



East Hills Girls  
Technology  
High School

**YEAR 11  
SCHOOL  
ASSESSMENT  
POLICY AND  
GUIDELINES**

**2025**

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**East Hills Girls  
Technology  
High School**

## **School Teaching and Learning Philosophy**

### **Our School**

East Hills Girls Technology High School is underpinned by a culture of high expectations where curiosity, creative inquiry, critical thinking and collaboration are at the heart of student success. East Hills Girls Technology HS students are future focused learners who are encouraged to extend their talents and push their boundaries. Students embrace their responsibility to actively and purposefully contribute to all aspects of their learning, working in partnership with teachers to take hold of opportunities presented in student centred learning environments that are rich in quality feedback and visible goal setting to support continual improvement.

### **Our Purpose**

Assessment aims to make learning a process of discovery and improvement, developing curious, creative, critical and collaborative lifelong learners. Authentic assessment strategies are explicit in what students are expected to know and do, and opportunities support the development of a growth mindset that cultivates the resilience and self-efficacy necessary to achieve tasks and meet personal challenges. Quality assessment builds students' capacity to acquire new knowledge and skills and understand new concepts. It utilises contemporaneous technologies, encouraging students to pursue innovative ways of thinking.

### **Our Practice**

Our rigorous assessment practices comply with Department of Education and NSW Education Standards Authority policies. A variety of assessment approaches and strategies enable students to best demonstrate their knowledge, skills and understanding. Assessment for, assessment as and assessment of learning enables teachers to gather evidence and make reliable judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally. Assessments are fair and flexible with embedded opportunities for growth. Quality feedback throughout assessment is essential and is provided in a variety of ways to support students' ongoing improvement and success. Assessment is inclusive of and accessible for all students. Teachers and students work together to develop a positive and reciprocal partnership of trust and support.

### **Our Goal**

Through quality teaching, learning and assessment practices, our students will make meaningful, real-world connections in daily learning experiences and will develop resilience through perseverance and commitment. We expect students to leave our school as empowered and motivated young people who value learning and who make positive contributions to our society.

## SENIOR (10-12) ASSESSMENT POLICY

### a) Advance Notice of Assessment Tasks

Students will be given 14 calendar days' notice of any assessment task.

### b) Submission of Assessment Tasks

Students must be present and in class, the **day before and the whole day** that an assessment task is due. Students **must** hand in assessment tasks at the **beginning of the lesson** for the course in which the task is set. Failure to comply will result in it being considered a late submission and a mark of zero will be recorded. Students are required to submit tasks as stated on the task notification. Students must ensure the teacher signs in the task as evidence of submission.

### c) Absence on the Day of a Test or In-School Assessment Task

***It is the student's responsibility to see the Deputy Principal, on the first day of returning from an absence, to arrange to complete a task missed.*** The task must be completed on the day of return OR the first available time during examination periods. A **medical certificate** or other suitable documentary evidence to provide a sound reason for the absence will be essential and must be submitted to the Deputy Principal on day of return to school (see Form A and the Documentation of Absences). An invalid reason for absence, or failure to see the Deputy Principal, will result in a zero mark being awarded for the task. Absence from in-school assessment tasks is only allowed for illness, bereavement or, in some cases, representing the school. Going on holidays is not an acceptable reason for absence from an in-school assessment task. If in doubt, ask the Deputy Principal well in advance of the examination period.

### d) Absence on the Day a Take Home Assessment Task is Due

It is the student's responsibility to see the Deputy Principal on the first day of returning from an absence to submit the task. A medical certificate or other suitable documentary evidence to provide a sound reason for the absence will be essential, (see Form A and the Documentation of Absences). An invalid reason for absence, or failure to see the teacher, will result in a zero mark being awarded for that task. Students going on prearranged work placements must either submit the task prior to work placement OR arrange to have it submitted on the due date. Work placement is not an acceptable reason for requesting an extension of time on a task.

### e) Documentation of Absences

Where a student is absent from a task or unable to submit a task through illness or extenuating circumstances, adequate documentation must be provided **on the first day the student returns** to school. Absences due to illness must be supported by a valid Doctor's Certificate. Suitable documentation for other absences could include such evidence as Death or Funeral Notices or Court lists.

Please phone or email the Deputy Principal to notify the school that the student will be absent from the task.

Students must bring a copy of Form A with the documentation to the Deputy Principal who will notify the Head Teacher. The student is advised to keep a copy of the letter and documentation. Doctor's Certificates which are not attached to a copy of Form A will not be considered nor will certificates not submitted on the day of return to school.

the deputy principal will determine when a student submits the original assessment task, complete a substitute task, or in exceptional circumstances be provided an estimate based on completed comparable assessment tasks which contain comparable outcomes.

Students on VET Work Placement must submit tasks before commencing work placement or submit tasks on the due date.

The Assessment Appeals Committee reserves the right to question the validity of all doctors' certificates submitted by students and may in some circumstances disallow a doctor's certificate as an excuse for absence due to sickness, lateness of tasks, requests for extensions and so forth

Illness/ misadventure applications will be declined for reasons including absences to attend holidays, employment, medical, dental appointments or driving tests. Invalid reasons for absence and/or failure to follow documentation of absences processes will result in a zero mark awarded for the assessment task.

