



# Assessment Policy & Procedures

Student Guide | Year 10, 2017



heart  
mind  
life



ST ANDREW'S  
CATHEDRAL  
SCHOOL  
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## Welcome to the Senior College

Year 10 is an important year of schooling. It is a year where you have your first experience in following Board of Studies, Teaching and Educational Standards NSW (BOSTES) guidelines regarding assessment. This is a good training ground for the Higher School Certificate or International Baccalaureate.

This guide is designed to explain the procedures and processes of assessment at St Andrew's Cathedral School to both you and your parents. The procedures set out in this booklet are to ensure a fair and equitable assessment outcome for all students. Thus, all students are required to adhere to the procedures as outlined.

Students need to:

- have a copy of, and have read, the Assessment Policy and Procedures Student Guide 2017, and understand all aspects of the policy and procedures. Any questions can be directed to the Director of Learning (Year 9 & 10)
- have a copy of the Assessment Calendar and are aware of all relevant dates
- have a copy of, and have read, the Assessment Programme for each course
- make every effort to prepare thoroughly for all assessment tasks and to present work of quality
- abide by expected standards of academic integrity and ethical scholarship
- sign the Academic Code of Honour.

**Tiina Hufton**  
**Director of Learning (Year 9 & 10)**

## Important Contacts

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## Important Documents

The following documents can be obtained from the Student and Parent portal:

- Year 10 Illness and Misadventure Appeal Form (absent on day an assessment is sat/submitted)
- Year 10 Illness and Misadventure Appeal Form (before or during an assessment task)
- Variation to Assessment Task Form.

## What is the NSW Record of School Achievement (RoSA)?

The Record of School Achievement (RoSA) is a credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). However, whilst formal RoSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results.

Core and Elective subjects will be reported using school-determined A to E grades. The only exception is Mathematics that uses 9 Grades - A10, A9, B8, B7, C6, C5, D4, D3 and E2.

The Grades are based on the student's performance throughout Year 10. Each course has internal assessment tasks with various weightings. A student's final Assessment Mark for a course is the combination of the weighted assessment tasks as outlined in this book.

These results are then compared to Course Performance Descriptors specified and Work Samples provided for each course and Grades are determined. The grades indicate the standard at which the student has performed in a given course, with the grade A being the highest level of achievement and grade E being the lowest level of achievement in each of the courses.

A EXTENSIVE	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations
B THOROUGH	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student can apply these skills to most situations
C SOUND	The student has a sound knowledge and understanding of the main areas of the content and an adequate level of competence in the processes and skills
D BASIC	The student has a basic knowledge and understanding of the main areas of the content and a limited level of competence in the processes and skills
E ELEMENTARY	The student has an elementary knowledge and understanding of the main areas of the content and a very limited level of competence in some of the processes and skills

The grades are defined by the words used to identify them – Extensive, Thorough, Sound, Basic and Elementary - and the descriptions of what can be expected of a student at a given grade. These descriptions are used by all schools across the state and help to alleviate the differences that would otherwise occur from school to school.

The Mandatory Requirements are assessed as Completed or Not Completed in the areas of Languages, Technology, Music, Visual Arts and Personal Development, Health & Physical Education.

## How does Assessment work in Year 10?

Year 10 assessment is designed to determine how well students have achieved the outcomes for any given course. It allows for flexibility in the nature of assessment tasks and so tests a wider range of skills than is possible to test in an examination alone. It gives students credit for what they have achieved throughout their courses and reflects their overall performance during Year 10 more fairly and accurately than a single examination would do.

The assessments that determine the grade at the end of Year 10 for each course are comprised of examinations and a range of class based tasks. These may include research work and analysis of findings, oral presentations, practical work or traditional pen and paper tests.

## Why do I have to complete my assessment tasks and classwork?

It is vital that all assessment tasks (or replacement tasks) be completed so that students can be shown to have met the outcomes of the course. If students do not complete assessment or non-assessment work related to the course, they risk losing the Head of School's certification that they have shown acceptable participation and application in the course. This may lead to them not being awarded the subject concerned at the Year 10 level. This in turn could mean that they are not eligible to proceed to the Stage 6 (Years 11 and 12).

Students who do not complete all assessment tasks (or replacement assessment tasks) will not be eligible to receive a prize for coming top of the course for which tasks are missing.

Students who do not complete all assessment tasks (or replacement assessment tasks) will not be eligible to be Dux of Year 10.

A student's work must be consistent and of as high a standard as possible throughout all of Year 10 in both assessment and non-assessment tasks. Non-assessment tasks must be completed for the following reasons:

- They prepare students for assessment tasks and exams;
- They supplement work done in class
- They allow students to show what they know and can do.

