Contents

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. Consistent whole-school assessment processes and procedures will have application from Year 11 to 12 across all subject areas. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* and applies to Applied, Applied (Essential) and General subjects, across all faculties in the Senior School.

Purpose

FisherONE is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

At FisherONE, expectations for teaching, learning and assessment are guided by our College motto '**Connect, Learn, Transform,** our commitment to social justice for all and the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy

- equitable for all students

- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning

- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning

- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made

- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed.

- accessibility, so that each student is given opportunities to demonstrate what they know and can do.

- reliability, so that assessment results are consistent, dependable or repeatable.

Reporting

Reporting provides students and parents with information regarding student progress in regard to formal assessment and student approaches to learning.

Academic Reports Years 11 and 12

Senior students will receive a report at the end of each Unit, except at the end of Unit 4. Students will be allocated an A-E grade for each subject.

Reports will be issued electronically, via the Learning Dashboard.

Satisfactory, Unsatisfactory or Not Rated is reported to the QCAA for each Year 11 unit. This contributes to credit for the Queensland Certificate of Education (QCE).

Each student has a MyQCE learning account with QCAA. Through this account, students can monitor their progress.

Subject Report Guidelines

'A' Result	Working beyond the Achievement Standard
'B' Result	Working above the Achievement Standard
'C' Result	Demonstrating the Achievement Standard
'D' Result	Working towards the Achievement Standard
'E' Result	Beginning to work towards the Achievement Standard

Term One Interim Report

At the end of Term One, students and parents will receive a report indicating how individuals are applying themselves to their studies. These reports are not based on formal assessment tasks.

Assessment Information

The student Assessment Calendar is available on both the Student and Parent portals indicating summative assessment items.

Task sheets for each assessment will provide context, task description, conditions, and criteria for grade allocation.

Each subject class has a Microsoft Teams Page established. This provides a platform for the electronic sharing of subject-related information, including that which relates to assessment tasks.

Procedures for Assignments

Assignment Conditions

Expectations of each task will be outlined on the task sheet, including:

- Students should save all versions of their assignment on Teams within the Assignment Tab
- Task description and conditions
- Criteria and standards for assessment
- Checkpoints, drafts and final due dates
- Authentication statement and assignment coversheet acknowledging the use of AI tools.

Submission of Assignments

- Assignments must be submitted electronically through Turnitin via Teams **by 5pm** using the script assignment template provided, following conditions instructed on the task sheet.
- Other required electronic files, e.g. recordings, screencasts etc., must also be submitted on the due date, via Teams, following conditions stipulated on the task sheet.
- Students must retain an electronic copy of their final submission until the end of the academic year.
- In the case of a non-submission on the due date, evidence collected previously, e.g. drafts/checkpoint submissions, will be used to determine a grade.
- In the case of a request for extension, this needs to be in a timely manner and in consultation with the FisherONE teacher and Base School Leader. A request for extension the day before the draft or final task is due will not be supported, unless there is sufficient documentation to support the extension. The extension request form needs to be completed through the Base School.

For further information:

Year 11 &12: AARA – Illness and Misadventure (QCAA website)

Senior External Exams are governed by QCAA guidelines

Procedures for Internal Examinations Years 11-12

Internal examinations refer to exams completed at the Base School. Examinations are conducted in a manner that maintains academic integrity. Some will be conducted during scheduled class time. Examinations for a subject cohort may be administered outside of the scheduled Base School timetable, as a part of an Exam Block.

It is the responsibility of all students to check the FisherONE examination timetable, listen to instructions from their teacher, refer to the Base School Calendar, FisherONE Assessment Calendar and ask questions if unsure of the scheduling of examinations.

FisherONE will email the Base School Leader the exam **one week prior** to the examination. This is to ensure that all examination materials are printed and organised before the examination.

It is the responsibility of the base school leader to inform the student/s of the location and time of the examination.

If a student is absent on the day of an examination, Parents/Caregivers must contact the Base School and FisherONE on the morning of the examination. Valid consideration will be given to reschedule exams in the event of illness and misadventure. Upon return to the Base School, students will liaise with teacher/Curriculum Leader and FisherONE.

An NR (Not Rated) may be awarded for the task if there is insufficient evidence.

For further information:

Year 11 &12: AARA – Illness and Misadventure (QCAA website)

Senior External Exams are governed by QCAA guidelines.