## **f) Attendance**

Students must maintain a satisfactory pattern of attendance so they can progress and achieve course outcomes. The NSW Education Standards Authority (NESA) places the onus of proof of meeting course outcomes on the student. Where, in the Principal's judgement, their pattern of attendance suggests that they could **not** have met course requirements or achieved course outcomes, students will be required to prove to the satisfaction of the Principal that they have met the course outcomes and satisfied course requirements.

In circumstances where overall attendance is unsatisfactory, and the student is 17 years of age or over, the student will be required to demonstrate why they should be allowed to continue their enrolment at the school. If unsuccessful, no Record of School Achievement or Higher School Certificate or Result Notice will be issued.

## **g) Prolonged Absences**

Prolonged absence during school terms should, if at all possible, be avoided. The Principal has the authority to approve or refuse absences. Prolonged absences cannot be approved and could lead to a student not meeting outcomes. No allowance is made by this school for assessment tasks missed while a student is on holidays. Absences through illness and/or injury may be allowed if, in the

Principal's judgement, the absence is legitimate. In the case of prolonged or recurring illness or injury, a medical certificate will need to be supplied as evidence.

In many instances, school work may be undertaken while at home or in hospital. In this way, the Principal may be satisfied that there is sufficient evidence for determining that a student has met course requirements and achieved sufficient outcomes of the course. In cases of prolonged absence and where work is not possible during the period of absence, the Principal may judge that catching up is not possible and determine that attendance is unsatisfactory. As far as possible, warning of the consequences of such a prolonged absence will be given.

### **h) Request for an Extension of Time for Assessment Tasks**

If there is a valid reason why a student is unable to hand in an assignment on time, prior arrangements (e.g., application for extension of time) must be made with the Deputy Principal in Charge **at least one week before the task is due** (see Form B). Where valid reason is given the parent/carer and student will be notified of the new date for the task. Where insufficient time or an invalid reason is given, the parent/carer and student will be notified and the task must be completed by the original specified date. If the task is not handed in on the due date a zero mark will be awarded for that task. In general, an extension will not be given for tasks which had many weeks preparation time.

#### **i) Marking of Assessment Tasks**

It is the student's responsibility to check the marking of any assessment task when it is returned. The marks for any task will be taken as final three school days after the task is returned. A complaint about marks is not grounds for a later appeal against an assessment rank.

### **j) Unsubmitted/Incomplete Or Non-Serious Attempts Of Assessment Items**

Students must make genuine and serious attempts at assessment tasks which contribute at least 51% of the assessment tasks by weight. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is genuine and/or serious. It is emphasised that completion of tasks worth exactly 51% is not sufficient. Where a student is registered as having failed to complete one or more assessment tasks, parents/carers will be notified by a warning notice. The Principal will be required to inform NESAs and an N Determination may result in that course.

**N.B.** Task components such as orals, work placement and practical work are compulsory in some courses. Non-completion of a compulsory task may result in non-completion of the course and an N Determination.

## **k) ICT Failure**

ICT Device or printer failure or malfunction will not be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save the work regularly and back it up to both hard drive, USB and/or cloud storage and print work regularly. If a failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment required it to be submitted digitally, the last saved copy is to be submitted.

## **l) Invalid Tasks/Non-Discriminating Tasks**

Should a task not discriminate or be declared invalid due to administrative or other circumstances then an additional task may be scheduled. Students will be notified of the time of the new task but two weeks' notice is not required as students will already have done their preparation. The weight of the invalid/non-discriminating task will be reduced accordingly to allow for the additional task. In extreme cases, some invalid tasks will need to be discarded. This will be done at the Principal's discretion after consultation with the appropriate Head Teacher/Teacher and Deputy Principal.

## **m) Malpractice**

Malpractice is any attempt to gain an unfair advantage over other students. Students conduct amounting to malpractice may range from unintentional failures to comply to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

**All assessment tasks must be the student's own original work.** Any student found cheating in a task or examination will receive a mark of zero. No two students can submit identical tasks as each must submit their original interpretation of the task, even where a component of the task involved is group work. Failure to comply with this will lead to the award of a zero mark. Where doubt exists, the student(s) concerned may be set a task to verify their knowledge, skills and/or understandings assessed in the task. Notice need not be given as the student will have already prepared for the original task. Plagiarism for all or part of a task will result in a mark of zero for the whole task. The task will need to be redone to meet course outcomes but the mark will not be changed.

Any proven incidences of malpractice by a student in school-based assessment tasks during the HSC Course will have the malpractice recorded in **the NSW Education Standards Authority (NESA) Register of Malpractice in HSC Assessment Tasks.**

**Tasks must be completed by the student in the current assessment period in that course.** A student may not hand in a task or part of a task completed for another assignment in this or previous years or work substantially prepared for another course. Students found to have committed this form of malpractice will be awarded a zero mark.

Where it is suspected a student has engaged in malpractice to gain an unfair advantage over other students, the Head Teacher in consultation with the Class Teacher will investigate. Parents/ carers will be advised. If a student can produce conclusive evidence that malpractice could not have occurred, a written appeal may be lodged with the Deputy Principal within 7 days. The appeals committee consisting of the Deputy Principal, two Head Teachers and two Classroom Teachers not from the faculty will make recommendations at a school level. An interview with the student will follow and a final decision will be made. If malpractice has occurred, no substitute task will be given.

Malpractice may include:

### **Misrepresentation**

- Misrepresentation is when a student misleads or deceives others by presenting untrue information by the fabrication, alteration or omission of information.
- Misrepresentation can include but is not limited to; making up journal entries for a project, submitting falsified or altered documents, referencing incorrect or non-existent sources and/or contriving false explanations to explain work not handed in by the due date.