## When do we complete assessment tasks?

The St Andrew's Cathedral School assessment program for Year 10 courses:

- May include a Semester 1 Examination and a Semester 2 Examination;
- Will have approximately four assessment tasks per course spread throughout the year, except in practical courses where tasks may be on-going in nature;
- Will not usually have assessment tasks set/due during the week immediately prior to examination periods unless it is a task that is to be submitted on the first day of that time period. Music and Drama performances are regarded as examinations and may be exempt from this;
- Will not usually have assessment tasks set/due in the week immediately after examination periods. If holidays fall in that time, this does not apply. Drama and Music performance tasks will be regarded as examinations and may be exempt from this ruling.

## How do I find out about assessment tasks?

A minimum of two weeks before the task is to be submitted/sat, each Department will provide an Assessment Notification outlining:

- The date and time the task is to be submitted/sat;
- The time allowed for the task if it is an in-class task;
- The weighting of the task;
- The outcomes assessed by the task written out in full;
- The nature of the task; eg. assignment, research project, class essay etc.
- The marking criteria used for the task;
- The content, knowledge and skills covered by the task;
- An indication of the length of the task (word limits/time limits) if applicable;
- Details of any administrative arrangements associated with the task.

Year 10 Assessment Tasks will also be available on Student and Parent Portal. Students should monitor Student and Parent Portal regularly for updated information regarding assessment tasks.

If it is necessary to change the date of an assessment task, students will be given:

- Formal notification of the change of date that includes:
  - The new date of the assessment task;
  - An acknowledgment of receipt/acceptance of the change for each student to sign and return to the class teacher;
- Sufficient notice to check for clashes and prepare;
- The usual minimum of two weeks notice if the task is to be brought forward;
- Notice of extensions to assessment tasks.

## What happens if I am away when assessment notification is given?

If a student is absent on the day the Assessment Notification is handed out, they are responsible for obtaining a copy of it from their teacher. The Notification will be available on Student and Parent portal. No extra time will be given to students for a task because they did not receive the Assessment Notification when it was handed out in class, unless there are exceptional circumstances;

## How do we submit assessment tasks?

### Tasks completed at home

Assessment tasks must be submitted according to the details provided on the Assessment Notification sheet. Students should note that some tasks may be due by 8.30am on the day a task is due for handing in.

Students should keep a copy of each and every assessment task submitted. If the work is an artefact the student must keep a photographic record of the making of the artefact. Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task. If a student cannot meet this condition they may be penalised.

When assessment tasks are completed in class, students:

- Must remain in the room until all work is collected from each student;
- Be responsible for ensuring all work is handed in. Any work that is not handed in at the end of the assessment task, and then submitted by the student after leaving the room where the task was held, will not be marked.

## What happens if I can't submit or attend an assessment task?

### Illness and Misadventure

The illness/misadventure appeals process is designed for cases where, because of illness or misadventure, your performance in an Assessment Task is not a good measure of your achievement. It does not cover:

- Difficulties in preparation or loss of preparation time;
- Misreading of a schedule or timetable;
- Misreading of examination or task instructions;
- Long-term illness unless there is evidence of a sudden recurrence during a task; or
- Conditions for which you have been granted Internal Assessment Support, unless you experience further difficulties.

## What are acceptable reasons for non-attendance at/late Submission of assessment tasks?

The only satisfactory reasons for non-attendance at, or late submission of, assessment tasks are:

- Illness on the day the task is sat/submitted as evidenced by a medical certificate;
- Special Leave granted by the Director of Learning (Year 9 & 10) before the date of the assessment task;
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified);

## What are unacceptable reasons for non-attendance at/late submission of assessment tasks?

The following are not acceptable reasons for non-attendance at, or late submission of, assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up or emailed to school every time you leave the computer, regardless of whether it is finished or not);
- Illness without a medical certificate presented on the first day of return to School;
- Illness with a medical certificate provided by a relative of the student;
- Lateness due to minor transport problems (you must allow for variations in time of travel);
- Lateness due to sleeping in;
- Early/late holidays;
- Loss of task;
- An extension/permission to be absent granted by anyone other than the Director of Learning (Year 9 & 10).

NB – Students must attend school for the full day on the day that an assessment task is due. If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they may be deemed to have handed in the task late.

## What do I do if I am not at school on the day a task is to be sat/submitted?

Students absent from an assessment task due to illness must:

1. Obtain a medical certificate
2. Advise the School of your absence on the day of the task:
  - For Semester 1 Examinations or Semester 2 Examinations the Academic Progress Coordinator should be contacted;
  - For all other tasks phone the Senior College receptionist or the relevant Leader of Learning.
3. Submit an Illness and Misadventure Appeal form found on the student/parent portal along with the original copy of the medical certificate on the first day of return to school to :
  - The Academic Progress Coordinator for missed Semester 1 Examinations or Semester 2 Examinations;
  - The Director of Learning (Year 9 & 10) for all other missed assessment tasks.
4. Submit the assessment task by Recess on the first day of return to School.
5. A student needs to contact
  - The Academic Progress Coordinator for missed Semester 1 Examinations or Semester 2 Examinations;
  - The Leader of Learning for all other missed assessment tasks by Recess on the day of their return to school and sit for the replacement task provided by the relevant Department, as directed, as soon as possible after their return to school. Teachers do not need to issue a Notification of assessment task in this event.