Promoting Academic Integrity

FisherONE promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The FisherONE assessment policy is located on the College website and on the Staff, Student and Parent Portals. All questions regarding this policy should be directed to the Assistant Principal. To ensure the assessment policy is consistently applied, it will be revisited at the commencement of each semester. Relevant processes will be revisited: • when the assessment calendar is published • when each task is handed to students
Expectations about engaging in learning and assessment Section 8.2.1	FisherONE has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses, each academic year.
Due dates Section 8.2.7 Section 8.4	Students are responsible for: • planning and managing their time to meet the due dates • informing FisherONE and the Base School Leader as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • inform the Leader of Learning and Curriculum Engagement from FisherONE, Base School Leader and classroom teacher as soon as possible • provide the Base School with relevant documentation, e.g. medical documentation • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the Base School and FisherONE. All final decisions are at the Principal/Principal's Delegate discretion. Refer to QCAA AARA for further information.
Submitting, collecting and storing	Assessment instruments will provide information about FisherONE's arrangements for submission of draft and final responses, including due dates, conditions and file types. Students are responsible for submitting their assessment using the FisherONE Script Assignment template. Students are responsible for saving copies of assessment items, including drafts and final submissions.

Assessment information Section 8.4 Section 9.7.1	All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, through Teams via the College's academic integrity software, Turnitin. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. Student responses will be in accordance with requirements outlined on each assessment instrument, e.g. conditions, file types etc. Submissions of assessment are required on or before the due date.
Appropriate materials Section 8.2.2	FisherONE is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff. Teachers should consider the appropriateness of topics, texts, materials and areas of study selected for student use. Students should consider appropriateness when producing materials for assessment. They should not contain materials that may offend, humiliate or intimidate others.

Ensuring Academic Integrity

FisherONE has procedures to ensure that there is consistent application of the assessment policy, and that staff and students optimise opportunities to understand academic integrity. The following strategies are applied:

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of development, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.2	Checkpoints will: • be detailed on student task sheets • monitor student progress in meeting task requirements • provide points of intervention, if necessary • assist students to develop strategies to submit assessment by the due date • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. These checkpoints will be uploaded to Teams. Teachers will use these checkpoints to identify and support students to complete their assessment. Curriculum Leaders, Base Schools and parents/carers will be contacted by teachers if checkpoints are not met by students.

Drafting Section 8.2.4 Section 8.2.5	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week after a submission of a draft. Feedback on a draft must not: • compromise the authenticity of a student response • detail new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. Feedback will be provided electronically. **Non -submission of drafts** Base Schools and Parents/carers will be notified by email about non-submission of drafts.
Managing response length Section 8.2.6	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the teacher will: -mark only the work up to the required length, excluding evidence over the prescribed limit OR -allow a student to redact their response to meet the required length, before a judgment is made on the student work. Teachers must annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA – including illness and misadventure** FisherONE is committed to reducing barriers to success for all students. AARA are actions taken by the Base School and FisherONE to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. For Year 11 & 12, the College follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara As stated in section 6.4.2, it is the responsibility of the Main Learning Provider (Base School) to submit the AARA Application. All AARA decisions must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) and made as far in advance as possible and sent to FisherONE by the Base School. Students are not eligible for AARA on the following grounds:

	• unfamiliarity with the English language
	• teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents/carers must contact the Base School and FisherONE as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, student statement template, Base School extension application and other supporting documentation are available from both the FisherONE and Base School school portal.
Internal quality assurance processes Section 3.4.1 Section 8.4	FisherONE's quality assurance management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA. In Year 11 and 12 General and applied subjects this includes the QCAA Endorsement processes. • quality assurance of judgments about student achievement. In Year 11 and 12 General subjects this includes the QCAA Confirmation processes. • Teachers participate in moderation processes to confirm judgements about student work which contributes to student results All assessment tasks are to be marked and moderated in a timely manner (i.e., two - three weeks of the due date or less if reporting requirements need to be met). Any variations to this timeframe must be negotiated through the Curriculum Leader. Results of assessment pieces are to be recorded on SharePoint in the Markbook within four weeks of the due date, and marked student work in the student work folder. All assessment must be completed and marked and documented prior to Semester reporting, including annotated ISMG. All marks for summative internal assessment for Units 3 and 4 General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Unit 3 and 4 Applied and Applied (Essential) subjects may be subject to advice from the QCAA.
Review Section 1.1 Section 6.4.6 Section 9.5	FisherONE's internal review processes for student results is equitable and involves moderation of student work with other members of the teaching team and/or the Curriculum Leader prior to issuing students with grades. Moderation occurs to ensure consistency of teacher judgments and internal moderation of assessment should occur in each subject where there are two or more teachers of that subject. Moderation processes will be managed by the Curriculum Leader. In circumstances where there is a single teacher teaching a subject, moderation consultations occur with that teacher and the Curriculum Leader.

