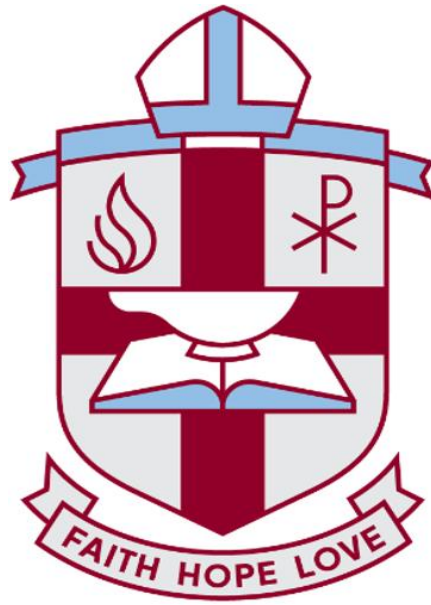


John Septimus Roe Anglican Community School



Senior School Assessment Policy and Examination Rules Year 10, 11 & 12

2026

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SENIOR SCHOOL ASSESSMENT POLICY – YEAR 10, 11 AND 12

In the educational partnership between students and the school, significant responsibilities are placed on both parties. Students must be fully aware of the expectations set by the school, and the school must provide detailed, relevant information to support each student's progress. This policy outlines those responsibilities within the assessment process and is aligned with the requirements of the School Curriculum and Standards Authority.

An electronic copy of this policy can be accessed by students and parents through the school's network via eLearning and SEQTA.

1. Overview

Assessment assists teachers and schools in:

- monitoring the progress of students.
- providing feedback to students.
- adjusting programmes.
- developing subsequent learning programmes.
- reporting student achievement to parents.
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid, reliable, educative, explicit and comprehensive.

2. Information provided to students

Senior schooling assessment has mandatory guidelines set by the School Curriculum and Standards Authority (SCSA). A course unit outline (including task deadlines) and assessment outline must be provided to students at the start of the learning programme. At the start of every course, the teacher will provide students access to a copy of the following via SEQTA, which students can access both at school and from home.

[Note: Students without internet access at home can print a hard copy of these documents at school if they wish or should save these onto their device to allow access from home.]

- The syllabus (A copy of the authority syllabus will be provided for Year 11 & 12 ATAR, General and Foundation courses only. For Preliminary and Year 10 the course outline will be provided, as stated below.)
- A course outline that includes at least the following information:
 - The content
 - The sequence in which the content will be taught and the approximate time to teach each section.
- An assessment outline that includes the following information:
 - The assessment types.
 - The weighting for each assessment type.
 - The weighting for each assessment task.
 - A general description and indication of the content covered by each assessment task.
 - An indication of the outcomes covered by each assessment task.
 - The approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates)

In each course several assessment tasks occur during the semester/year (including, in most cases end of semester exams – see Section 16 for details). Most tasks are completed in-class with a minority completed out-of-class for some subjects. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a grade at the completion of the course unit or subject.

During every course the requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked or rated will also be provided.

It is a teacher's responsibility to manage the assessment outline. It is a student's responsibility to provide evidence of achievement by the published timelines. Parents/Guardians will be notified in cases where concern for a student's progress emerges. Year 11 and 12 students can also access the syllabus and other sample course documents (e.g. sample exams) for each WACE course online at www.scsa.wa.edu.au

3. Modification of the assessment outline

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the Head of Department, student and parent/guardian as well as any others involved, may negotiate a modification to the task and/or a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

If circumstances change during the teaching of a course unit that requires the teacher to adjust scheduled assessment tasks, then an updated copy of the assessment outline clearly indicating the changes will be provided to students.

4. Students requiring specific consideration

The school will ensure that students with specific educational needs are catered for in an appropriate way and in accordance with SCSA guidelines.

The Guidelines for disability adjustment for time assessments are available on the Authority website at:
<http://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>.

5. Student responsibilities

It is the student's responsibility to:

- attempt, to the best of their ability, all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks before each deadline (i.e. before the correct time on the stated date – see section 7).
- maintain an assessment file or a folio of evidence for each course studied and to make it available whenever required. Completed assessments will be kept secure by the teacher, unless otherwise specified by the teacher.
- maintain a good record of attendance, conduct and progress.
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, extension requests of the due date for out-of-class assessment

tasks and other issues pertaining to assessment.

NB: Any negotiations for extensions are to be received by the teacher prior to the due date and are to be in writing and must be signed by the parent/carer.

6. Teacher responsibilities

It is the responsibility of the teaching staff to:

- develop a teaching/learning programme that meets the SCSA syllabus requirements.
- provide students with access to a course outline and assessment outline at the start of the course.
- ensure that assessments are fair, valid, reliable, educative, explicit and comprehensible.
- provide students with timely assessment feedback and guidance.
- maintain accurate records of student achievement and assessment.
- meet school and external timelines for assessment and reporting.
- inform students and parents of academic progress via SEQTA.
- follow the school policy for penalties that will be imposed on a student's work which is handed in late and/or is of poor quality i.e. adhere to the penalties as outlined in this policy.

7. Deadlines for submission of class work and assessment tasks

The **due date** will be written clearly on each assessment task. The time does not need to be stated, instead it is to be assumed that the **time** for the assessment task to be submitted, (or class work) is the **start of the lesson for that subject on that date**, unless an alternative time is stated.

The assessment task is to be handed to the teacher at the **START OF THE LESSON** for that subject on the stated due date. Work that is not handed in at the **START** of the lesson but instead is handed in later that lesson or later that same day will be deemed to be late and considered to be handed in the next day. The penalty for work being one day late will be applied when work is handed in on the due date, but later than the start of the lesson.