In the case of a student being absent on the day of a Group Assessment Task, the group will be required to perform their task on the first day after that on which all group members are present at school, as directed by the Leader of Learning.

In most cases, there will be a limit of five school days after the scheduled date of a task or the completion of the Examination Period in which a student can obtain marks from a replacement task. Once this limit has been reached a student, with an appropriate medical certificate, may be awarded an estimate, based on the results of similar assessment tasks. Only in exceptional circumstances will an estimated mark be awarded. This will be at the discretion of the Director of Learning (Year 9 & 10).

Tasks will not usually be due on the last day of a school term. However, if a task is due on the last day of term, it must be submitted to the School at the earliest possible time during the holidays, together with a medical certificate covering the entire time up to the day of submission. In these circumstances only may an assessment task be given to the Senior College Receptionist. Students must still ensure that they receive a Receipt of Assessment Task.

## What do I do if I am sick or misadventure occurs before or during an Assessment Task?

### Before a task

If a student is ill before they sit an Assessment Task, they must:

1. Obtain an Illness and Misadventure Form before they sit the task
2. Hand the Illness and Misadventure Form to the task supervisor before the task
3. Obtain a Medical Certificate on the day of the task
4. Submit an Illness and Misadventure Form along with the original copy of the medical certificate on the first day of return to school to the Director of Learning (Year 9 & 10).

### During a task

If a student becomes ill during an examination or in-class assessment task, or is unable to complete an examination (for whatever reason), the student must:

1. Bring the matter to the attention of the teacher / examination supervisor at the time of the examination or task. The teacher / examination supervisor will fully document the circumstances and inform the Director of Learning (Year 9 & 10).
2. Obtain a medical certificate that day which explains the illness.
3. Submit an Illness and Misadventure Form along with the original copy of the medical certificate on the first day of return to school to the Director of Learning (Year 9 & 10).

If a student feels that they have been disadvantaged in any way during an in-class assessment task, they must:

1. Bring the matter to the attention of the teacher / examination supervisor at the time of, or immediately after, the examination or task. The teacher / examination supervisor will fully document the circumstances and inform the Director of Learning (Year 9 & 10).
2. Submit an Illness and Misadventure Form by the next school day to the Director of Learning (Year 9 & 10).

A student who does not alert the supervisor of illness before or during an Assessment Task cannot submit an Illness and Misadventure Appeal retrospectively. Illness and Misadventure Forms may not be submitted after results are returned to students. Students with a prolonged illness should not expect special consideration for a task unless they alert the teacher / examination supervisor of an acute attack during the task and follow the above procedure.

## Can you get an extension for an assessment task?

Extensions for assessment tasks will not normally be granted. Extensions will only be granted for extraordinary circumstances. Illness or other issues in the days immediately prior to the submission of an Assessment Task would not normally be considered. However, if a student has a genuine Illness/Misadventure claim, they should submit a completed Variation to Assessment Task Form accompanied by supporting evidence such as a Medical Certificate to the Director of Learning (Year 9 & 10) at least 2 school days before the task is due to be submitted. If the appeal is accepted, the Director of Learning (Year 9 & 10) will negotiate a new submission date with the Leader of Learning. Even if an extension is granted, a student may be required to submit the work that they have completed on the due date.

### Medical Certificates

- Independent evidence must be written by a Medical Practitioner
- Cannot be provided by someone who is a relative of the student
- Must be written on the day of (or the day/s prior to) the missed task
- Must not be dated retrospectively
- Must cover the entire period of the student's absence
- Should indicate the nature of the illness – 'a medical condition' or 'unfit for school' will not suffice
- Must clearly indicate that the doctor's recommendation is that the student is too ill to complete the Assessment Task, or, that the student's illness will have impacted their performance during the task
- Must be submitted on the first day that a student returns to school

If for any reason you cannot obtain a Medical Certificate on or before the day of an Assessment Task, you must contact the Director of Learning (Year 9 & 10) on or before the day of the task to explain the reason and make appropriate arrangements.

## What happens when I make an Illness or Misadventure claim?

The Assessment Review Panel will review your claim. The Assessment Review Panel will usually consist of the Directors of Learning (Year 9 & 10 and 11&12), the Head of Senior College and one Leader of Learning. The Panel will consider each appeal on its merits.

