 7 to 9 and senior applied subjects) or a 0 (in senior general subjects) your draft will be marked. The Head of Teaching & Learning and your parent/guardian will also be informed that you have submitted non-original work.

Referencing

APA 7th Edition

Staines Memorial College uses APA 7th Edition for referencing assessment. There are many websites and resources for you to access regarding this system of referencing. Your teacher will also be able to help you with this.

In-text referencing is the simplest way to reference using APA. To do this you simply write the author’s surname and year of publication next to the relevant information in your essay. The reference should be enclosed in brackets ().

(NOTE: Only the author’s surname is used. The author’s first name may be used only if you are using sources from two authors with the same surname)

Some examples:

a) For a book with one or two authors:

“World War I caused the death of more than 8 million people and left more than 30 million wounded or missing” (Lawrence & Franklin, 1986).

OR

Lawrence and Franklin (1989) noted, “World War 1 was the most brutal of all modern world conflicts to date”.

b) If a book has **more than two authors**, you write the first surname and then the abbreviation et al. should be used. (Et al. is a Latin term that means “and others”):

Students should always aim to produce work of a high quality. Spelling correctly should become a habit (Boot et al., 1989).

c) If the author is **unknown**, cite the title of the text, italicising the title:

“A similar study was conducted with students learning to format research papers” (Using APA, 2001).

d) Where possible, information from the **Internet** should be the same as any other document:

In his online journal, Kenneth (2010) explained...

Online Resources

There are many online resources for creating references including:

- Cite This For Me - <https://citethisforme.com>
- CiteFast - <http://www.citefast.com>

Writing a reference list

Every assignment should include a reference list. A reference list is an alphabetical listing (by author's surnames) of all the references included in the assignment. It is found at the end of the assignment. It is important that you set out your reference list correctly.

You should include the following information in your reference list:

1. Author's name (surname first, then initials)
2. Name of the book or article
3. Number of the edition or volume (e.g. encyclopaedias)
4. Name of the publishing company
5. Date the work was published
6. If your reference is more than one line long, the second and subsequent lines need to be indented five spaces.

Rules

a) A book by a single author:

Carson, B. (1992). *Think Big: Unleashing Your Potential for Excellence*. Zondervan Publishing House.

b) A book by two to twenty authors:

Bohm, A., Horne, C., & Chaudhri, D. P. (2000). *Securing Australia's future: An analysis of the international education markets in India*. IDP Education Australia.

c) A book twenty-one or more authors:

Booth, I. Et al. (1989). *Proofreading, Editing and Style: A Programmed Course*. Thomas Nelson.

d) A journal, magazine or newspaper article:

Dillow, J. C. (1979). "Scripture Does Not Rule Out A Vapor Canopy." *Creation Research Society Quarterly*, Vol. 16, December, pp. 5 - 7.

e) The Internet:

Griffith University. (2021). Study smart. Retrieved November 8, 2021 from <https://www.griffith.edu.au/library/study>

Reference list

Guest, V., Lawrence J. and Eshuys, J. (1982). *Tradition and Change*. The Jacaranda Press.

QSA (2010). A-Z of Senior Moderation. Retrieved December 10, 2012, from http://www.qsa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf

Thomas, Marian. (2000). *Essay Writer: Lessons in Writing for the Secondary Classroom*. Wizard Books Pty Ltd.

Appendices

In an appendix you include any information that is interesting but not an essential part of your assignment. Appendices are helpful to provide additional understanding of the task by including notes, tables, extra examples, survey results or maps. Some assessment tasks will ask for appendices.

You should always tell your reader that you have included an appendix - for example:

The full list of survey results are listed in Appendix A.

Appendices are usually written as letters (A, B, C, D) rather than numbers. They are found at the end of the assignment after the reference list. Each new appendix should begin on a new page.



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Our desire is to partner with families in providing a holistic education based on the Biblical worldview in which the hearts and minds of young people can grow and pursue their full potential for God.

General enquiries / Administration

(07) 3814 8600

info@staines.qld.edu.au