### **Breach of assessment conditions**

- Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

### **Plagiarism**

- Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
- When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
- Plagiarism 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, the internet or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.
  - building on the ideas or words of another person without appropriate acknowledgement
  - using ideas, designs or the workmanship of others of practical and performance tasks without appropriate acknowledgement.

### **Collusion**

- Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation or entity to produce work that was meant for individual assessment.



- Collusion includes but is not limited to;
  - sharing answers to an assessment with other students,
  - submitting work that has been substantially contributed to by another student such as a student, parent, coach or subject expert,
  - contract cheating by outsourcing work to a third party and
  - unauthorised use of artificial intelligence technologies.

### **n) All My Own Work**

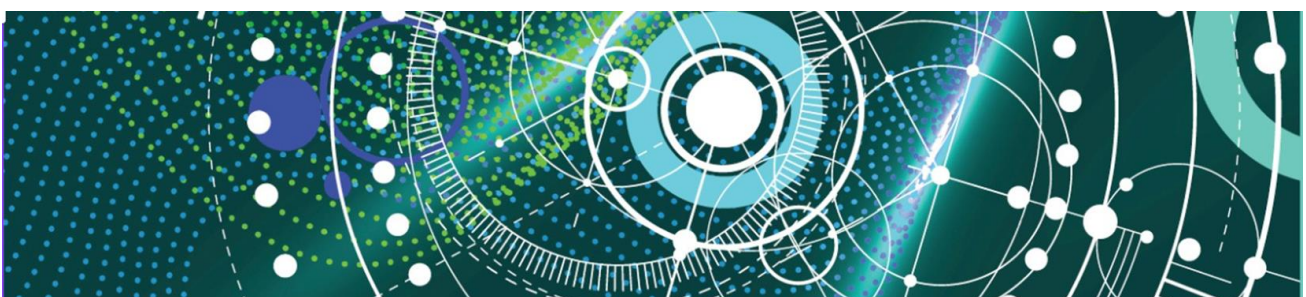
All students must complete the 'All My Own Work' program from NESAs prior to the beginning of Year 11. No allowance will be made for Year 11 or 12 students who claim they did not realise that they have plagiarised, if the school determines they have plagiarised work.

### **o) Mobile Phones and other technologies**

No student may take a mobile phone or any item capable of storing or transmitting information into an examination or assessment task. Having one in the room will automatically be taken as malpractice and a mark of zero awarded. Phones and other technological devices which are brought to school may be left at the front of the examination room with names attached.

### **p) Appeals, Complaints and Grievances**

Appeals, complaints and grievances should be made initially to the Class Teacher. Further appeals may be made to the Head Teacher of the appropriate faculty, and then to the Deputy Principal. Students have a right to appeal if they do not believe the assessment of competencies, work placement or assessments have been carried out fairly and equitably. Appeals cannot be made directly to the Deputy Principal without students having discussed the issue with the Class Teacher and/or Head Teacher. Appeals are made regarding process, appeals can not be made about a mark/result. Appeals must be made within three days of issue of the task for a problem arising with a task, or within three days of the return of tasks if the problem is related to marking, rank or feedback processes.



## SENIOR (10-12) ASSESSMENT PROCEDURES

### YEAR 10

#### **Sport**

Sport is a mandatory component of the NSW Record of School Achievement. Students must attend 85% of timetabled Sport lessons.

#### **Recognition of Prior Learning**

Where a student can demonstrate significant learning which satisfies course requirements, they may apply for recognition of prior learning. This may result in accelerating or undertaking extension work in a course.

#### **Mandatory Individual Student Research Project (Practical)**

The Science syllabus states that every student must submit an Individual Student Research Project in Stage 5. This project must be a practical demonstrating the student's ability to perform a fair test. At this school, students are expected to complete it by Week 8, Term 1, Year 10 and the marks will contribute towards their RoSA Assessment. Any student who arrives at this school after Term 1, Year 10 will need to arrange a suitable timeline for completion with the Head Teacher, Science. For the marks to be included in the RoSA Assessment this Project must be completed before Term 3 for all new students.

### YEAR 11

#### **Notification of Assessment Rank**

The school will inform students of their current assessment rank at the completion of each assessment task.

#### **Mandatory Life Ready Course**

The Department of Education requires that all students in state schools must satisfactorily complete the 25 hours of the mandatory Life Ready Course. A mixture of timetabled classes and seminar days will present this course. Attendance at these is **compulsory** and those absent will be required to catch up on the hours missed.

#### **Recognition of Prior Learning**

Where a student can demonstrate they have significant learning, which satisfies course requirements, they may apply for recognition of prior learning. This may result in their accelerating or undertaking extension work in a course. Paid employment in areas related to vocational education courses may be organised as prior learnings. As a result of which a student may be exempted from some work placement hours or these may be undertaken at their place of employment. Any student who would like to discuss recognition of prior learning should see their class teacher, the Careers Advisor or the relevant Deputy Principal.

## **Work Placement**

A mandatory Work Placement component for each VET course of 70 hours is to be completed over 2 years. Students must complete 35 hours of work placement in the Preliminary year. Attendance at work placement is not an acceptable reason to miss an assessment task. Students must arrange to submit hand in tasks on time and complete in-class tasks on their day of return to school. It is their responsibility to organise this before they go to work placement. No students should leave or miss work placement for an assessment task.