On some occasions a teacher may indicate in writing on the assessment task that the due time is later that day. The latest time work can be handed in when this is stated is 3.40pm. Assessment tasks handed in later than 3.40pm on these occasions will be deemed to have missed the deadline and will be considered to be handed in the next day and will incur the appropriate penalties.

As stated in Sections 3 and 5, there will be some circumstances when extensions will be granted. When an extension has been granted, the assessment will be **late** when it is not handed in to the teacher at the start of the lesson on that date.

8. Completion of a course unit

A grade is assigned for each course unit (or pair of units) completed (i.e. if the student

completes the school's structured education and assessment programme within the given timeframe). Students are required to:

- submit all out-of-class assessment tasks for marking on the due date and by the required time, as outlined in Section 7.
- attempt all in-class assessment tasks on the scheduled date.
- If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Head of Department.

Unless there is a reason that is acceptable to the school (see Section 10 for details), failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task will result in penalties being applied.

NB: Where a student is likely to have trouble meeting a deadline, they must discuss the matter with the teacher at the earliest opportunity **before the due date** as outlined in Section 5.

9. Penalties for late submission – Year 11&12 WACE ATAR and General courses and all Year 10 courses.

For any late out-of-class assessment task, where the student does not provide a reason which is acceptable to the school, the following penalties apply:

- Any work that is not submitted on time will receive an automatic **5%** penalty and an additional penalty of **5%** per day with a weekend counted as one day to a maximum of **20%**.

NB: Late completion/submission of tasks for Year 11 & 12 VET Certificate Courses and Workplace Learning will be treated as outlined in the Course Overview given to each student enrolled in these courses.

- Work that is late by more than four days will still need to be submitted but a mark of **zero** will be recorded in the marks book. A detention may also be imposed on the student as a penalty until the late work is completed to a satisfactory standard.

Summary of penalties for late submission.	
Submitted on time (at the START OF THE LESSON, unless otherwise stated by the teacher on the due date.)	No penalty
Submitted one day late	5% penalty (5% of total marks available)
Submitted two days late	10% penalty (10% of total marks available)
Submitted three days late	15% penalty (15% of total marks available)
Submitted four days late	20% penalty (20% of total marks available)
Submitted later than the above	Work must be completed and submitted, but a mark of zero will be recorded.

NB: Although it is not advisable to leave the printing of completed assessment tasks until the due date, the JSRACS Secondary Library is open from 7:30am if students

should need to print out homework/assignments before the school day commences.

- Generally, the requirement for assessments will be that they are handwritten where possible (as this is the requirement for ATAR examinations and Externally Set Tasks.) Students are encouraged to complete all assessments handwritten. If there is a need for the assessment to be on computer, they should be aware that computer and/or printer failure is not accepted as a reason for non-completion of assessments. Students should ensure:
 - they back up their work regularly.
 - they can provide evidence of ongoing work such as drafts.

If students submit work electronically for a specific assessment it will be scrutinised for any plagiarism or AI content.

- Following an absence, an out-of-class task needs to be submitted on the first day of return to school irrespective whether the student has that subject on the day of return to school.

10. Acceptable reasons for non-submission or non-completion

Wherever possible, advance notification of absence is required. The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the school. For example:

- Where sickness, injury or significant personal circumstances for part or all the period of an out-of-class assessment task prevents completion and submission.
- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian, **IN ADDITION TO** emailing or leaving a message with the absentee officer (9247 9333), **MUST ALSO**:

- Include in that voice message or email that they are aware their student is missing a test and state the teacher's name to whom this message needs to be passed on.
- Provide either a medical certificate (preferred) or a letter of explanation immediately when the student returns. This must be handed in directly to Senior Student Administration immediately when the student returns to school.

Where the student provides an acceptable reason in writing to the school for being unable to submit work or complete an in-class assessment, and where this reason results in the student being unable to attend school to complete or submit an assessment task (for example long term illness with medical certificate or other event preventing a student from completing work over a period of time) the teacher will, in consultation with the Head of Department, Teacher in Charge or Associate Principal Senior School:

- Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (within two days of the student's return), or
- Decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential, or
- Remove the task from the assessment outline where a professional judgement of the achievement of the student can be made based on the remaining tasks, or
- Use a process authorised by the Associate Principal Senior School to estimate the student's mark for the assessment task based on their marks in similar assessment tasks or re-weight the student's marks for other tasks (if there is sufficient evidence to assign a grade).

11. Completing missed tests/In-class assessments

Where the student has been away short-term rather than long-term **the student will be required to complete the missed assessment on the first day, they return to school. The assessment will be conducted either before or after school depending on the staff supervision roster.**

Students who do not present themselves for completion of the assessment the following morning or after school on that day will receive an automatic zero if a valid reason for absence is not provided.

Students absent with a valid reason (approved by HOD or Director of Teaching and Learning Senior School) will complete the assessment the following morning or after School that day.

Events that can be rescheduled are not a valid reason for being absent for an assessment task. Completing the test on the scheduled date must be a priority for all students.

Missing a lesson but not absent for the whole day - If a student is present at school on a given day but misses an assessment due to an approved in-school event that clashes with the assessment lesson, they must complete the assessment after school on the same day, provided they return to lessons and are therefore present later that day. Any such approved events would be known in advance, and the student must make arrangements with their parent/guardian in advance to complete the missed assessment at the end of the day, after school.

Similarly, if a student arrives later in the day, or leaves school and then returns (for example, if they have a specialist medical appointment that could not be rescheduled), and as a result of this, they miss an assessment, they must complete the assessment after school on the same day. Any such reason would be known in advance. For this reason again, the student must make arrangements with their parent/guardian in advance to complete the missed assessment at the end of the day, after school.

Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. Only in exceptional circumstances, the Associate Principal Senior School/Director of Teaching and Learning (Senior School) may approve the development of a revised course outline. This outline will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for each course unit.