Authenticating student responses

Section 8.2.8

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as the student's own work. FisherONE has strategies in place to ensure authenticity of student responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

Strategies for establishing authorship

When developing an assessment instrument, the College considers how student authorship of final responses will be established.

Teachers may:

- set an assessment task that expects each student to independently develop and produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside enough class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- collect further evidence to establish authorship of final responses
- for text, analyse final student responses using plagiarism-detection software
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- interview a student if their authorship of text, visual, audiovisual, performance or spoken/signed responses may have been compromised (e.g. by use of AI), to determine their understanding and familiarity with their response
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers should:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students
    - have access to electronic resources, including AI
    - are preparing responses to collaborative tasks, and
    - have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, checkpoints, plans or a draft).

Students should:

- complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses
- Keep evidence of the authenticity of responses throughout the process (such as classwork, outlines, checkpoints, plans and a draft)
- Use the FisherONE Script Assignment template
- participate in authentication processes as required by schools, such as to
    - declaration of authenticity
    - submit a draft **by 5pm**
    - submit the final response using plagiarism-detection software, where required
    - participate in interviews during and after the development of the final response.

Parents/carers can:

- support the efforts of teachers and students to authenticate responses by ensuring that the student
    - understands their responsibilities to maintain academic integrity
    - is aware of and follows the school's assessment policy, including the guidelines for drafting and providing feedback on a draft student response.

Common types of academic misconduct, with examples

The types of misconduct and examples listed in the table below are not exhaustive.

Type of misconduct	Examples
Cheating while under supervised conditions	A student: - begins to write during perusal time or continues to write after the instruction to stop writing is given - uses unauthorised equipment, materials or AI - has any notation written on their 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: • 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: • 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: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.
Impersonation	A student 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. A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	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 or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
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.
Significant contribution of help	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.

Referencing

Refencing is crucial for acknowledging the work of others and in maintaining academic integrity. It helps to avoid plagiarism, supports your arguments with evidence, and allows readers to locate and verify your sources.

The expectation at FisherONE is that students are to reference sources using APA7 style.

[APA 7](#) – Reference tool

Promoting academic integrity

FisherONE promotes academic integrity by modelling and developing students' understanding and awareness of appropriate academic practice. Students are able to demonstrate what they know and can do by the due date when they understand:

- forward planning — understanding the components of a task and how long each component might take to complete
- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking and summarising — independently synthesising research or gathering information into a new idea or summary
- referencing — appropriately acknowledging the ideas, work or interpretation of others, including use of AI
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- drafting — engaging in drafting and activities to authenticate a response such as at checkpoints, preparing the final draft for formal feedback by editing and refining the response
- editing — independently refining their own work and using feedback
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

Responding to Academic Misconduct

Response to individual instances of academic misconduct will be appropriate to the year level of the student and their understanding of academic integrity. Parents will be informed in every instance. All students will have completed the Academic Integrity course and understand the expectations within the Assessment Policy. When authorship of student work cannot be established, or a response is not entirely a student's own work, in consultation with the Curriculum Leader and the Assistant Principal, the teacher will

- provide an opportunity for the student to demonstrate that the submitted response is their own work, if appropriate
- 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.

In these instances, judgments about student achievement are made using the available student work. If none of the work submitted can be established by the school as the student's own work, then a not rated (NR) may be awarded. This will mean the student will not be awarded a unit or subject result. Students are not to complete the assessment again.

In cases of group work, consideration must be given to the effect on all group members. The welfare of the student will always be considered in all matters of academic misconduct.

Managing Academic Misconduct

FisherONE will ensure that any academic misconduct is treated fairly and will ensure academic integrity is maintained for all students.

The following matrix reflects the possible outcomes for the various levels of academic misconduct in liaison with the Base School.

	Definition	Examples (not exhaustive)	Possible Consequences
Yellow Level (Low Level Academic Misconduct)	An unintentional breach by the student that would be considered part of the learning process	• Lack of referencing (including not identifying quotations correctly) • Poor paraphrasing	• Restorative Conversation • Re-attempting (for practice) • Referencing Learning Task • Other logical consequences
Orange Level (Medium Level Academic Misconduct)	A breach that maybe considered to be unintentional but negligent by the student (escalation of minor breaches)	• Plagiarism • Unacceptable use of generative artificial intelligence (GenAI) tools • Disclosing or receiving information about an assessment • Fabricating • Prohibited equipment • Self-plagiarism	• A warning and conversation with the teacher • Required to redo the task or part of it • Loss of marks for that section • A record kept for future reference • Learning activity about academic integrity • Reflections and/or apologies
Red Level (High Level Academic Misconduct)	A breach that is considered intentional or deliberate	• Cheating • Collusion • Contract cheating • Copying work • Plagiarism • Impersonation	• Parent/guardian meeting with teacher and Base School Leader • Formal academic misconduct report • Student placed on probationary enrolment • Termination of student's enrolment

Use of AI at FisherONE

STEP ONE: Check with your teacher

Firstly – clarify with your teacher what is acceptable use of AI in your work. This will vary from subject to subject – **don't assume what is ok in one subject will be ok in another!**
Your teacher may use the AI Assessment Scale (Appendix 1) to guide you.