## **Requirements for VET courses (Years 11 and 12)**

Competency based assessments in the classroom and at events are on an ongoing basis. Students will be assessed according to whether they are competent or not yet competent. Re-assessment can take place up to two additional times after the first attempt through repeat or alternate tasks. The teacher will determine the type of task to be undertaken and the timeframe during which students may make reattempts. The timeframe will be determined with consideration to timetabling and programming constraints. Students who are not competent by their third attempt or who do not complete the three attempts during the allocated timeframe will be deemed as 'Not Achieved' for that competency.

### **YEAR 12**

#### **Submission of HSC Major Projects**

Students **must** hand in major projects before 9.00am on the date notified for submission of the project. If an alternate time has been set, they must be in class for all scheduled lessons on the day of submission.

#### **Trial HSC Examinations**

Rules for examinations are notified prior to the examination period. It is the expectation that every student sits all Trial HSC examinations, for the purposes of fair, accurate and reliable assessment estimate marks that must be provided to NESA. If a student is unable to attend or perform an examination, the examination will be rescheduled by the Deputy Principal.

Estimates will not be given if a student fails to perform or sit a rescheduled examination. Adjustments will be made to enable the student to complete the Trial HSC Examination.

If a student falls ill during an examination, they must immediately inform the examination supervisor that they are unwell.

#### **Review of Final Assessment Rank**

If the position assigned by the school and indicated by the final assessment rank differs from a student's perception of what their rank should be, the student may seek an assessment review in that course. A request for an assessment review

must be lodged with the Principal within four working days of receiving notification of the ranking. The school will complete their review and notify the student of the outcome. In conducting the review of Assessments, schools will not review the marking of individual tasks. The school will establish whether: the weightings used are those specified by NESA in the course guides the marks awarded are consistent with the School's Assessment Policy any computational or clerical errors occurred. When completed, the school will provide NESA with a schedule of reviews indicating the outcome. A student who is dissatisfied with the school's review procedures may appeal to NESA to pursue an appeal. Students must notify the Principal and must have the documentation sent to NESA. Spare copies of the Forms are available from the Deputy Principal.

### **Notification of Assessment Rank**

The school will inform students of their rank at the completion of each assessment task. Students will receive their final assessment ranking on their Yearly Report.



## RULES FOR EXAMINATION IF SICK/UNWELL BEFORE OR DURING

### Attendance and General Information

1. Students are responsible for reading their examination timetables correctly.
2. Students must wear full school uniform to all school examinations.
3. Students must arrive at the examination room 15 minutes before the scheduled start of the examination unless otherwise approved.
4. Normally, no allowance will be made for students who arrive late for an examination.
5. Students must line up in alphabetical order by course outside the examination venue, even when there is more than one class in the course.
6. Students must sit in alphabetical order within each course in the examination room.
7. Once inside the examination room, no student may speak, except to a supervisor after the student raises their hand and the supervisor approaches the student.
8. No student is to communicate with any other student in any way during the examination. This includes verbal communication, written communication and gestures.
9. The teacher in charge of starting the examination will mark the roll.
10. Students must remain in the examination room for the whole of the examination time.
11. Students must leave the examination room silently and with due regard to students who are continuing in the examination room.
12. Any student absent from an examination must notify the relevant Deputy Principal in charge by telephone or email on the day of the task and arrange a substitute task. On the day of return to school, the student must follow the procedures for sitting the task as outlined in the assessment booklet.
13. Any student using a computer during an examination is responsible for saving and submitting the work. If the examination is to be marked from a hard copy of the student's response, the student must print their response. No allowance will be made when work is not saved correctly.

### What You Can and Cannot Take Into An Examination

1. Students are responsible for ensuring that they have all the necessary equipment for an examination. No equipment may be borrowed during the examination. Students may take in a bottle of plain water in a clear bottle if they wish. No other types of drinks will be allowed.
2. Only NSW Educational Standards Authority (NESA) approved calculators may be taken into the examination room.
3. Students **may not take mobile phones** into an examination room and so should leave mobile phones at home.

4. Student may not take bags of any type into any examination room. This includes handbags and large pencil cases. Wallets may be placed under the student's chair. Pencils etcetera are to be in a clear plastic bag.
5. Students may not take paper or written material into or out of, an examination room.
6. Students must place their photo identification card on the top right hand corner of their examination desk before the examination commences.
7. Students are responsible for ensuring that all sections of their examination papers are **stapled** together in the correct order and submitted to the supervising teacher before leaving the examination room. No allowance will be made if a section of a student's response is missing from collected papers.
8. The school accepts no responsibility for valuables brought to school.
9. Any student not following the above rules, a zero mark will be awarded.

## **Advice to Students and Parents – Year 11 Course Assessments**

### **What is Assessment?**

Assessment is a mark (e.g. out of 50 for 1 unit, 100 for 2 units, etc.) which measures the achievements of each student doing the same course at this school.

It will be reported on the Higher School Certificate as a mark out of 100 or out of 50 separate from the examination mark.

It will be used at the school to give a ranking (position) in each course.

To satisfactorily complete a course and receive an assessment in any course, students must complete assessment tasks worth more than 51% of the total assessment.

