

EAST HILLS GIRLS TECHNOLOGY HIGH SCHOOL



NSW Record of School Achievement (RoSA)

Stage 5 Assessment Policy and Guidelines

2024

Information for Students, Parents and Teachers

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EAST HILLS GIRLS TECHNOLOGY HIGH SCHOOL



Senior Assessment Policy and Procedures (Years 10-12)

School Assessment Philosophy Statement

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 contribute to all aspects of their learning actively and purposefully, 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.

Stage 5 Assessment Procedures

Section 1 - General Guidelines

1.1 Courses studied by East Hills Girls THS candidates in 2023:

Mandatory: English, Mathematics, Science, Australian History, Australian Geography, PDHPE, Sport, *and at our school*, Information and Software Technology

Electives: Child Studies, Commerce, Dance, Design and Technology, Events Management and Catering, Food Technology, History Elective, iSTEM, Industrial Technology - Engineering, Korean, Multimedia, Music, Physical Activity and Sport Studies (PASS), Philosophy and Ethics, Photographic & Digital Media, Visual Arts.

1.2 The NSW Record of School Achievement

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

The NSW Record of School Achievement will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

1.3 School Based Assessment

In every course studied, a student will be issued a grade based on **Course Performance Descriptors**. This will be reported as a grade from A through to E. Assessment tasks in each course will be used to determine a student's grade in conjunction with course performance descriptors in all courses. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the NSW Record of School Achievement. Please refer to requirements listed in this document.

The grading system, developed by the NSW Education Standards Authority (NESA) will be used by all schools to ensure statewide comparability. Students will receive a grade from A to E in each course (except Mathematics). Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade. Course performance descriptors for English, Science, PDHPE, Australian History, Australian Geography and Information and Software Technology are in the next section. Course performance descriptors for all other courses will be issued to students via their class/course teachers. Specific course related questions should be directed to Head Teachers.

Year 10 General Performance Descriptors

Grade	General Performance Descriptors
A	A grade indicating excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations
B	A grade indicating a high level of achievement in the course. The student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	A grade indicating satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

1.4 Satisfactory/Unsatisfactory Completion

For each course the Principal will need to declare that a student has:

- a) followed an approved course of study
- b) applied themselves with diligence and sustained effort
- c) participated in and achieved some or all of the course outcomes.

Attendance at school and in classes is critical to a student achieving course outcomes.

1.5 Credentialing

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

1.6 Overview of Eligibility for the Award of the NSW Record of School Achievement

To qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited nongovernment school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the Authority's curriculum and assessment requirements for the Record of School Achievement.
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Authority and completed Year 10.

1.7 Meeting the Requirements of the NSW Record of School Achievement

In the following cases the NSW Education Standards Authority (NESA) will deem a student not eligible for the award of the *NSW Record of School Achievement*.

- a) did not meet all mandatory curriculum requirements.
- b) did not comply with other Board requirements.

1.8 “N” Determinations

Where a course is eligible for credentialing and an “N” determination has been made, the “N” will be printed on the NSW Record of School Achievement.

1.9 School Procedures for Students Who Would be Under Consideration for “N” Award

1. If a student is not completing course requirements they may be placed under consideration for an ‘N’ award. If this process begins, a NESA Official Warning letter for non-completion of a course will be sent to the parent/carer. This letter will detail the task or course work missed, and the work the student will have to complete to meet the requirement(s). This letter will be supplemented, if necessary, by counselling/interview. This letter will be sent if a student does not follow the course developed or endorsed by the Authority, does not apply herself with diligence and sustained effort to the set tasks and experiences provided in the course, or if a student has not achieved some or all of the course outcomes. A student may receive a Warning Letter if they fail to submit an assessment task on the due date, or if she fails to meet course outcomes because of poor attendance
2. If there is insufficient improvement, a second NESA Official Warning letter will be sent to the parent/carer outlining consequences of failure to meet requirements. The Principal may become involved at this stage.
3. Any further communication after this will be to the student, parents/carer and NESA stating that the student has not met requirements for the course.
4. Copies and Record of these letters and interviews will be held by the Deputy Principal responsible for Year 10.

Senior (10-12) Assessment Policy

a) **Advance Notice of Assessment Tasks**

Students will be given 2 weeks' notice of any assessment task particularly for those which require preparation or home study.