The Panel will consider whether the procedure has been followed and review the evidence provided. Based on this, the Panel will either uphold or decline the appeal.

If the appeal is upheld, the relevant point below will apply:

- The mark obtained on the task sat at a later date will be accepted; or
- The mark obtained after late submission of a task will apply; or
- The Panel will request the Leader of Learning to review the student's performance across the full assessment program and determine whether the performance on the claim task has impacted adversely on the ranking of the student in relation to like tasks.

If the appeal is not upheld, the relevant point below will apply:

- The mark obtained in a task done on the scheduled day will apply; or
- A penalty of 50% of the awarded mark for a task not sat on the scheduled day will apply; or
- A penalty up to a maximum of 50% of the awarded mark will apply for a task submitted after the due date.

The decision of the Review Panel is final.

**Failure to follow the above procedures for Illness and Misadventure could result in the appeal not being upheld and a penalty being awarded for the task.**

## What if I need to take leave during the year?

Students should only apply for Special Leave in the most extraordinary circumstances. A family holiday or travel plans would not be deemed as appropriate reason for Special Leave. Except in the case where a student is attending an approved school activity, students need to submit a Variation to Assessment Task Form to the Director of Learning (Year 9 & 10) for any reason for which a student knows ahead of time that they will miss an Assessment Task. Application should be made at least 2 weeks prior to the leave being taken or failing that, as soon as it is known that a student will miss an Assessment Task.

Should Special Leave be granted, in-class Assessment Tasks will be rescheduled in consultation with the Leader of Learning. Other Assessment Tasks will need to be submitted before the student goes on leave.

The possible effect of such leave on any assessment task will not constitute reason for a misadventure claim.

Failure to submit a *Variation to Assessment Task Form* may result in a penalty being awarded for any missed Assessment Tasks.

## Penalties for Non Attendance At/Late Submission of Assessment Tasks

- Students submitting an assessment task one day late (with no acceptable reason) will receive a penalty of 10% of the awarded assessment mark.
- Students submitting an assessment task more than one day late (with no acceptable reason) will be penalised a further 10% per day late up to a maximum of 50% of the awarded assessment mark.
- Students absent on the day that an assessment task is sat (with no acceptable reason) will be penalised 50% of the awarded assessment for the task.
- All assessment tasks must be completed to ensure the student satisfies the minimum outcomes and so completes the course. If a course is incomplete the student may be ineligible to proceed to Stage 6.

## Outdoor Education Program and Assessment Tasks

- Where possible assessment tasks are scheduled in camp free weeks.
- Students are responsible for ensuring that they know their assessment schedule.
- Students are to notify their class teacher if they have an assessment task while they attend their outdoor education activity.
- If possible students should submit hand in tasks prior to attending their outdoor education activity. If this is not possible they need to submit the task the first day that they return to school.
- Students will only be given extensions if they are deemed to be at a disadvantage to other students. This must be negotiated with the relevant Leader of Learning and the Director of Learning Stage 5.
- If students are absent for an in class assessment activity they are to ensure that they notify their teacher prior to the task and arrange an alternate time to complete the task upon their return to school.

## Internal Assessment Adjustments

Adjustments will be granted only on a case by case basis for those students with a diagnosed disability or learning difficulty.

- The student is responsible for ensuring that approved adjustments are provided for individual assessment tasks. The student must see the Enrichment and Learning Department Administration Aide with a completed request form at least 1 week (7 days) before the task. If this does not happen, support cannot be guaranteed for that task.
- The Leader of Learning, Enrichment and Learning, will organise approved adjustments for all examinations.

## Students Joining a Course Late

Marks for missed assessment tasks for students who arrive at St Andrew's Cathedral School after the Year 10 assessment program has commenced and before the end of Term 2 will be estimated at the completion of the course based on the performance of the student in all tasks since their date of commencement.

## Accelerated Students

Accelerated students:

- Will be required to complete all assessment tasks in the normal time frame;
- May require flexibility in the order and timing of assessment tasks;
- Will be eligible to receive a prize for first in course for any course, in the year that the course is undertaken;
- Will be eligible to be Dux of the Year.

## Invalid Tasks/Parts of Tasks or Non-Discriminating Tasks

If for some reason a task or part of a task proves to be invalid, the task may need to be discarded, either partially or in its entirety, or a new task may be needed with sufficient notice being given to students in writing.

## Malpractice in Assessment Tasks and Examinations

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own;
- Using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as their own;
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Paying someone to write or prepare material;
- Breaching school examination rules;
- Cheating in an examination or assessment task;
- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination;
- Using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date or non-attendance at an in-class task;
- Assisting another student to engage in malpractice;
- Submitting work for an assessment task that has already been submitted for a task in the same or another course;
- Fabricating data for an assessment task;
- Late submission of assessment tasks to gain advantage;

- Not attending school for the full day on the day an assessment task is to be sat/submitted;
- Submitting an altered medical certificate.