Extensions

Generally, it will not be possible for students to seek an extension of deadlines. These will only be considered if supported by a specific medical certificate. In cases where work is not submitted on time, teachers will make their judgement on the evidence available by the deadline. Extensions may be given at the discretion of a teacher in cases of illness or significant personal problems supported in writing by a health care professional (preferred) or parent/guardian. If a student does not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student's learning programme.

12. Changing a course unit

Requests to change a course - Any changes to courses must take place in time for a student to complete the structured education program and to complete sufficient assessment tasks. The school will only consider changes requested by students in exceptional circumstances. All changes requested by students must have parental approval and changes must be negotiated through the Associate Principal Senior School or the Director of Teaching Learning (Senior School).

Required changes - Students must be passing individual ATAR courses with an average of 55% across all subjects in the first 8 weeks of commencing courses. Students not achieving this may be required to move out of that course into a General course (or in the case of ATAR Mathematics Methods move to ATAR Mathematics Applications) if the timetable grid can accommodate the change or may be required to re-arrange/change their other courses to allow such a change. This will also include a review of any students who were placed on a subject contract prior to commencing Year 11. Similarly, students not achieving a pass in ATAR courses and/or ATAR course examinations in Semester One Year 11 or at the conclusion of Year 11 will be required to change or to re-arrange/change their other courses to allow a change out of the ATAR course which they are failing into a General course, if the timetable grid can accommodate the required changes.

The deadlines for changing into a new course are:

- Semester One Year 11 - At the end of the 7th week after commencement of the course for all Semester 1 units. (i.e. Friday, 20 March 2026)
- Semester Two Year 11 – Three weeks after the conclusion of Semester One Examinations. (i.e. Friday, 19 June 2026)
- Semester One Year 12 – For head-start courses - two weeks after the conclusion of Year 11 Semester Two Examinations. For non-head-start courses – two weeks after the commencement of the school year. Semester Two Year 12 - NO changes into new courses are possible in Semester 2 for Year 12

When a student transfers to a different unit in the same subject area, or a unit in a similar course, the marks from any assessment tasks that assess the syllabus can be used to guide the teacher in making an on-balance-judgement when determining the student's final rank position and grade. These marks may need to be statistically adjusted by the Head of Department or Teacher in Charge to ensure that they are on the same scale as the marks for all students in the new class. The statistical adjustment must be authorized by the Associate Principal Senior School.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individualised course outline showing the extra work to be completed and the modifications to the assessment outline. The revised outline will be provided to the student.

13. Transfer from another school

Where a student changes school during a school year, credit for the completion of work in the same course will be given when the student and/or previous school supplies appropriate evidence.

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with the details of all completed assessment tasks.

The Associate Principal Senior School/Director of Teaching and Learning (Senior School) will contact the previous school to determine:

- the part of the syllabus that has been completed.

- the assessment tasks which have been completed.
- the marks/ratings awarded for these tasks.

The Head of Department/Teacher-in-Charge will:

- determine how the marks from assessment tasks at the previous school will be used
Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at JSRACS.
- determine the additional work, if any, to be completed.
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individualised course outline showing the extra work to be completed and the modifications to the assessment outline. The revised outline will be provided to the student.

14. Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking/rating, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, friend, teacher, tutor, or expert).
- identical, paraphrases, summarises or similar material to the work of another person (e.g. another student, a parent, a tutor).
- produced by artificial intelligence, identical, copied or downloaded from the internet or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). Students shown to have cheated or who have been involved with collusion, copying or plagiarism in assessments will not have that work accepted as valid evidence of their achievement.

14.1 Collusion between candidates: Cancellation of the assessment mark in the assessment involved, together with inspection of prior papers in any other common assessments for evidence of collusion.

14.2 Possession or knowledge of assessment questions before an assessment: Cancellation of all the candidate's assessment mark, and the matter reported to the Associate Principal Senior School.

14.3 Possession of unauthorised materials in the assessment room, whether or not actual use is established:

14.3.1 Where the unauthorised material is relevant to the assessment - cancellation of all of the assessment mark (i.e. loss of **100%**). This applies to possession of notes (including notes written on body or clothing), mobile phones, smart watches of any kind, CAS calculator (except for Mathematics assessments) and any other any kind or wireless-enabled technology device e.g. Fitbit, earphones/air pods etc.

14.3.2 Where the unauthorised material is not considered relevant to the assessment – a loss of **5%** of the assessment mark will be incurred.

14.4 Markings on authorised materials: Where markings are considered to be relevant to the assessment (whether actual use is established) cancellation of **100%** of the assessment. For example, markings in tables, data books, dictionaries, calculator casing or covers, rulers or markings on your body or clothing etc.

NB for rules specific to examinations please see pages 19-23, please note the specific rule regarding NO WATCHES of any kind in examinations.

Where there is more than one class studying the same course, in their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised. Collusion is also when a student submits work that is not his or her own work for assessment.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so and presents them as their own (a work is essentially copied).

Teachers who suspect plagiarism or use of artificial intelligence must alert the Head of Department/Teacher in Charge who will investigate the allegation and liaise with the Director of Teaching and Learning Senior School. As part of this process the student will be provided with the right of reply.

NB: If the plagiarism is scattered throughout a piece of work the whole piece of work will receive a mark of **zero**.

Students may be required to submit another task to complete course requirements, but no mark or grade for that piece of work will be given.

Students who allow their work to be copied will also be penalised. Each case will be considered individually, however as a general rule, students can expect to have at least **50%** of their marks deducted if they allow their work to be copied or share it with other students.

Note: The parent/guardian will be informed of the penalty and any further disciplinary action.

15. Use of calculators

Students should ensure that they only use calculators which are approved for each particular course. (For WACE courses a list of approved calculators and further information is provided on the SCSA website.) Electronic devices which contain calculator applications (e.g. a calculator on a phone/watch, tablet, or any electronic device) cannot be used in an assessment. These are not listed as 'approved' calculators. For any student who uses a calculator which is not approved the penalties for unauthorised materials will apply.

