EAST HILLS BOYS HIGH SCHOOL

Stage 5
Assessment Booklet

Year 10
2022

Information for Students, Parents and Teachers

EAST HILLS BOYS HIGH SCHOOL
YEAR 10 2022
ASSESSMENT HANDBOOK

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WHAT IS ASSESSMENT?

Assessment is the measure of the achievement of course outcomes over a period of time in each course studied by a student. It allows the measurement of a wide range of each student's abilities in achieving course outcomes.

Achievement of course outcomes is measured through examinations, practical tests, fieldwork, assignments, classroom presentations and in other ways.

PARENT TEACHER EVENING

Term 2 Week 4

EXAMINATIONS

In Year 10 there are 2 formal assessment periods.

HALF YEARLY ASSESSMENT WEEK

Term 2 Week 6
Reports will be issued early Term 3

YEARLY EXAMINATIONS

Term 4 Week 5
Reports will be issued late Term 4

STUDENT RESPONSIBILITIES

Expectations of students:

1. Students must attend all classes to satisfactorily complete the Stage 5 courses. **A minimum of 85% attendance is generally expected** for students to achieve the outcomes of the course being studied.

   Unexplained absences, lateness and class attendance patterns will be reviewed to ensure the students are meeting the course completion criteria.

   Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

   Any extensive period of unexplained absence may result in non-completion of course(s) and may impact on your eligibility for the award of the Record of Student Achievement (RoSA).
2. Students must complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
3. The New South Wales Educational Standards Authority (NESA) expects students **to attempt all assessment tasks**.
4. All work submitted must be the student's own work.
5. Students must submit work by the due date.
6. Students must be on time for school and must attend all classes on the day an assessment task is due or is on.
7. Students must prepare for examinations and **make a serious attempt.**
8. During any assessment task students must not:
   - do anything that would disrupt the task or disturb another student
   - communicate with another student
   - look at another student's work
   - take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
   - make a non-serious attempt, otherwise a zero mark will be awarded.
9. Students who are absent from school on any day are responsible for ascertaining if an assessment task has been set for any subject missed on that day.
10. Students who transfer into the school after the commencement of the Stage 5 course will be given substitute tasks wherever possible. In some cases estimates may be given. Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.
11. If there is a valid reason, an **"Assessment Task Illness/ Misadventure Application"** form needs to be completed and the form and all supporting documentation submitted to the relevant head teacher on the first day back after their absence otherwise a zero mark will be awarded and an 'N Award Warning' letter will be sent to the parents.

Procedures for Students Absent from Tasks

When a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

a) Any application of an extension of time is required before the due date.

b) If a student is absent on the day of the task:

- the student's parent or guardian must telephone the school and inform the relevant head teacher(s).
- an application in writing **must** be lodged with the Head Teacher(s) of the subjects(s) concerned the next day the student is in attendance at school.
- a doctor's certificate is required if the application is on medical grounds.

Medical Certificates for Missed Assessment Tasks

Medical Certificates must:

- be written on a named doctor's pad;
- include the day of the missed task;
- indicate the general nature of the illness;
- show the length of time the student will be unfit for school;
- be produced immediately on return to school.

If the student does not make application to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be recorded.

After considering a student's application, the Head Teacher will inform the student of the decision.

If the Assessment Task Illness/Misadventure Application is accepted, then the teacher of that course will:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the head teacher may authorise the use of an estimate based on appropriate evidence.

If the Assessment Task Illness/Misadventure Application is not accepted, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the head teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination.**

The Principal may:

- reject the appeal and order the zero mark to stand
- grant a limited extension

- order that a substitute task be performed or award an estimate.

SCHOOL RESPONSIBILITIES

Each course will have its own assessment schedule developed within the guidelines provided by the New South Wales Educational Standards Authority (NESA). NESA requires all students to follow an assessment program.

This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress.

The range of tasks used in the assessment will vary from course to course and may cover:

- tests which may take a written, practical, oral and aural form
- class and/or homework assignments, including essays and practical tasks
- projects of varying degrees of length and complexity
- oral presentations

Head Teachers are required to:

- ensure tasks meet NESA requirements for courses;
- record marks on a centralised faculty system before marks are returned;
- ensure NESA Warning Letters are issued when appropriate.