Assessment Tasks may be scanned by “anti-plagiarism” software as a part of the marking process.

Students will be expected to conform to the highest standards of academic integrity and ethical scholarship and will be asked to sign the Academic Code of Honour as a symbol of their intention to do so.

If a student or students are suspected of malpractice, they may be interviewed by the Teacher of the Course and the Leader of Learning. In such cases, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If a student is not satisfied with the outcome of the interview, they may appeal to have the outcome reviewed by a Panel usually consisting of the Directors of Learning (Year 9 & 10 and Year 11 & 12), the Head of Senior College, and a Leader of Learning other than the one concerned. A review of this nature will be at the discretion of the Director of Learning (Year 9 & 10).

Where malpractice is established to have occurred, the student will be awarded zero for the applicable section/s of the task. If students refuse to cooperate in this process, malpractice will, by default, be deemed to have occurred.

If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given, at the discretion of the Director of Learning (Year 9 & 10).

## Zero Awards

Zero awards may be given in the following circumstances:

- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination;
- A student has provided a false explanation for the late submission of an assessment task;
- A student submits an altered medical certificate;
- A student is deemed to have breached principles of academic integrity and ethical scholarship as outlined in the Academic Code of Honour;
- A student has engaged in any form of malpractice;
- A student has made a non-serious attempt at a task. Such attempts include answers containing frivolous or objectionable material or answers in a language other than English (unless specifically instructed to do so).

## Warning Letters and N-determination

If a penalty is incurred or a zero mark is awarded for an assessment task, a Warning Letter will be sent to the student's parent/guardian by the Leader of Learning. If a student fails to complete the tasks outlined on the Warning Letter by the due date, a further Warning Letter will be issued.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's RoSA and may affect the student's eligibility for progression to Stage 6.

## Feedback

Students will receive clear feedback on their performance in assessment tasks. Such feedback should indicate:

- The outcomes that students have and have not attained;
- The relative position of students in the cohort for that subject; and
- Suggestions as to how performance could be improved.

The Semester 1 and Semester 2 Reports will indicate the student's performance in assessment tasks up until that point.

## Assessment Task Appeals

- A student may only query the result of an assessment task at the time it is returned. Once an assessment task has left the classroom no query is possible.
- If the result of an assessment task is queried with the teacher as soon as it is returned and the student is not satisfied with the response, it may then be raised outside the classroom:
  - With the relevant Leader of Learning within one week of being returned;
  - With the Director of Learning (Year 9 & 10) within one week of seeing the Leader of Learning, if the Leader of Learning has not been able to resolve the problem. If this occurs, the Director of Learning (Year 9 & 10) will work with the relevant Leader of Learning to review the process by which the mark was determined;

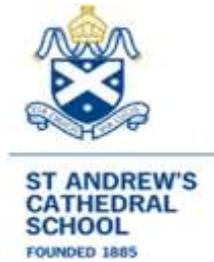
- If a student is not satisfied with the result of the review, he/she may appeal to have the process by which the mark was determined further reviewed by a panel usually consisting of the Directors of Learning (Year 9 & 10 and 11&12), and a Leader of Learning other than the one concerned. A review of this nature will be at the discretion of the Director of Learning (Year 9 & 10).

## RoSA Grade Appeals

Students may obtain their final Grade for each course from Students Online on the date specified by the Board of Studies.

A student may query the Grade for a course if it seems inaccurate. This query should be submitted in writing with evidence to the Principal before the date specified by the Board of Studies. A school review will examine the administrative procedures used by the school only, and will not revise the marks awarded for individual assessment tasks. In order to be successful in such an appeal, a student would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school. The student will be notified of the outcome of their appeal by the Principal. If the student is dissatisfied with the school review, an appeal may be lodged with the Board of Studies concerning the conduct of the school review only.

## Academic Code of Honour – Year 10



### ACADEMIC CODE OF HONOUR

St Andrew's Cathedral School, as an Anglican School, seeks to instil in the lives of its students a high regard for honesty, personal and academic integrity and scholarly work and thought. As students you are encouraged to study the work of others in a critical and reflective way so that you can communicate your own ideas in an informed, principled and ethical way. Such standards and processes will assist you to present work of a high standard; work of which you can be proud.

There is a great deal of material which you can draw from and use in preparing and submitting assessment tasks, assignments and major works. However, whilst you are encouraged to read, research widely, and explore a range of different ideas, opinions and practical works, you must abide by all of St Andrew's Cathedral School's expectations regarding ethical scholarship and academic integrity, and must not wilfully present the ideas or work of someone else (in any form) as your own.