Students may be required to submit another task to complete course requirements, but no mark or grade for that piece of work will be given.

16. Security of assessments tasks

Where there is more than one class in a course, in a given year group, all the assessment tasks will be the same. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students will be penalised.

Where JSRACS uses the same assessment task or examination as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all schools.

17. Examinations

A written examination will be held in all Year 11 and 12 ATAR courses at the end of Semester One and the end of Semester Two. In some courses a practical exam will also be held. A written examination will be held in most Year 10 courses at the end of Semester One and the end of Semester Two.

Examinations are typically 1, 1.5 or 2 hours in Year 10. In Year 11 they are typically 2, 2.5 or 3 hours. In Year 12 examinations are typically 2.5 or 3 hours in duration. The examination timetable and a copy of the examination rules and regulation will be issued to students at least 3 weeks before the commencement of the exam period and will also be available electronically on the school network.

Regulations

When attending examinations, students must adhere to the regulations for that examination. Details of regulations are included in this booklet. Infringement of regulations will result in an appropriate penalty.

Attendance

Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Associate Principal Senior School/Director of Teaching and Learning (Senior School) before the examination date. Participating in family holidays will not be accepted as an exceptional circumstance.

18. Reporting

Students will be kept informed of their progress throughout their course. Teachers will assess completed tasks and provide prompt assessment feedback to the student.

Parents will be regularly informed about a student's progress via the marks published in SEQTA. Students and parents/guardians will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- completing the course requirements
- meeting WACE requirements.

Semester One reports are issued at the end of Term Two. At the end of the year, Year 10 and 11 students will receive a Semester Two report, while Year 12 students will receive a Statement of Results.

Semester One	Semester Two
• a grade for the unit.¹ • a mark¹ (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester One exam.) • the mark in the Semester One exam.	• a grade for the unit. • a mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester Two exam). • the mark in the Semester Two exam.

¹ In most Semester One course units, the mark and grade will not be finalised until after the Semester Two exam (as this exam covers work from both Semester One and Semester Two units). In this case the mark and grade reported at the end of Semester One is **indicative only**, and the results will not be known until the end of the year.

NB. Please note that for each Preliminary course the Semester One and Semester Two reports will provide the following:

- whether the course has been 'completed' or 'not completed'

Student achievement for Year 11 and 12 is reported to SCSA. All grades reported are subject to SCSA approval at the end of the year. SCSA statistically moderates the Year 12 school assessment based on the school performance in the external examination. The moderated school assessment appears on the student's WACE records of achievement.

- Details of the mark's adjustment process are available on the SCSA website at www.scsa.wa.edu.au
- Information about calculating the ATAR for university entry is available on the TISC website at www.tisc.edu.au

19. Reviewing marks and grades

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course unit or subject they should, in the first instance, discuss the issue with the teacher. If a marking or grading issue cannot be resolved through discussion with the teacher, then the student or parent/guardian should approach the Head of Department/Teacher-in-Charge of the course or subject.

The student or parent/guardian can request, in writing, that JSRACS conducts a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline for the course unit or subject does not meet SCSA requirements.
- the assessment procedures used in the class do not conform with the school's assessment policy.
- procedural errors have occurred in the determination of the mark and/or grade.
- computational errors have occurred in the determination of the mark and/or grade.

The Associate Principal Senior School, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to SCSA using an appeal form available online. Authority representatives will then independently investigate the situation and report to SCSA's appeal panel. If the panel upholds a student appeal, JSRACS will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.

20. Types of secondary assessment

The assessment tasks listed below are typical of those that may be incorporated into a teacher's overall assessment structure. It is important that all students and parents are aware of how each type of assessment contributes to the final result awarded to the student.

- Semester Examinations
- Externally Set Tasks (Year 12 General and Foundation courses only).
- Topic tests.
- Homework/Class work/In-Class Validations.
- Practical work/Performances/Productions/Presentations/Demonstrations.

- Investigations/Projects/Extended pieces of work/Essays/Reports/Exhibitions.
- Affective factors e.g. attitude, effort and participation.

Examinations, externally set tasks, tests and other in-class assessments.

- The dates for all assessments are set within the assessment schedule published for each course in Years 10, 11 and 12. These may be varied in discussion with the students if any specific need arises and the revised date publicised.
- No less than seven days' notice of an impending test must be given to students.
- Students will not be permitted to redo any assessment task once it has been handed in for marking. Teachers may require a piece of unsatisfactory work to be repeated to cover expected outcomes of the course, but no mark will be awarded for the repeated work – it will be regarded as a learning exercise.
- For all assessment tasks (i.e. not just for Examinations), students must behave and conduct themselves as per the standards outlined in The Year 10, 11 and 12 Internal Written Examination Rules and Regulations (pages 19-23 of this policy), unless otherwise specified by the teacher.

Practical Work/Investigations/Assignments/Homework

- Students are expected to complete all set work by the due date, and all out of class work must be the work of the student. Suitable strategies may be used to validate that students have completed assessments without unfair assistance (i.e. using in-class validations). To authenticate that the student has completed an out of class assessment task without unfair assistance then strategies such as the following may be used:
- Teacher monitoring of student progress.
- Administration of the task in class with open access to reference notes.
- Validation of student understanding by an in-class assessment task under test conditions after the submission of an out of class task.
- Requiring a signed student declaration stating that all unacknowledged work is the student's own.

Classwork and Affective Factors

- This type of assessment would involve assessment of such factors as; contribution to class discussion and/or group work, applying safe procedures and acting responsibly in laboratory situations or practical skills demonstrated by the student. (For year 11 and 12 weightings are allocated for this component in accordance with SCSA guidelines.)