### How are Assessments Calculated?

- a) Assessment components are set for each course by the NSW Education Standards Authority (NESA).
- b) The school conducts a number of assessment tasks to test these components.
- c) The mark for each task forms part of the total assessment mark. Each task has a weighting, which shows how much it contributes to the total mark.
- d) Components, tasks and weightings are different for different courses. Assessment details for each course are provided later in this book.
- e) The school is permitted to tell students their assessment rank, not their assessment mark.

## USEFUL CONTACTS

The following people are available to be contacted at the school on 9773 9160.

<b>Principal</b>	Mrs L Andre
<b>Deputy Principals</b>	Mrs K Rytmeister    Years 7, 9, 11 Ms Z Hammoud    Years 8, 10, 12
<b>Careers Advisers</b>	Ms L Leigh
<b>Head Teacher Wellbeing</b>	Ms A K -Thwaites
<b>Head Teacher English</b>	Mr Garbutt
<b>Head Teacher Creative and Performing Arts (CAPA) and Head Teacher Language Other Than English (LOTE)</b>	Mr F Necic
<b>Head Teacher Science/ Information Technology</b>	Mr S Sharma
<b>Head Teacher Mathematics</b>	Ms D Duval
<b>Relieving Head Teacher Personal Development, Health &amp; Physical Education (PDHPE)</b>	Ms H Attwill
<b>Head Teacher Human Society and its Environment (HSIE)</b>	Ms D O'Brien
<b>Head Teacher Technology and Applied Studies (TAS)</b>	Mrs Saville
<b>Teaching and Learning Coordinator</b>	Ms A Morello
<b>School phone</b> <b>School fax</b> <b>Email</b>	9773 9160 9792 3853 <a href="mailto:easthillsg-h.school@det.nsw.edu.au">easthillsg-h.school@det.nsw.edu.au</a>
<b>NSW Education Standards Authority (NESA)</b>	9367 8111 <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/home">http://educationstandards.nsw.edu.au/wps/portal/nesa/home</a>



## FORM A

### Declaration of student absence on day of compulsory test/exercise/ task is due

Complete the following details. If you were sick you must attach a Doctor's Certificate.

<b>Name</b>	
<b>Year</b>	
<b>Course</b>	
<b>Task</b>	
<b>Date of task</b>	

If you do not have a Doctor's certificate complete the additional information below and attach any supporting documents.

<b>Reason for absence</b>	
---------------------------	--

Parent signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**Note:**

This must be submitted to the Deputy Principal in charge, by the student on their first day's attendance after absence.  
Students should always have a copy of this form. Spare copies are available from the office.

**Deputy Principal's decision:**

**Approved**

**Not approved**

Recommendation for action for Head Teacher

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Deputy Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## FORM B

### Application for an extension of time

<b>Name</b>	
<b>Year</b>	
<b>Course</b>	
<b>Task</b>	
<b>Date due</b>	
<b>Date requested</b>	

Please provide reason(s) for the requested extension of time.

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Documentary evidence (e.g. doctor's certificate, funeral notice etc. should be attached)

**Note:**

<b>Student signature</b>	
<b>Parent signature</b>	
<b>Date</b>	

This must be submitted to the Deputy Principal in charge, by the student on their first day's attendance after absence.

Students should always have a copy of this form. Spare copies are available from the office.

**Deputy Principal's decision:**

**Approved**

**Not approved**

Deputy Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## FORM D

### Application for Appeal

Appeals about assessment task procedures must be submitted within 3 days of the task notification. If the appeal concerns the marking of a task, the appeal must be submitted within 3 days of the return of the marked task.

<b>Name</b>	
<b>Year</b>	
<b>Course</b>	
<b>Task</b>	
<b>Date due</b>	
<b>Task weight</b>	

EHGTHS Assessment Policy states that the student must have consulted the Head Teacher and Class Teacher before submitting this appeal to the relevant Deputy Principal.

**Reason(s) for appeal:**

--

<b>Student signature</b>	
<b>Date</b>	
<b>Parent signature</b>	
<b>Date</b>	

Submitted to Deputy Principal

<b>Signature</b>	<b>Date</b>
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## ASSESSMENT TIMETABLE SUMMARY

Term 1	Tasks Scheduled	Term 2	Tasks Scheduled	Term 3	Tasks Scheduled
Week 1		Week 1	Visual Arts	Week 1	Society and Culture
Week 2		Week 2	Economics	Week 2	Economics, Mathematics Extension 1
Week 3		Week 3		Week 3	
Week 4		Week 4		Week 4	
Week 5		Week 5	Community and Family Studies	Week 5	
Week 6	Modern History	Week 6		Week 6	Visual Arts, Health and Movement Science
Week 7		Week 7	Music 1	Week 7	
Week 8	Business Studies, Community and Family Studies, Music 1,	Week 8	Biology, Business Studies, Engineering Studies, Food Technology, Legal Studies, Music 1,	Week 8 and Week 9	Yearly Exams Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Dance, Economics, Engineering Studies, English Standard, English Studies, English Advanced, English Extension 1, Exploring Early Childhood, Food Technology, Health and Movement Science Industrial Technology Multimedia, Legal Studies, Mathematics Advanced, Mathematics Numeracy, Mathematics Standard, Mathematics Extension 1, Modern History, Music, Photography, Video and Digital Media, Physics, Society and Culture, Visual Arts
Week 9	Ancient History, Chemistry, Engineering Studies, English Extension 1, Exploring Early Childhood, Society and Culture	Week 9	Chemistry, English Extension 1, Exploring Early Childhood, Industrial Technology Multimedia, Mathematics Advanced, Mathematics Numeracy, Mathematics Standard Modern History, Photography and Digital Media, Physics		
Week 10	Biology, Dance, English Standard, English Studies, Enterprise Computing, Health and Movement Science, Food Technology Industrial Technology Multimedia, , Mathematics Advanced, Mathematics Extension 1, Mathematics Numeracy, Mathematics Standard, Photography, Physics, Video and Digital Media,	Week 10	Ancient History, Dance, English Advanced, English Standard, English Studies	Week 10	
Week 11	Dance, English Advanced, Legal Studies	Week 11		Week 11	