To assist in the development of the values espoused by St Andrew's Cathedral School, this *Academic Honour Code* has been developed. As a student of St Andrew's Cathedral School you are expected to maintain the highest standards of personal and academic integrity, scholarship, leadership of your peers, and communal responsibility. In signing this *Academic Code of Honour*, you are agreeing that you:

- Have read and understood the Academic Honesty Cover Page for Hand-In tasks.
- Understand the consequences of being involved in any form of malpractice or plagiarism.
- Agree to abide by the School's expectations regarding ethical scholarship, and personal and academic integrity.
- Agree to abide by the School's expectations regarding the completion and submission of assessment tasks.

I, \_\_\_\_\_ agree to abide by the St Andrew's Cathedral School Academic Code of Honour

Signed (student) \_\_\_\_\_

Date: \_\_\_\_\_

## GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions use key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in Year 10 documents.

Using the glossary will help teachers and students understand what is expected in responses and examination questions.

<b>Account</b>	Account for, state reasons for, report on Give an account of - narrate a series of events or transactions
<b>Analyse implication</b>	Identify components and the relationship between them; draw out and relate
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgment about the quality of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes or categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse /evaluate)</b>	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish between</b>	Recognise or note/indicate as being distinct or different from; to note differences
<b>Evaluate</b>	Make a judgment based on criteria; find the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationship between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details

<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan inquire into and draw conclusions about
<b>Justify</b>	Support and argument of conclusions
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example: a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour of
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Put forward various elements to make a whole

# YEAR 10 ASSESSMENT PROGRAM BY SUBJECT

## Christian Development

WB 8 May 2017	Research Report (Hand-in)	50%
WB 30 October 2017	Semester 2 Examination	50%

## Commerce

WB 13 March 2017	Law in Society – Research and Presentation (Hand-In)	20%
WB15 May 2017	Semester 1 Examination	30%
WB 21 August 2017	Employment Issues – Research (In-Class)	20%
WB 30 October 2017	Semester 2 Examination	30%

## Dance

WB 6 March 2017	Musical Theatre/Research and Report (In-Class)	20%
WB 1 May 2017	Creating Motifs/Performance (In-Class)	25%
WB 24 July 2017	Danceforms/Performance (In-Class)	25%
WB 16 October 2017	Modern Ballet/Performance (In-Class)	30%

## Drama

WB 20 March 2017	Shakespeare Duologues (Performance and Hand-In)	25%
WB 12 June 2017	Playbuilding Children's Theatre (Performance and Hand-In)	25%
WB 14 August 2017	Scriptwriting (Hand-In)	25%
WB 23 October 2017	Elements of Production in Performance (Performance)	25%

## English

WB 27 February 2017	Oral Task (In-Class)	25%
WB 15 May 2017	Semester 1 Examination	25%
WB 14 August 2017	Representation Task (In-Class)	25%
WB 30 October 2017	Semester 2 Examination	25%

## English Elective

WB 24 April 2017	Writing and Reflection (Hand-In)	25%
WB19 June 2017	Proposal Presentation (In-Class)	25%
WB 16 October 2017	Major Proposal and Reflection (Hand-In)	50%

## French

WB 20 March 2017	Listening and Speaking Skills (In-Class)	20%
WB 15 May 2017	Semester 1 Examination – Reading & Writing Skills (In-Class)	20%
WB 14 August 2017	Listening and Speaking Skills (In-Class)	30%
WB 30 October 2017	Semester 2 Examination – Reading & Writing Skills (In-Class)	30%

## Geography

### Semester 1:

WB 6 March 2017 Australia's Regional Links (Hand-In) 50%

WB 15 May 2017 Semester 1 Examination 50%

### Semester 2:

WB 4 September 2017 Australia's Regional Links (Hand-In) 50%

WB 30 October 2017 Semester 2 Examination 50%

## German

WB 20 March 2017 Listening and Speaking Skills (In-Class) 20%

WB 15 May 2017 Semester 1 Examination – Reading & Writing Skills (In-Class) 20%

WB 14 August 2017 Listening and Speaking Skills (In-Class) 30%

WB 30 October 2017 Semester 2 Examination – Reading & Writing Skills (In-Class) 30%

## History

### Semester 1:

WB 6 March 2017 Source Analysis Task (Hand-In) 50%

WB 15 May 2017 Semester 1 Examination 50%

### Semester 2:

WB 21 August 2017 Source Analysis Task (Hand-In) 50%

WB 30 October 2017 Semester 2 Examination 50%

## History – Elective

WB 13 March Research Essay (In-Class) 25%

WB 5 June 2017 Research and Oral Task (In-Class) 25%

WB 28 August 2017 Source Study and Evaluation (Hand-In) 25%

WB 30 October 2017 Semester 2 Examination 25%

## Industrial Technology – Engineering

WB 27 March 2017 Mechanical Arm (Hand-In) 35%

WB 15 May 2017 Semester 1 Examination 30%

WB 23 October 2017 Solar Car (Hand-In) 35%

## Information and Software Technology

WB 3 April 2017 Database Design Project (Hand-In) 35%

WB 22 May 2017 ICAS Digital Technologies Test (In-Class)