21. Students at risk – Year 11 and 12

During Term One, and at the end of Semester One and Semester Two, if any Year 11 student has achieved results which indicate that they are at risk of not achieving the achievement standard required for the Western Australian Certificate of Education (WACE) they will be interviewed and clearly advised. Students will be encouraged to work to their full potential and where possible steps will be taken to:

- Academic Contracts for ATAR students where applicable.
- change courses, if appropriate.
- review the home study timetable and discuss plans to change the student's homework and study habits, if appropriate.
- review the student's level of application in class and discuss plans to change the student's work ethic, if appropriate.

Parents will be informed of the school's concern.

22. Homework/ Executive functioning study skills

Homework plays an important part in the level of success experienced by a student as it supplements and enhances the in-school programme. Not all work set as homework is formally collected and marked as some exercises will involve finishing off tasks begun in class and consolidation of classwork, but teachers will endeavour to check that homework is being completed. However, formal pieces will be set regularly for the students, and it is expected that these will be marked and returned within a week of receipt. Some homework may contribute to the final assessment in a subject.

Individual teachers will ensure that students are complying with the requirements of their course with respect to homework. If homework is not being completed or submitted, parents/guardians must be informed immediately. PCG tutors will be notified of the letter or record of telephone contact. This will allow them to monitor the homework habits of the students in their care.

It is recommended that a minimum of 2 to 3 hours per day/night, five days/nights per week, is spent on homework and study completion.

23. If assessment or course delivery is affected by a catastrophic event

Procedures will be implemented if the delivery of the teaching program or an assessment of individual students or groups of students is affected by a catastrophic event (e.g. if a pandemic causes several staff and/or students to be absent from school for an extended period, or a building needs to be evacuated during an in-class assessment or examination). The procedures implemented and modifications to the teaching and assessment program will depend on the nature of the catastrophe, and a decision will be made at the time in consultation with Senior Management and Heads of Department. Procedures may include but are not limited to the following:

- Based on the completed assessment tasks, the Head of Department in consultation with the Associate Principal Senior School makes a professional judgement of the performance of the students affected by the event.
- Where additional assessment tasks are required to enable the professional judgement to be made, the assessment outline is modified for the students affected by the event and published to students and parents.
- The assessment task may need to be re-written by the teacher if the students had already commenced but not finished the task.
- The school informs the students affected by the event (and parents/guardians) of the changes to how their achievement will be determined, including any additional assessment tasks and scheduled dates, and any changes to the teaching program.

24. Retention and disposal of student work

The school is responsible for retaining all students marked written assessment tasks. This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

The school retains this work until the marks have been accepted by the Authority. All materials are then securely disposed of by the school early in the following year.

The school will not use the materials for any other purposes without the written permission of the student. For all subject areas, assessments for all students, will be kept until the 31 January of the following year, as any appeals would have been finalised in the previous year.

For all assessments for Certificate courses, they will be disposed of at the conclusion of the following year or stored by the RTO.

Parents and students are welcome to contact the school to discuss any of the matters covered by this policy document. We trust that the students will find it a useful reference point as they move through their senior schooling.

The following information is from the 2026 WACE Manual, as published by SCSA.

WACE requirements

Achievement of a WACE signifies that a student has successfully met the requirements for breadth and depth, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

General requirements for students completing the WACE in 2026

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete:
 - at least four Year 12 ATAR courses,^{*} or
 - at least five Year 12 General courses[†] (or a combination of General and up to three Year 12 ATAR courses) or equivalent,[‡] or
 - a Certificate II[§] (or higher^{||}) VET qualification[#] in combination with ATAR, General or Foundation courses.

^{*}In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved *Sickness/Misadventure Application* for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations. The Physical Education Studies Year 12 ATAR course includes a school-based practical external assessment (SPEA) that students must sit to satisfy the completion requirement for the course (see [sub-section 3.4.4](#)).

[†]Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Where students are not undertaking a program of study of either at least four Year 12 ATAR courses or at least five Year 12 General courses and/or ATAR courses, these students must also complete a Certificate II or higher to achieve the WACE. The General pathway for WACE achievement is not available to students enrolled in the WACE at offshore international schools.

[‡]Up to two unit equivalents from endorsed programs can be used to meet this requirement.

[§]In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

^lThe partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see [Section 4](#)).

[#]VET qualifications must be part of a nationally endorsed training package or relevant accredited course with an **industry** focus recognised by the Authority identified on the Accredited Course Recognition Status List, which may be accessed from the Authority website at <https://senior-secondary.scsa.wa.edu.au/vet/wace-recognition-of-vet-accredited-courses>.

From 2027, students who complete or partially complete a Diploma-level qualification will no longer receive unit equivalents for these qualifications towards WACE achievement. Any Diploma-level qualification completed in 2027 and beyond will not be recorded on the student's WASSA (see [Section 4](#)).

From 2028, the Authority will only provide unit equivalents from Certificate IV level qualifications where these qualifications appear on the Authority's specified list.

Literacy and numeracy standard

Students must demonstrate the WACE literacy standard and WACE numeracy standard.

For the WACE literacy standard, students must demonstrate the minimum standard of literacy by successfully completing the reading and writing components of the Authority's Online Literacy and Numeracy Assessment (OLNA), or by prequalifying through achieving the required level or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN).

For the WACE numeracy standard, students must demonstrate the minimum standard of numeracy by successfully completing the numeracy component of the OLNA, or by prequalifying through achieving either the required level or higher in the numeracy test of Year 9 NAPLAN.

This means that a student who achieves the required level or above in the reading, writing or numeracy test of the Year 9 NAPLAN will be considered to have **prequalified** for the corresponding component and thus deemed to have successfully completed that component.