2. Notice of Tasks:

Students must be given at least two weeks' notice of the exact date and nature of the task.

3. Student Feedback

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

4. The Award of "Zero Marks"

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

a) non-presentation of a task or non-attendance at a task without approved reason;

b) an attempt to gain unfair advantage.

Students and parents will be advised in writing when zero marks are awarded.

5. Non Presentation / Non Attempt

If a task is not attempted / submitted by the due date and the student is not exempt, the student will be awarded a zero mark.

6. Malpractice

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as your own
- not own work – having someone else complete the task
- falsifying receipt documents
- providing false documentation in support of an appeal
- cheating during a test or exam
- disrupting a test or examination

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the deputy principal. If the teacher and deputy principal are in agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may proceed through established appeal procedures.

7. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late for an examination/assessment task without a valid reason he has to undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

Students must attend school on time and must not truant any classes on the day an assessment task is scheduled or due. Truancy and lateness will be regarded as malpractice.

7. Extensions

Students who are unable to be present for an exam or out-of-class assessment task for valid reasons may apply to the teacher for an extension **prior to the due date for submission of the task.** Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned.

8. NESA Warning Letters

NESA warning letters are issued to students **who are not meeting course requirements.** These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task and is thus at risk of not meeting the assessment requirements for a course, the teacher or head teacher:

- will advise the student in writing with a NESA warning letter;
- will ensure NESA warning letters are sent to parents informing them of their son having missed assessment tasks and where attendance and performance have been unsatisfactory;
- will ensure that when a first warning letter is sent, the relevant head teacher will arrange a meeting with the student and will contact the parent to discuss the student's progress;
- will ensure that when a second warning letter is sent and will arrange a meeting with the student and parent and their progress will be discussed with their parents present;
- will request written acknowledgement from the student and his parent(s)/guardians(s);
- will ensure that a copy of the NESA warning letter is placed in the student's central file.
- will ensure that the deputy principal is notified if a student has two warning letters sent home. Every student awarded an ‘N’ determination will be interviewed by the Principal.

STUDENT REVIEWS/APPEALS

1. A student may appeal:
   - against his mark in the course assessed on the grounds of a clerical error,
   - if the School has varied from its stated Assessment Policy.

2. No appeal may be entered against marks allocated for a particular task or piece of work.

3. A student who wishes to appeal must do so in writing. These appeals must be submitted through the head teacher of the subject concerned and should be completed by mid-November. Details of methods of appeal are available from the Principal.

4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:
   Principal
   Deputy Principal
   The teacher currently involved in teaching the course
   The head teacher of the faculty

In conducting a review, NESA requires the panel to ascertain whether:

a) the weightings specified by the school in its assessment program conform to NESA's requirements as detailed in the subject guides;
b) the procedures used by the school for determining the final assessment program conform to its stated assessment program;
c) there are computational or other clerical errors..

Provided that the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to NESA.

The only grounds for such appeals will be to judge whether the procedures followed by East Hills Boys High School complied with the NESA's policy and whether the conduct of the review was proper in all respects.

N Determinations

If a student is deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that the student is not eligible for the award of a RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the principal. Appeals against 'N' determinations should be lodged with the principal, who will advise the student of the date by which the appeal must be submitted.

If the student is dissatisfied with the result of the school review of his appeal, the student should advise the principal that he wishes the appeal to be referred to NESA.

ASSESSMENT TASK ILLNESS / MISADVENTURE APPLICATION

To be completed by a student who was / is unable to attend / submit an assessment task on the due date

Student's Name: _____ Roll Class: _____

Course: _____ Faculty: _____

Assessment Task Missed: _____ Task Date: _____

☐ Task missed due to illness: Attach Doctor's Certificate to this form.

Doctor's Name_____

☐ Task missed through other reason:

State reason and attach any supporting evidence.