WB 19 June 2017 Emerging Technologies Assignment (Hand-In) 30%

WB 18 September 2017 Python Programming – Competition and Log Book (In-Class/Hand-In) 35%

## Japanese

WB 20 March 2017 Listening and Speaking Skills (In-Class) 20%

WB 15 May 2017 Semester 1 Examination – Reading & Writing Skills (In-Class) 20%

WB 14 August 2017 Listening and Speaking Skills (In-Class) 30%

WB 30 October 2017 Semester 2 Examination – Reading & Writing Skills (In-Class) 30%

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## Mathematics

WB 20 March 2017	Common In-Class Test 1 (In-Class)	10%
WB 15 May 2017	Semester 1 Examination	30%
WB 28 August 2017	Common In-Class Test 2 (In-Class)	25%
WB 30 August 2017	Semester 2 Examination	35%

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## Music

WB 8 May 2017	Composition Task (Hand-In)	25%
WB 5 June 2017	Exhibition (In-Class)	25%
WB 30 October 2017	Semester 2 Examination	50%

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## Personal Development, Health & Physical Education

WB 27 March 2017	Health in Action (Hand-In)	30%
WB 24 July 2017	Sport in Action (In-Class)	30%
WB 30 October 2017	Semester 2 Examination	40%

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## Philosophy and Belief

WB 3 April 2017	Dialogue (Hand-In)	25%
WB 5 June 2017	Essay (Hand-In)	25%
WB 21 August 2017	Presentation (In-Class)	15%
WB 30 October 2017	Semester 2 Examination	35%

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## Photographic and Digital Media

WB 1 May 2017	Portfolio One (Hand-In)	25%
WB 15 May 2017	Semester 1 Examination	15%
WB 16 October 2017	Portfolio Two (Hand-In)	35%
WB 30 October 2017	Semester 2 Examination	25%

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## Physical Activity & Sports Studies

WB 27 February 2017	Nutrition and Physical Activity Assessment (Hand-In)	20%
WB 22 May 2017	Creating a Sporting Identity	20%
WB 28 August 2017	Event Management Task (Hand-In)	30%
WB 30 October 2017	Semester 2 Examination	30%

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## Science

WB 13 March 2017	Structured Essay (In-Class)	25%
WB 17 July 2017	Science Research Project (In-Class)	25%
WB 28 August 2017	Chemistry Practical (In-Class)	25%
WB 30 October 2017	Semester 2 Examination	25%

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## Textiles Technology

WB 27 February 2017	Inspiration Moodboard (Hand-In)	15%
WB 12 June 2017	Work of Designers, Fabrics and Perspectives (In-Class)	25%
WB 14 August 2017	Costume Design Project and Portfolio (Hand-In)	35%
WB 16 October 2017	Service Workshop (Hand-In)	25%

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## Timber Technology

WB 29 May 2017	Cabinet Module (Hand-In)	35%
WB 5 June 2017	Research Task (Hand-In)	10%
WB 30 October 2017	Individual Project Module (Hand-In)	35%
WB 30 October 2017	Semester 2 Examination	20%

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## Visual Arts

WB 24 April 2017	Completed Portrait Series (Hand-In)	30%
WB 15 May 2017	Semester 1 Examination	20%
WB 16 October 2017	Completed Art Project (Hand-In)	30%
WB 30 October 2017	Semester 2 Examination	20%

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# YEAR 10 ASSESSMENT CALENDAR

## TERM 1 ~ 2017

### Week 3 – Beginning 13 February 2017

### Week 4 – Beginning 20 February 2017

### Week 5 - Beginning 27 February 2017 (No Assessments 27 or 31 March)

English	Oral Task	25%
Physical Activity & Sports Studies	Nutrition and Physical Activity Assessment	20%
Textiles Technology	Inspiration Moodboard	15%

### Week 6 – Beginning 6 March 2017

Dance	Musical Theatre/Research and Report	20%
Geography	Australia's Regional Links	50%
History	Source Analysis Task	50%

### Week 7 - Beginning 13 March 2017

Commerce	Law in Society – Research and Presentation	20%
History – Elective	Research Essay	25%
Science	In-class Structured Essay	25%

### Week 8 - Beginning 20 March 2017

Drama	Shakespeare Duologues	25%
French/German/Japanese	Listening and Speaking Skills	20%
Mathematics	Common In-Class Test 1	10%

### Week 9 - Beginning 27 March 2017

Industrial Technology - Engineering	Mechanical Arm	35%
PDHPE	Health in Action	30%