Students who have **not** prequalified in reading, writing or numeracy are required to sit the corresponding component/s of the OLNA twice before the end of Year 10, unless they demonstrate the required standard. If students do not demonstrate the standard by the end of Year 10, they must sit the component/s in Semester 1 of Year 11. Subsequently, students may choose when next to sit the component/s. Students will have up to six opportunities before completing Year 12 to demonstrate the WACE minimum standards of literacy and numeracy.

Note: students may sit the OLNA in Term 4 of Year 9. Year 9 students who sit in Term 4 will have this count as their first sit as a Year 10 student and will only have one sit available to them in Year 10.

Students who do not demonstrate the literacy and numeracy standard by the time they exit senior secondary schooling can apply to the Authority to re-sit the OLNA at any age.

International and mature-age students are required to sit the OLNA at the first available opportunity.

Students who have **not** prequalified through NAPLAN, and who choose **not** to sit the OLNA, do **not** qualify for the WACE.

Breadth and depth requirement

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) (see [sub-section 7.2.2](#)).

Achievement standard

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Years 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units, to meet the WACE requirements.

Students completing the WACE in 2026 must complete:

- at least four Year 12 ATAR courses, **or**
- at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent), **or**
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

Note: from 2025, students who achieve a D grade for any pair of completed Year 12 ATAR course units and a moderated written school mark or ATAR course written examination mark at or above the cut point of approximately 40, as determined by the Authority for each course, receive a C grade equivalent for that pair of units. The C grade equivalent can contribute to meeting WACE requirements, if all course completion requirements for the WACE have been met for that course. The C grade equivalent reflects the pitch of the course content and rigour of the teaching, learning and assessment programs of Year 12 ATAR courses.

Points of clarification for the WACE requirements

Completion of ATAR Examinations:

It is essential that students enrolled in ATAR courses sit the external ATAR course examination.

To complete a Year 12 ATAR course a student **must sit the ATAR course examination**. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examination.

Breadth-of-study requirement

Students must complete at least one pair of **Year 12 units from each of List A and List B** subjects. For this requirement, completion of a pair of units means that the student has received a grade for this pair of units, **and for Year 12 ATAR courses, has sat the ATAR course examination**.

Literacy and Numeracy Standard - OLNA

Full details regarding the OLNA can be found on the Authority website at <https://senior-secondary.scsa.wa.edu.au/assessment/olna>

John Septimus Roe Anglican Community School
Year 10, 11 and 12 Internal Written Examination Rules and Regulations
(Version January 2026)

Please note that these rules and regulations apply only to **internal written school examinations**. The rules for external WACE examinations which students sit at the end of Year 12 are distributed by the School Curriculum and Standards Authority to all candidates each year via the Year 12 Handbook. It is the student's responsibility to familiarise themselves with these rules when they are in Year 12, for the external examinations.

Section A - Written examinations

What time should candidates arrive at an examination?

Candidates should be at the examination centre at least twenty (20) minutes before the time prescribed for the start of an examination. In the examination room, candidates must sit in silence at a desk. Candidates must sit at this desk unless otherwise directed by a supervisor.

If a candidate arrives late, can he/she be admitted to an examination?

Candidates will not be admitted after thirty (30) minutes has passed from the start of the work period of an examination, other than under exceptional circumstances and by express permission of the chief supervisor (i.e. Associate Principal Senior School).

What needs to be taken into the examination?

Candidates must provide their own **pens (blue/black preferred), pencils (including coloured), sharpener, highlighters, rulers, erasers, correction tape** and other items specified or recommended for particular subjects. Any equipment brought into the examination room will be subject to inspection. Pencil cases are not permitted; however, candidates are permitted to use a colourless, transparent, unmarked plastic sleeve to carry any approved items. Equipment should bear only the original inscribed information.

Approved dictionaries are permitted in the written examination for all language subjects/courses (except English). These are detailed below. Personal copies of dictionaries should not contain any handwritten or typewritten notes, symbols, signs or any other marks (including underlining and highlighting), except the name and address of a candidate, and may be inspected during the examination.

Approved calculators are permitted in examinations for some subjects/courses. These are detailed on page 22. Calculators must be used silently and must not contain a program that transforms it into an unauthorised calculator. Any candidate found in possession of an unauthorised calculator will be in breach of the examination rules.

Can notes be taken into any examination?

The only examinations in which candidates can have notes in their possession, either compiled by the candidate or commercially produced, are Mathematics and Specialist Mathematics. Blank paper cannot be brought into any examination.

Candidates must not write on their hands, other parts of the body, or clothing during exams as this may be perceived by supervisors as having been written before the exam and thus constitutes unauthorised notes and will result in a penalty of loss of 100%.

Are there any rules regarding the notes taken into the Mathematics examinations?

Candidates in Mathematics and Specialist Mathematics are allowed to take up to two (2) A4 sheets of notes which are flat and do not contain folds into their examination. These sheets may be written on both sides but may not have any notes stuck to them. The notes on the sheets may come from any source: handwritten, typed or photocopied, and contain any information that the candidate wishes to take into the examination. The sheets may not have white out on them. The script on the sheets may be of any size.

Candidates are **not** permitted to bring more than two (2) A4 sheets of paper into these specific examinations. Candidates attempting to bring in more sheets than the authorised number will be advised by the chief supervisor that they can choose which two (2) A4 sheets they wish to take into the examination room and leave the remainder outside.

Candidates in any Course of Study for **Mathematics and/or Specialist Mathematics** - Notes sheets are to be left on the floor as per the instructions (either on the examination paper or from the supervisor) during the "Resource Free" section of the examination.

Can pencil be used?

For English and English Literature pencil must NOT be used. Candidates must use blue or black pen only. For all other subjects' candidates are strongly recommended to **write clearly with a blue or black pen**, rather than pencil. Diagrams may be completed in pencil. **Multiple Choice sections must be completed in blue or black pen only.** For exams that are marked online, there will be a recommendation at the front of the exam that states 'it is recommended that pencil not be used'.