_____

_____

_____

Student's Signature: _____ Date: _____

FACULTY SECTION – to be completed by the Teacher and Head Teacher

Illness/Misadventure application form received by: _____ Date: _____

Did student inform the school of absence on the day of the task? ❒ Yes / ❒ No

Was application lodged the next day the student was in attendance at school? ❒ Yes ❒ No

Teacher's name: _____

Teacher's comment:_____

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject? ❒ Yes / ❒ No

If yes, please comment:

_____

Head Teacher's recommendations:

❒ Accepted ❒ Rejected

❒ New task ❒ Estimated mark ❒ Zero Award ❒ Referred to Review Panel

Head Teacher's Signature: _____

Principal's Use: Application is: ❒ Accepted ❒ Rejected

Comment:_____

Principal's Signature _____ Date: _____

Parent / Guardian Comment:

_____

Parent / Guardian's Signature: _____ Date: _____

Vocational Education and Training (VET) Stage 5 Courses

Vocational Education and Training (VET) courses are offered as part of the Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFE NSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid Passport for the creation of the USI.

Stage 5 Board Endorsed VET Courses do not require mandatory work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability.

If the student has already completed part of the course elsewhere, or has previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

COURSE

ASSESSMENT

SCHEDULES

CORE SUBJECTS

ENGLISH

Task	Date	% Weighting
1. Extended Response	**Term 1 Week 8**	**25%**
2. Half Yearly Examination	**Term 2 Week 6**	**25%**
3. Multimodal Presentation	**Term 3 Week 7**	**20%**
5.Yearly Examination	**Term 4 Week 5**	**30%**
Total		**100%**

MATHEMATICS 5.1 COURSE

Task	Date	% Weighting
1. Written Test	**Term 1 Week 8**	**20%**
2. Half Yearly Examination	**Term 2 Week 6**	**25%**
3. Written Test	**Term 3 Week 8**	**20%**
4. Yearly Examination Entire Course	**Term 4 Week 5**	**35%**
Total		**100%**

MATHEMATICS 5.2 COURSE

Task	Date	% Weighting
1. Written Test	**Term 1 Week 8**	**20%**
1. Half Yearly Examination	**Term 2 Week 6**	**25%**
2. Written Test	**Term 3 Week 8**	**20%**
3. Yearly Examination Entire Course	**Term 4 Week 5**	**35%**
Total		**100%**

MATHEMATICS 5.3 COURSE

Task	Date	% Weighting
1. Written Test	**Term 1 Week 8**	**20%**
2. Half Yearly Examination	**Term 2 Week 6**	**25%**
3. Written Test	**Term 3 Week 8**	**20%**
4. Yearly Examination Entire Course	**Term 4 Week 5**	**35%**
Total		**100%**

SCIENCE

Semester One		
Task	**Date**	**% Weighting**
1. 3 In-class topic assessments (5% each)	**Term 1 Week 5 Term 1 Week 10 Term 2 Week 4**	**15%**
2. Half Yearly Examination	**Term 2 Week 6**	**15%**
Total		**30%**
Semester Two		
3. Student Research Project	**Term 3 Week 2**	**50%**
4. Yearly Examination	**Term 4 Week 5**	**20%**
Total		**70%**

MANDATORY HISTORY

Task	Date	% Weighting
Task 1: Student Led- Virtual Holocaust Museum Tour	**Term 1** **Week 10**	**25%**
Task 2: Half-Yearly Examination	**Term 2** **Week 6**	**15%**
Task 3: Migration- Interview with a Migrant	**Term 3** **Week 6**	**25%**
Task 4: Yearly Course Examination	**Term 4** **Week 5**	**35%**
Total		**100%**

MANDATORY GEOGRAPHY

Task	Date	% Weighting
1. Newspaper article and Geographical Report	**Term 1 Week 9**	**25%**
2. Half Yearly Examination	**Term 2 Week 6**	**25%**
3. Wellbeing Research Task	**Term 3 Week 5**	**25%**
4. Yearly Examination	**Term 4 Week 5**	**25%**
TOTAL		**100%**

PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

Task	Component	Date	Weighting
1. Road Safety ICT Task	Theory	Term 1 Week 10	15%
2. Striking Games (Softball)	Practical	Term 1 Week 11	10%
3. Fit for Life – Fitness Testing	Practical	Term 2 Week 5	10%
4. Exhibition Sport Performance	Practical	Term 2 Week 10	10%
Half Yearly Report			
5. Playing in a Team	Practical	Term 2 Week 10	10%
6. Relationships Case Study	Theory	Term 3 Week 10	15%
7. Crossing the Line (Oz Tag)	Practical	Term 3 Week 10	10%
8. Yearly Exam	Theory	Term 4 Week 5	20%
TOTAL			**100%**