### Week 10 - Beginning 3 April 2017 (Camp on this week)

Information and Software Technology	Database Design Project	35%
Philosophy and Belief	Dialogue	25%

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## TERM 2 ~ 2017

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### Week 1 - Beginning 24 April 2017 (Camp on this week)

English Elective	Writing and Reflection	25%
Visual Arts	Completed Portrait Series	30%

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### Week 2 - Beginning 1 May 2017

Dance	Creating Motifs/Performance	25%
Photographic and Digital Media	Portfolio One	25%

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### Week 3 - Beginning 8 May 2017

Christian Development	Research Report	50%
Music	Composition Task	25%

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### Week 4 - Beginning 15 May 2017

Commerce	Semester 1 Examination	30%
English	Semester 1 Examination	25%
French/German/Japanese	Semester 1 Examination – Reading and Writing Skills	20%
Geography	Semester 1 Examination	50%
History	Semester 1 Examination	50%
Industrial Technology - Engineering	Semester 1 Examination	30%
Mathematics	Semester 1 Examination	30%
Photographic and Digital Media	Semester 1 Examination	15%
Visual Arts	Semester 1 Examination	20%

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### Week 5 - Beginning 22 May 2017

Information and Software Technology	ICAS Digital Technologies Test	
Physical Activity & Sports Studies	Creating a Sporting Identity	20%

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### Week 6 – Beginning 29 May 2017 (Camp on this week)

Timber Technology	Cabinet Module	35%
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**Week 7 - Beginning 5 June 2017**

History – Elective	Research and Oral Task	25%
Music	Exhibition	25%
Philosophy and Belief	Essay	25%
Timber Technology	Research Task	10%

**Week 8 - Beginning 12 June 2017**

Drama	Playbuilding Children's Theatre	25%
Textiles Technology	Work of Designers, Fabrics and Perspectives	25%

**Week 9 - Beginning 19 June 2017 (Camp on this week)**

English Elective	Proposal Presentation	25%
Information & Software Technology	Emerging Technologies Assignment	30%

**TERM 3 ~ 2017****Week 1 - Beginning 17 July 2017**

Science	Science Research Project	25%
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**Week 2 - Beginning 24 July 2017**

Dance	Danceforms/Performance	25%
PDHPE	Sport in Action	30%

**Week 3 - Beginning 31 July 2017****Week 4 - Beginning 7 August 2017****Week 5 - Beginning 14 August 2017**

Drama	Scriptwriting	25%
English	Representation Task	25%
French/German/Japanese	Listening and Speaking Skills	30%
Textiles Technology	Costume Design Project and Portfolio	35%

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**Week 6 - Beginning 21 August 2017**

Commerce	Employment Issues – Research	20%
History	Source Analysis Task	50%
Philosophy and Belief	Presentation	15%

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**Week 7 – Beginning 28 August 2017**

History - Elective	Source Study and Evaluation	25%
Mathematics	Common In-Class Test 2	25%
Physical Activity & Sports Studies	Event Management Task	30%
Science	Chemistry Practical	25%

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**Week 8 - Beginning 4 September 2017**

Geography	Australia's Regional Links	50%
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**Week 9 - Beginning 11 September 2017****Week 10 - Beginning 18 September 2017 (Camp on this week)**

Information and Software Technology Python Programming II – Competition and Log Book	35%
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## TERM 4 ~ 2017

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### Week 1 - Beginning 9 October 2017

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### Week 2 - Beginning 16 October 2017

Dance	Modern Ballet/Performance	30%
English Elective	Major Proposal and Reflection	50%
Photographic and Digital Media	Portfolio Two	35%
Textiles Technology	Service Workshop	25%
Visual Arts	Completed Art Project	30%

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### Week 3 - Beginning 23 October 2017

Drama	Elements of Production in Performance	25%
Industrial Technology - Engineering	Solar Car	35%

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### Week 4 - Beginning 30 October 2017

Christian Development	Semester 2 Examination	50%
Commerce	Semester 2 Examination	30%
English	Semester 2 Examination	25%
French/German/Japanese	Semester 2 Examination – Reading and Writing Skills	30%
Geography	Semester 2 Examination	50%
History	Semester 2 Examination	50%
History – Elective	Semester 2 Examination	25%
Mathematics	Semester 2 Examination	35%
Music	Semester 2 Examination	50%
PDHPE	Semester 2 Examination	40%
Philosophy and Belief	Semester 2 Examination	35%
Photographic and Digital Media	Semester 2 Examination	25%
Physical Activity & Sports Studies	Semester 2 Examination	30%
Science	Semester 2 Examination	25%
Timber Technology	Individual Project Module	35%
Timber Technology	Semester 2 Examination	20%
Visual Arts	Semester 2 Examination	20%

End of Assessments

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