You can:	You can't:
Ask for research help. Ask the tool where you should start your research on a particular topic, and it will point you to relevant resources. **Use it for brainstorming ideas.** There's no guarantee they'll be good ones, but the benefit to this approach is that you get a jumping off point, yet you still need to build your own argument and do the critical thinking. **Use it to clarify something you don't understand.** If there's a word or content you don't recognise in an assessment, you can ask an AI program to summarise it for you in simpler language.	**Ask an AI program to write an assessment task for you.** This is plagiarism and is against the Academic Integrity Policy. Don't get in the habit of not thinking for yourself! **Rely on the program's answers/information to be accurate.** OpenAI, the company behind ChatGPT, has been upfront about the fact that ChatGPT's chatbot can tell straight up lies. Make sure you verify what any AI tool is telling you. Ask it to provide sources/evidence, then follow these to check for accuracy.

STEP TWO: Use a cover sheet – acknowledge your use of AI

It is recommended that you use an assignment coversheet to acknowledge your use of AI tools.

You should include the following information when acknowledging the use of AI tools:
- AI tool (e.g. Copilot, Chat-GPT, Claude, Google AI)
- Description of how you used the tool (e.g. edited/corrected/translated/planned/brainstormed)
- Prompt(s) used (e.g. *Brainstorm the compositional devices in soft rock).* Be specific and provide detail.
- Screenshot of AI response included in appendix
- Part, section or page of the assessment piece
- Date

EXAMPLE OF COVER SHEET

Acknowledgment

Yes. AI and/or machine translation tools have been used to generate material in this document.

Details of use

Tool	Use	Prompt(s)	Section	Date
ChatGPT 4o	Initial idea generation that I adapted	Brainstorm ideas around how sustainable goals can be used in the school community	Paragraph 1	2 February 2025
Microsoft Copilot	Summarising content for understanding	Provide a summary of Chapters 3, 4, and 5	Paragraph 4 (last half)	3 February 2025
Grammarly EDU	Used to check spelling and grammar and edit my final document	Enhance my text to improve clarity and expression	Entire work	10 February 2025

> **It is highly recommended that you include a full transcript of your conversation with AI as an appendix to your assignment – consult with your teacher (see Appendix 2).**

STEP THREE: Referencing your use of AI

To reference AI in the style of APA7 (which is what we use school-wide), you must treat it like personal **communication or correspondence.** According to the University of Queensland guidelines, this should look like the following:

In-text referencing:
Author of AI model, Year of version used

Examples:
(OpenAI, 2022)
OpenAI (2022)
(Microsoft, 2025)
Microsoft (2025)

Reference list:
Author of AI model used. (Year of AI model used). *Name of AI model used* (Version of AI model used) [Type or description of AI model used]. Web address of AI model used

Examples:

OpenAI. (2022). ChatGPT (Dec 20 version) [Large language model]. https://chat.openai.com/

Microsoft. (2025). Copilot [Large language model]. https://copilot.cloud.microsoft/

Sources consulted:
https://www.open.edu.au/advice/insights/ethical-way-to-use-chatgpt-as-a-student
https://guides.library.uq.edu.au/referencing/ai-tools-assignments

APPENDIX 1 – (AI Assessment Scale)

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

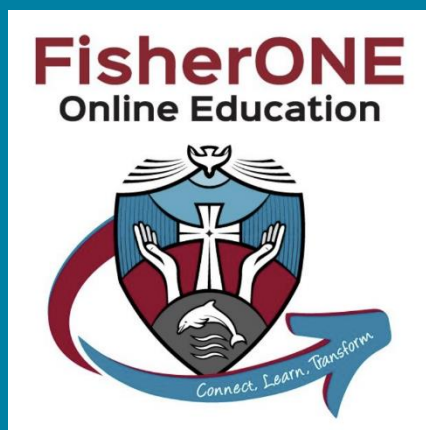**APPENDIX 2 (Sample Transcript)**

Today
You said:
What is an appendix in academic writing?
Copilot said:
An appendix in academic writing is a section at the end of a document that contains supplementary material

FisherONE
Online Education

19 Lovedale St, Wilston 4051
Phone: 0418 821 528
Email: FisherONE@bne.catholic.edu.au
Website: fisherone.qld.edu.au