COURSE

ASSESSMENT

SCHEDULES

ELECTIVE SUBJECTS

COMMERCE

Task	Date	% Weighting
1. Assignment Law, Society and Political Involvement	**Term 1** **Week 9**	**20%**
2. Half Yearly Examination Law, Society and Political Involvement & The Economic and Business Environment	**Term 2** **Week 6**	**30%**
3. Assignment Our Economy	**Term 3** **Week 6**	**20%**
4. Yearly Examination Law, Society and Political Involvement, The Economic and Business Environment, Our Economy & Investing	**Term 4** **Week 5**	**30%**
Total		**100%**

FOOD TECHNOLOGY

Task	Date	% Weighting
1 Research Task 1 Food Service and Catering	**Term 1** **Week 10**	**10%**
2 Practical Skills Assessment Food Service and Catering	**Term 2** **Week 3**	**20%**
3 Half Yearly Exam	**Term 2** **Week 6**	**15%**
Half Yearly Report		
4 Book/Laptop Files Mark	**Term 3** **Week 8**	**5%**
5 Research Task 2 Food Trends	**Term 3** **Week 10**	**20%**
6 Practical Skills Assessment Food Trends	**Term 4** **Week 3**	**10%**
7 Yearly Examination	**Term 4** **Week 5**	**20%**
		100%

GRAPHICS TECHNOLOGY

Task	Date	% Weighting
1. Engineering Drawing *Module Drawings*	**Term 1** **Week 6**	**10%**
2. Engineering Drawing *Major Assignment*	**Term 1** **Week 10**	**15%**
3. Half Yearly Examination	**Term 2** **Week 6**	**5%**
Half Yearly Report		
4. Architectural Drawing *Module Drawings*	**Term 2** **Week 9**	**10%**
5. Architectural Drawing *Major Assignment*	**Term 3** **Week 4**	**15%**
6. Cabinet Drawing *Module Drawings*	**Term 3** **Week 10**	**10%**
7. Cabinet Drawing *Major Assignment*	**Term 4** **Week 6**	**15%**
8. Yearly Examination	**Term 4** **Week 5**	**20%**
Total		**100%**

YEAR 10 HISTORY ELECTIVE

Task	Date	% Weighting
1. ICT Group Task – Crime and Punishment	**Term 1 Week 10**	**25%**
2. Source Task- Assassinations	**Term 2 Week 6**	**25%**
3. Essay- Slavery	**Term 3 Week 10**	**25%**
4. Yearly Exam	**Term 4 Week 5**	**25%**
Total		**100%**

INDUSTRIAL TECHNOLOGY – ELECTRONICS

Task	Date	% Weighting	
1. Research Assignment (Common) *Work Health and Safety*	**Term 1** **Week 7**	**10%**	
2. Practical Project 1 *Sound Generator*	**Term 1** **Week 11**	**5%**	*Project 10%*
3. Workbook	**Term 2** **Week 4**	**10%**	
4. Half Yearly Examination	**Term 2** **Week 6**	**15%**	
Half Yearly Report			
5. Research Assignment (Common) *Industrial Practices and Emerging Technologies*	**Term 3** **Week 2**	**10%**	
6. Practical Project 2 and Folio *Night Light*	**Term 3** **Week 3**	**15%**	*Project 10%* *Folio 5%*
7. Workbook	**Term 3** **Week 10**	**5%**	
8. Practical Project 3 and Folio *Electrical Organ*	**Term 4** **Week 2**	**15%**	*Project 10%* *Folio 5%*
9. Yearly Examination	**Term 4** **Week 5**	**15%**	
		100%	