## COURSE ASSESSMENT SCHEDULES

### ANCIENT HISTORY

		Task 1	Task 2	Task 3
	Task Type	Source Study The City of Rome	Historical Investigation	Yearly Examination
	Week	T1 W9	T2 W10	T3 W8-9
Components	Outcomes	AH11-3, AH11-5, AH11-6, AH11-9	AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-7
Knowledge and understanding	40	10	10	20
Historical Skills	20	10	10	
Historical Inquiry and Research	20	10	10	
Communication	20	5	5	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## BIOLOGY

		Task 1	Task 2	Task 3
	Task Type	Depth Study: Investigating Enzymes and Problem-Solving Set	Investigations, Data Analysis and Writing Skills and Problem-Solving Set	Yearly Examination
	Week	T1 W10	T2 W8	T3 W8-9
Components	Outcomes Weighting %	BIO 11/12-1 BIO 11/12-2 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8, 9	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11-8, 9,	BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11
Skills in Working Scientifically	60	20	20	20
Knowledge & Understanding	40	10	10	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## BUSINESS STUDIES

		Task 1	Task 2	Task 3
	Task Type	Nature of Business Task	Business Management Task	Yearly Examination
	Week	T1 W8	T2 W8	T3 W8-9
Components	Outcomes / Weighting %	P1, P2, P6, P7, P8	P2, P4, P5, P8, P9	P1, P3, P4, P6, P7, P8, P9, P10
Knowledge and understanding the course content	40	10	10	20
Stimulus based skills	20	5	5	10
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## CHEMISTRY

		Task 1		Task 2		Task 3	
Task Type		Data Analysis and Problem Set		Reactive Chemistry Depth Study and Problem Set		Yearly Examination	
Week		T1 W9		T2 W9		T3 W8-9	
Components	Outcomes Weighting %	CH 11/12-2 CH 11/12-4 CH 11-8, 9	CH 11/12-3 CH 11/12-5	CH 11/12-3 CH 11/12-5 CH 11/12-7	CH 11/12-4 CH 11/12-6 CH 11-9, 10	CH 11/12-4 CH 11/12-6 CH 11-8 CH 11-10	CH 11/12-5 CH 11/12-7 CH 11-9 CH 11-11
Skills in Working Scientifically	60	20		20		20	
Knowledge & Understanding	40	10		10		20	
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>		<b>30</b>		<b>40</b>	

## COMMUNITY AND FAMILY STUDIES

		Task 1	Task 2	Task 3
	Task Type	Resource Management Task	Individuals and Groups Task	Yearly Examination
	Week	T1 W8	T2 W5	T3 W8-9
Components	Outcomes Weighting %	P1.2, P5.1, P6.1	P 2.1, P2.3, P3.1	P1.2, P2.2, P2.3, P2.4, P3.1, P5.1, P6.1, P6.2, P7.1, P7.3
Knowledge and understanding of course content	40	15	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	20	25	15
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>



## DANCE

		Task 1	Task 2	Task 3
	Task Type	Presentation of Dance Performance  Performance of a dance, interview and journal tasks	In-class formal examination  Written Core Appreciation Exam	Presentation of Solo Composition  Demonstration of Composition as a work in progress, including interview and journal tasks
	Week	T1 W11	T2 W10	T3 Week 8-9
<b>Components</b>	Outcomes / Weighting %	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P2.5 P.4.1, P4.3, P4.5	P1.1, P1.2, P1.3, P2.4, P2.5, P2.6	P1.2 P3.1, P3.2, P3.3, P3.4, P3.6, P4.4
Performance	40	40		
Composition	30			30
Appreciation	30		30	
<b>TOTAL MARKS</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

## ECONOMICS

		Task 1	Task 2	Task 3
	Task Type	Consumers, Business and Markets Task	Labour and financial markets Task	Yearly Examination
	Week	T2 W2	T3 W2	T3 W8-9
Components	Outcomes/ Weighting %	P1,P2, P3, P4, P11	P5, P6, P7, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11
Knowledge and understanding of course content	40	10	10	20
Stimulus Based Skills	20		10	10
Inquiry and research	20	10	10	
Communication of economic information, ideas and issues in appropriate forms	20	10		10
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## ENGINEERING STUDIES

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Task Type</b>	Engineering Analysis Household Appliance	Engineering Report Braking Systems	Yearly Examination
	<b>Week</b>	T1 W9	T2 W8	T3 W8/9
<b>Components</b>	<b>Outcomes Weighting %</b>	P2.1, P3.2, P3.3, P4.2, P4.3, P6.1, P6.2	P1.1, P1.2, P2, P2.2, P3.1, P3.3, P4.1, P4.2, P6.1, P6.2	P1.1, P.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2
Knowledge and understanding of course content	<b>60</b>	20	20	20
Knowledge and skills in research, problem solving and communication related to engineering practice	<b>40</b>	15	15	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## ENGLISH ADVANCED