Can I write on my Multiple-Choice Answer Sheet?

Candidates must not put stray marks anywhere on the multiple-choice answer sheets and should mark only the box for the answer that they consider correct. If two boxes for a question are marked, a score of zero for that question is recorded. You will see the following instructions on your Multiple-Choice Answer Sheets

For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes.

For example, if b is your answer: a ☐ b ☒ c ☐ d ☐

If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape.

For example, if b is a mistake and d is your answer: a ☐ b ☒ c ☐ d ☒

If you then want to use your first answer b, cross out d and then circle b.

a ☐ b ☒ c ☐ d ☒

Marks will **not** be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Can water be taken into the examination?

Candidates may bring water to the examination providing that the water is in a clear plastic bottle with all labels removed. The water bottle should have a secure lid and the capacity of the bottle should be no more than 1500ml. Water bottles may not be refilled during the examination.

Can a candidate eat during the examination?

Under normal circumstances, there is no eating allowed during an examination. However, under specific circumstances, a candidate may apply to the Associate Principal to eat food during an examination e.g. a diabetic candidate. These students must complete a specific examination arrangements application form.

What cannot be taken into the examination?

The only items authorised to be taken by a candidate into a particular examination are those listed on the front cover of each respective examination paper.

All items other than those listed on the front cover of each examination paper are therefore classified as unauthorised and should not be brought into the examination room. This includes, amongst other things, the following items:

- ALL Watches, including analogue/digital/smart watches of any kind, mobile telephones, Fitbits, airpods, earphones, ipods/MP3s, or any kind of wireless-enabled technology devices.
- bags
- pencil cases not made of a clear material
- calculator cases
- calculator instruction booklets
- blank paper
- map templates of any description
- notes of any description, including on your body or clothing or anywhere, with the exception of those notes permitted in a Mathematics examination.

These items must be left inside your locker.

Clothing

Normal school uniform requirements must be followed.

Can a candidate wear a cap or hat into the examination room?

Candidates must not take or wear caps or hats in the examination room. They should be removed and left in your locker before entering the examination room.

What language of communication can be used in responding to questions on the examination paper?

All written responses to examination questions must be in English unless specified otherwise in the examination paper.

What can candidates do during reading time?

The purpose of reading time is for candidates to read all instructions on the paper, familiarise themselves with the questions and determine which questions they will attempt. All written examinations have ten minutes reading time, unless clearly indicated.

Reading time is for reading only. No marking of the paper by pen, pencil, highlighter, fingernail, or other items or the use of calculators, is permitted during this period.

Approved dictionaries, however, can be consulted during this time for all Language (except English) examinations. Music candidates are permitted to use their Authority-issued personal listening devices. Approved dictionaries, however, can be consulted during this time for all language (except English) examinations. Music candidates are permitted to use their examination listening device.

What should candidates do if they need to communicate with a supervisor during the examination?

Candidates wishing to communicate with a supervisor should raise their hand to attract attention and wait for the supervisor to come to their desk. Candidates should then whisper to the supervisor and then follow any instructions given by the supervisor. Candidates must not speak out loud once inside the exam room.

Is communication permitted during the examination?

During an examination, NO communication between candidates is allowed. Candidates wishing to communicate with a supervisor should raise their hand to attract attention.

Can a candidate leave the examination early?

Candidates to whom an examination paper has been supplied will not be allowed to leave the examination until one (1) hour after the start of the work period of the examination, or during the final fifteen (15) minutes of the examination.

Year 10 students must remain for the entire duration of the examination.

What happens at the end of an examination?

Candidates will be warned fifteen (15) minutes before the end of the examination and must stop writing immediately they are asked to do so by the supervisor. Candidates should not leave their desks until all papers in the room have been collected. They may then leave the examination room in an orderly fashion when directed by the supervisor.

Talking is not permitted in the examination room at any time. When candidates have been dismissed from the examination, they should move well clear of the examination room so as not to disturb other candidates who may still be engaged in an examination.

What happens if a candidate misses an examination?

There are no supplementary examinations. If a candidate misses an examination due to sickness or misadventure, they can apply for specific consideration.

Can candidates remove examination materials from the room?

Candidates are not permitted to remove examination materials from the examination room unless specific permission is given by the supervisor. All examination scripts remain the property of the school.

Section B - Checklist of specific equipment for written examinations

Students need to ensure that they are in possession of all required materials before each of their examinations. Staff or departments will not supply materials to students for use during examinations (e.g. calculators, spare batteries, rulers etc). Specific items which candidates are authorised to take into the examination room are listed below:

Courses in which students are permitted to use **non-programmable calculators** include **Accounting and Finance, Biology, Chemistry, Computer Science, Engineering Studies, Food Science and Technology, Geography, Human Biology, Materials Design and Technology, and Year 10 Science**. Up to three non-programmable calculators permitted. A non-programmable calculator does not have the capacity to create or store programmes or text.

NB No Calculators are permitted in the following examinations. Watches, rulers, pens or any other equipment with calculator functions are not permitted in these examinations. **Applied Information Technology, Children Family and the Community, Chinese, Dance, Drama, English, Food Science and Technology, Indonesian, Italian, Literature, Media Production and Analysis, Modern History, Music, Outdoor Education, Physical Education Studies, Religion and Life, Visual Art.**

Mathematics Exams – Section Two

- Drawing instruments, templates. (E.g. Mathomat, protractor, compass) NB: Metal rulers are not permitted.
- Notes on two unfolded sheets of A4 paper.
- Up to three approved calculators i.e. CAS, graphics or scientific, which satisfy the conditions set by SCSA for these courses. Programmable calculators such as scientific, graphic, Computer Algebraic System (CAS) and non-programmable are permitted in the Section Two: Calculator-assumed of the mathematics examinations. Candidates can take into the examination up to three calculators. Any brands or models of these calculators are permitted.
- NB: Year Essentials Mathematics: non-programmable calculators only.