INDUSTRIAL TECHNOLOGY – TIMBER

Task	Date	% Weighting	
1. Research Assignment (Common) *Work Health and Safety*	**Term 1** **Week 7**	**10%**	
2. Practical Project 1 *Bedside Table End Frames*	**Term 1** **Week 11**	**5%**	
3. Workbook	**Term 2** **Week 2**	**5%**	
4. Practical Project 2 and Folio *Bedside Table (Frame Construction)*	**Term 2** **Week 5**	**10%**	*Project 5%* *Folio 5%*
5. Half Yearly Examination	**Term 2** **Week 6**	**10%**	
Half Yearly Report			
6. Research Assignment (Common) *Industrial Practices and Emerging Technologies*	**Term 3** **Week 2**	**10%**	
7. Practical Project 3 and Folio *Bedside Table (Top and Magazine Rack)*	**Term 3** **Week 4**	**10%**	*Project 5%* *Folio 5%*
8. Workbook	**Term 3** **Week 10**	**5%**	
9. Yearly Examination	**Term 4** **Week 5**	**15%**	
10. Bedside Table Final	**Term 4** **Week 7**	**20%**	*Project 20 %*
		100%	

INFORMATION & SOFTWARE TECHNOLOGY

Task	Date	% Weighting
1. Internet and Website Development Task	**Term 2 Week 1**	**15%**
2. Half Yearly Examination	**Term 2 Week 6**	**20%**
Half Yearly Report		
3. Software Design and Programming Task	**Term 3 Week 4**	**15%**
4. Robotics and Automated Systems Task	**Term 4 Week 3**	**25%**
5. Yearly Examination	**Term 4 Week 5**	**25%**
Note: Sequence and timing of tasks may vary depending on class rotations.		**100%**

MARINE STUDIES

Task	Date	% Weighting
Assessment Research Task	**Term 1 Week 8**	**25%**
Half Yearly Examinations	**Term 2 Week 6**	**25%**
Assessment	**Term 3 Week 5**	**20%**
Yearly Examinations	**Term 4 Week 5**	**30%**
		100%

MUSIC

Task	Date	% Weighting
1. Composition	**Term 1 Week 6**	**10%**
2. Performance	**Term 1 Week 9**	**10%**
3. Half Yearly Examination (Aural / Written Test)	**Term 2 Week 6**	**10%**
4. Research	**Term 2 Week 6**	**20%**
5. Listening	**Term 3 Week 4**	**10%**
6. Composition	**Term 3 Week 7**	**20%**
7. Yearly Examination	**Term 4 Week 5**	**20%**
Total		**100%**

PHOTOGRAPHY AND DIGITAL MEDIA

Task	Date	% Weighting
1. Case Study 1- Wet Photography	**Term 1 Week 9**	**15%**
2. VAPD-1	**Term 2 Week 5**	**10%**
3. Body of Work	**Term 2 Week 8**	**25%**
4. Case Study 2 - Film	**Term 3 Week 8**	**15%**
5. VAPD-2	**Term 4 Week 3**	**10%**
6. Body of Work	**Term 4 Week 6**	**25%**
Total		**100%**

PHYSICAL ACTIVITIES AND SPORTS STUDIES

Task	Component	Date	Weighting
1. Practical – Ultimate Frisbee Task	Practical	**Term 1 Week 4**	**10%**
2. Sports Nutrition Research Task	Theory	**Term 1 Week 10**	**15%**
3. Design and conduct a coaching a session	Theory	**Term 2 Week 6**	**15%**
4. Coaching Research Task	Theory	**Term 2 Week 6**	**15%**
Half Yearly Report			
5. History in Sport Research Task	Theory	**Term 3 Week 7**	**15%**
6. Yearly Exam	Theory	**Term 4 Week 5**	**30%**
Total			**100%**

VISUAL ARTS

Task	Date	% Weighting
1. VAPD - 1	**Term 1 Week 10**	**15%**
2. Case Study 1 – Pop Art	**Term 2 Week 4**	**15%**
3. Body Of Work	**Term 2 Week 7**	**25%**
4. VAPD - 2	**Term 3 Week 8**	**15%**
5. Case Study 2 – Art in the Machine Age	**Term 4 Week 2**	**5%**
6. Body of Work	**Term 4 Week 6**	**25%**
Total		**100%**

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance banks and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide common language and consistent meaning in the High School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them: draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Contrast	Show how things are different or opposite
Critically (Analyse/ Evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from: to note differences between
Evaluate	Make a judgement based on criteria: determine the value of
Examine	Inquire into
Explain	Relate cause and effect: make the relationships between things evident: provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main feature of
Predict	Suggest what may happen based on available information
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 favor
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesize	Putting together various elements to make a whole