		Task 1	Task 2	Task 3
	Task Type	Imaginative text with reflection Reading to Write Hand in task	Multimodal presentation Narratives That Shape Our World	Yearly Examination Critical Study
	Week	T1 W11	T2 W10	T3 W8-9
Component	Outcomes Weighting %	EA11-1, EA11-4, EA11-9	EA11-2, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-5, EA11-8
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## ENGLISH EXTENSION 1

		Task 1	Task 2	Task 3
	Task Type	Extended Imaginative Response Reading/Writing	Multimodal Presentation Speaking/Representing	Yearly Examination Writing
	Week	T1 W 9	T2 W9	T3 W8-9
Component	Outcomes Weighting %	EE11-1, EE11-2	EE11-1, EE11-4, EE11-6	EE11-3, EE11-5
Knowledge and Understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## ENGLISH STANDARD

		Task 1	Task 2	Task 3
	Task Type	Imaginative text with reflection Reading to Write	Multimodal Presentation Contemporary Possibilities	Yearly Examination Close Study of Literature
	Week	T1 W10	T2 W10	T3 W8-9
Component	Outcomes Weighting %	EN11-1EN11-4, EN11-5, EN11-9	EN11-2, EN11-6, EN11-7	EN11-1, EN11-3, EN11-5, EN11-8
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all mode	50	15	20	15
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## ENGLISH STUDIES

		Task 1	Task 2	Task 3
	Task Type	Speaking / Writing Mandatory Module: Achieving through English	Representing / Listening Elective Module: On the Road	Yearly Exam Elective Module: Part of the Family
	Week	T1 W10	T2 W10	T3 W8-9
Component	Outcomes Weighting%	ES11-1, ES11-3, ES11-5, ES11-6, ES11-10	ES11-2, ES11-4, ES11-7, ES11-9	ES11-2, ES11- 6, ES11-8,
Knowledge and understanding of course content	50	15	20	15
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50	20	20	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>40</b>	<b>25</b>

## EXPLORING EARLY CHILDHOOD

		Task 1	Task 2	Task 3
	Task Type	Conception, Pregnancy and Childbirth Educational Brochure	Child Growth and Development – Toy and Presentation	Yearly Examination
	Week	T1 W9	T2 W9	T3 W8-9
Components	Outcomes / Weighting %	P1.1, 1.5, 5.1, 6.2, 4.1	P2.4, 5.1, 6.1, 6.2, 1.4, 2.1	P1.1, 1.2, 1.3, 2.3, 3.1, 5.1, 6.2
Knowledge and Understanding	50	10	20	20
Skills	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>



## FOOD TECHNOLOGY

		Task 1	Task 2	Task 3
	Task Type	Food availability and selection Experimentation and Preparation	Food Quality Preparation and report	Yearly Examination
	Week	T1 W10	T2 W8	T3 W8-9
Components	Outcomes / Weighting %	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.3	P1.1, P1.2, P2.1, P3.1, P2.2, P5.1
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, researching, analysing and evaluating	30		20	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	20	10	
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## HEALTH AND MOVEMENT SCIENCE

		Task 1	Task 2	Task 3
	Task Type	Health of Young People <i>Health Depth Study</i>	Collaborative Investigation <i>Student led topic</i>	Yearly Examination
	Week	T1 W10	T3 W 6	T3 W8-9
Components	Outcomes / Weighting %	HM-11-01 HM-11-07 HM-11-10	HM-11-05 HM-11-09 *	All Outcomes
Knowledge and understanding of course content	<b>40</b>	15	10	15
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	<b>60</b>	15	25	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
*Knowledge and understanding outcome(s) to be included once determined by the teacher in partnership with students, based on the nature of the investigation				

## INDUSTRIAL TECHNOLOGY MULTIMEDIA

		Task 1	Task 2	Task 3
	Task Type	Term 1 Industry Study	Term 2 Animation Task	Term 3 Yearly Examination
	Week	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
Components	Outcomes / Weighting %	P2.1-P2.6	P2.1-P6.2	P2.1-P7.2
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the focus area	40	40	10	20
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60	60	20	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## LEGAL STUDIES

		Task 1	Task 2	Task 3
	Task Type	Topic Test	Research Essay	Yearly Examination
	Week	T1 W11	T2 W8	T3 W8-9
Components	Outcomes / Weighting %	P1, P2, P3	P4, P7, P8, P9	P1, P2,P3,P7,P9
Knowledge and understanding of course content	40	20		20
Analysis and evaluation	20		10	10
Inquiry and research	20		20	
Communication of legal information, issues and ideas in appropriate forms	20		10	
<b>TOTAL MARKS</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>30</b>

## MATHEMATICS ADVANCED

		Task 1	Task 2	Task 3
		In Class Assessment	In Class Assessment	Yearly Examination
		T1 W10	T2 W9	T3 W8-9
Components	Outcomes / Weighting %	MA 11-1 MA 11-2 MA 11-8 MA 11-9	MA 11-1 MA 11-2 MA 11-3 MA 11-4 MA 11-8 MA 11-9	MA 11-1 To MA 11-9
Concepts, skills and techniques	50	15	15	20
Reasoning and Communication	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## MATHEMATICS STANDARD