Computer Science

- Mathomat and/or Mathaid and/or any system flowchart template

Geography

- approved drawing and measuring instruments (i.e. dividers, drawing compass, string, protractor, mathomat)
- non-programmable calculators

Indonesian, Italian and Chinese (Electronic dictionaries are not permitted.)

- either one combined printed Indonesian/English, English/Indonesian dictionary OR one printed Indonesian/English dictionary and one printed English/ Indonesian dictionary. Similarly, for Italian/English, English/Italian and Chinese/English, English/Chinese dictionaries.
Note: Dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Outdoor Education

- navigational base plate compass

Physics

- drawing templates (e.g. MATHOMAT and/or Mathaid), drawing compass and a protractor
- non-programmable calculators

Section C - Examination rules

What is unacceptable candidate behaviour?

Any activity that allows you to have an unfair advantage over other students is deemed to be unacceptable.

All work submitted for assessment (including practical examinations) must be the candidate's own work or must be acknowledged appropriately. Plagiarism could lead to the cancellation of part or all the examination mark.

Candidates should obey any instructions regarding dress, behaviour, etc. that apply in the school. School authorities have the right to ask any candidate who does not meet the requirements of the school to leave the premises.

What happens if candidates breach examination rules?

It is the responsibility of all candidates to ensure that they understand all instructions relating to the examinations. The following breaches and maximum penalties that might apply include but are not limited to:

- 1 Collusion between candidates:** Cancellation of the examination mark in the examination involved, together with inspection of prior papers in any other common examinations for evidence of collusion.
- 2 Possession or knowledge of examination questions before an examination:** Cancellation of all the candidate's examination mark, and the matter reported to the Associate Principal.
- 3 Possession of unauthorised materials in the examination room, whether or not actual use is established:**
 - 3.1 Where the unauthorised material is relevant to the examination - cancellation of all of the examination mark (i.e. loss of 100%). This applies to possession of notes (including notes written on body or clothing), mobile phones, watches of any kind (including analogue), CAS calculator (except for Mathematics examinations) and any other any kind or wireless-enabled technology device e.g. Fitbit.
 - 3.2 Where the unauthorised material is not considered relevant to the examination – a loss of 5% of the examination mark will be incurred.
- 4 Markings on authorised materials in the examination room:** Where markings are considered to be relevant to the course being examined (whether or not actual use is established) cancellation of all of the examination mark (i.e. loss of 100%). For example, markings in tables, data books, dictionaries, calculator casing or covers, rulers or markings on your body or clothing etc.
- 5 Removal of examination materials:** Unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) removed, and the matter will be referred to the Associate Principal Senior School.
- 6 Examination room behaviour:** Blatant disregard of examination room regulations will result in the removal of the candidate from the examination room, and their examination will be terminated at that point in time.
- 7 Failure to follow examination instructions:** Cancellation of part or all of the examination raw mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over the other candidates.

The examination supervisor will report breaches of examination rules to the Associate Principal – Senior School.

Staff at John Septimus Roe Anglican Community School encourage students to maintain a positive and conscientious work ethic throughout the whole school year and to strive to achieve the highest possible results in all examinations. There is no substitute for hard work when preparing for examinations.

Study tip: A year long course is better studied over the course of the full school year, rather than over a few days before the examinations.

SCSA Glossary of key words in the formulation of questions

Note – definitions in the glossary are generic and applicable across all courses. Teachers must note that some terms have a more course specific meaning that derives directly from the content and the language of the course.

Account	Account for: state reasons for, report on. Give an account of narrate a series of events or transactions
Advise	Recommend or inform
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Argue	Make a case, based on appropriate evidence, for and/or against some given point of view
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Choose (multiple-choice)	Decide or select the most suitable from a number of different options
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Comment on	Make reference to and expand upon
Compare	Show how things are similar and different
Complete	Finish an outlined task
Consider	Reflect on and make a judgement/evaluation
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Correlate	Demonstrate a mutual or complementary relationship
Create	Make, invent something
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluate
Debate	Develop a logical (sometimes persuasive) argument, giving differing views in response to a topic
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Determine	Decide, find out
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; note differences between
Draw (diagrams etc.)	An instruction, as in draw a circle

Evaluate	To ascertain the value or amount of; appraise carefully
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Explore	Investigate, search for or evaluate
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Illustrate	Similar to 'explain' (see above), but requires the quoting of specific examples or statistics or possibly the drawing of maps, graphs, sketches, etc.
Interpret	Draw meaning from
Investigate	To plan, search or inquire into; examine in order to obtain the true facts
Justify	Support an argument or conclusion; give reasons for your statements or comments
Label (and annotate)	Identify by placing a name or word used to describe the object or thing
List	Provide a series of related words, names, numbers or items that are arranged in order, one after the other
Name	Provide a word or term used to identify an object, person, thing, place etc. (something that is known and distinguished from other people or things)
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Prepare (e.g. in Accounting)	Take the necessary action to put something into a state where it is fit for use or action, or for a particular event or purpose
Present (an argument)	Offer or convey something such as an argument or statement to somebody formally; a discussion that offers different points of view on an issue or topic; debate
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Respond to ...	Provide an answer; reply
Select	Choose somebody or something from among several
Show	Give information; illustrate
Sketch	A picture or diagram that is done quickly, roughly; a brief outline
State	Express the main points of an idea or topic, perhaps in the manner of 'describe' (see above)
Summarise	Express, concisely, the relevant details
Synthesise	Put together various elements to make a whole; gather all ideas and combine them into a complex whole; combine all parts

REVIEWED BY:	Associate Principal (Senior School) and Director of Teaching and Learning (Senior School)
DATE:	23 March 2026
NEXT REVIEW:	December 2026