		Task 1	Task 2	Task 3
	Task Type	In Class Assessment	In Class Assessment	Yearly Examination
	Week	T1 W10	T2 W9	T3 W8-9
Components	Outcomes / Weighting %	MS11-1 to 11-10	MS11-1 to 11-10	MS11-1 to 11-10
Concepts, Skills and Techniques	50	15	15	20
Reasoning and Communication	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## MATHEMATICS NUMERACY

		Task 1	Task 2	Task 3
	Task Type	In Class or Alternate Pathway Assessment	In Class or Alternate Pathway Assessment	Yearly Alternate Pathway
	Week	T1 W10	T2 W9	T3 W8-9
Components	Outcomes / Weighting %	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2
Concepts, Skills and Techniques	50	15	15	20
Reasoning and Communication	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## MATHEMATICS EXTENSION 1

		Task 1	Task 2	Task 3
	Task Type	In Class Assessment	In Class Assessment	Yearly
	Week	T1 W10	T3 W2	T3 W8-9
Components	Outcomes / Weighting %	MA 11-1 MA 11-2 MA 11-8 MA 11-10 ME 11-1 ME 11-2 ME 11-6	MA 11-1 MA 11-5 MA 11-7 MA 11-10 ME 11-2 ME 11-6 ME 11-9	MA 11-1 To MA 11-10 ME 11-1 To ME 11-7
Concepts, skills and techniques	50	15	15	20
Reasoning and Communication	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



## MODERN HISTORY

		Task 1	Task 2	Task 3
	Task Type	Source Study	Historical Investigation	Yearly Examination
	Week	T1 W6	T2 W9	T3 W8-9
Component	Outcomes / Weighting %	MH11.6, MH11.7, MH11.9, MH11.10	MH11.3, MH11.4, MH11.6, MH11.7, MH11.8 MH11.9	MH11.1, MH11.2, MH11.3, MH11.4, MH11.5, MH11.6, MH11.7, MH11.8 MH11.9, MH11.10
Knowledge and understanding of course content	40	20		20
Historical skills in the analysis and evaluation of sources and interpretations	20		10	10
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20		10	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## MUSIC 1

		Task 1	Task 2	Task 3
	Task Type	Musicology Viva Voce Topic Area 1	Performance  Topic Area 2	Yearly Examination & Composition Topic Area 1, 2 or 3
	Week	T1 W8	T2 W7/8	T3 W8-9
Components	Outcomes / Weighting %	P1, P3	P1, P4, P6	P1, P2, P6, P7, P8
Performance	30		30	
Composition	20			20
Musicology	30	30		
Aural	20			20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

		Task 1	Task 2	Task 3
	Task Type	Part A: Major Project 1 Part B: Artist Case Study	Major Project 2	Part A: Major Project 3 Part B: Yearly Examination
	Week	T1 W10	T2 W9	T3 W8-9
Components	Outcomes / Weighting %	M2,3,4,6 CH1,3,5	M1,2,3,4,5,6	M2,3,5 CH1,2,3,4,5
Making	70	20	30	20
Critical and Historical Studies	30	10		20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## PHYSICS

		Task 1	Task 2	Task 3
	Task Type	Practical and Experimental Design and Problem Sets	Depth Study Investigating Waves/Thermodynamics and Problem Sets	Yearly Examination
	Week	T1 W10	T2 W9	T3 W8-9
Components	Outcomes Weighting %	PH 11/12-2 PH 11/12-5 PH 11-8	PH 11/12-4 PH 11/12-6 PH 11-9	PH 11/12-1 PH 11/12-3 PH 11/12-5 PH 11/12-6 PH 11/12-7 PH 11-10 PH 11-11
Skills in Working Scientifically	60	20	20	20
Knowledge & Understanding	40	10	10	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## SOCIETY AND CULTURE

		Task 1	Task 2	Task 3
	Task	The Social and Cultural World Essay	Personal and Social Identity Mini PIP	Yearly Examination
	Week	T1 W9	T3 W1	T3 W8-9
Components	Outcomes	P1, P3, P9, P10	P5, P6, P7, P8	P2, P3, P4, P10
Knowledge	50	15	10	25
Research Methods	30	10	20	
Communication	20	5	10	5
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## VISUAL ARTS

		Task 1	Task 2	Task 3
	Task Type	Body of Work 1 and Case Study	Body of Work 2	Yearly Examination
	Week	T2 W1	T3 W6	T3 W8/9
Components	Outcomes / Weighting %	P1, P3, P4, P5, P6, P8	P1, P2, P4, P5, P6,	P7, P8, P9, P10
Artmaking	50	20	30	
Art Criticism and Art History	50	20		30
<b>TOTAL MARKS</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

## VERBS AND THEIR MEANINGS FOR ASSESSMENT TASKS

<b>Account:</b>	state reasons for, report on, give an account of, narrate a series of events or transactions
<b>Analyse:</b>	identify components and the relationship between them and/or draw out and relate implications
<b>Apply:</b>	use, utilise, employ in a particular situation
<b>Appreciate:</b>	make a judgement of the value 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/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 analysis/evaluation
<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:</b>	recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate:</b>	make a judgment based on criteria; determine the value of
<b>Examine:</b>	inquire into
<b>Explain:</b>	relate cause and effect; make the relationships 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 an argument or conclusion
<b>Outline:</b>	sketch in general terms; indicate the main features of
<b>Predict:</b>	suggest what might 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
<b>Recount:</b>	retell a series of events
<b>Summarise:</b>	express concisely the relevant details
<b>Synthesise:</b>	putting together various elements to make a whole