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 in Charge to arrange to complete a missed task on the **first** day of returning from an absence. 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 in Charge 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 in Charge, 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 in Charge well in advance of the examination period.

d) **Absence on the Day a Homework Assessment Task is Due**

It is the student's responsibility to see the Deputy Principal in Charge on the first day of returning from an absence in order 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. Absences to attend holidays, employment, medical, dental appointments or driving tests are not acceptable reasons to miss an assessment task. Please phone or email the Deputy Principal in Charge to notify the school that the student will be absent from the task. The Deputy Principal in Charge will determine whether a student will submit the task, sit for a substitute task or receive an estimate for the task.

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

On the first day of return to school, the student must bring a copy of Form A with the documentation to the Deputy Principal in Charge 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 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. Invalid reasons for absence and/or failure to follow documentation of absences processes will result in a zero-mark awarded for the 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 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, schoolwork 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 seven days after the task is returned. A complaint about marks is not grounds for a later appeal against an assessment rank.

j) **Unsubmitted/Incomplete Assessment Items**

Students must make a genuine attempt at assessment tasks which contribute in excess of 50 percent of the available marks. 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. It is emphasised that completion of tasks worth exactly 50 percent is not sufficient. Tasks worth in excess of 50 percent must be genuinely attempted. If this is not the case the Principal will be

required to inform NESAs and an N Determination may result in that course. Where a student is registered as having failed to complete one or more assessment tasks, parents/ carers will be notified by a warning notice.

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 warning.

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.

All assessment tasks must be the student's own original work. Any task or examination submitted must be the original work of the student submitting the task. 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 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.

Types of malpractice in assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination
- Using the words, ideas, designs, or workmanship of others without acknowledgement
- Copying from another student
- Paying someone to write or prepare an assessment task
- Late submission of a task.

Is the late submission of a task or a non-serious attempt considered malpractice?

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness or misadventure. Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Where the school applies a penalty for a frivolous or offensive response, the issue will be recorded on the Malpractice Register.

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. In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice, a zero mark will be given for the task. The Head Teacher in consultation with the Class Teacher will establish that malpractice has occurred. Parents/ carers will be advised in writing. If a student can produce conclusive evidence that malpractice could not have occurred, a written appeal may be lodged, with the Deputy Principal in Charge, within 7 days. An interview with the student will follow and a final decision will be made. If malpractice has occurred, no substitute task will be given.

n) Plagiarism

Plagiarism is a form of intellectual theft. It is the taking of another person's intellectual property, their ideas, writing, music etc. and using them without acknowledging where they came from. To avoid plagiarism students must ensure that they read and summarise work from reference material and then write it entirely in their own words. They must also correctly reference all sources of information, including websites visited, when submitting their work. Copying sentences from other sources and changing a few words or sentences is still classified as plagiarism. 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. 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 Data Storage Devices

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 which must be brought to school may be left at the front of the examination room or gym during large examinations, with names attached.

p) Appeals, Complaints and Grievances

Any complaint about any issue should be made in the first place to the Class Teacher. Further appeals may be made to the Head Teacher of the appropriate faculty, and then to the Deputy Principal in Charge. 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 in Charge without having discussed the issue with the Class Teacher and/or Head Teacher first. Appeals are made regarding process but cannot be made about a mark/result. Appeals must be made within three days of the date 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 or feedback processes.

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.

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.

Rules for Examinations

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.
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. Students must have their student ID.
8. Once inside the examination room, no student may speak, except to a supervisor after the student raises her hand and the supervisor approaches the student.
9. No student is to communicate with any other student in any way during the examination. This includes verbal communication, written communication and gestures.
10. The teacher who is in charge of starting the examination will mark the roll.
11. Students must remain in the examination room for the whole of the examination time.
12. Students must leave the examination room silently and with due regard to students who are continuing in the examination room.
13. Any student absent from an examination must notify the relevant Deputy Principal by telephone or fax 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.
14. 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 her response. No allowance will be made when work is not saved correctly.
15. Students receiving Disability Provisions will be given the opportunity to decline these provisions prior to examination periods. Not all task types allow for the provision of disability adjustments. Students should check provision guidelines with their Deputy Principal.

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 Education Standards Authority (NESA) approved calculators may be taken into the examination room.
3. Students' may not take mobile phones or other electronic devices to their examination table. All devices should be left switched off in their bag or placed into the phone collection box at the front of the examination room.
4. Students 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 etc. 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.

Useful Contacts

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

Principal	Ms L Andre
Deputy Principals	Mrs K Rytmeister Mrs Z Hammoud
Year Adviser	Ms Z Tambakes/ Ms E Parsons
Careers Adviser	Ms L Downey Ms L Leigh
Head Teacher Student Support	Ms S Simonsen
Head Teacher Administration	Mr A Olm
Head Teacher English	Mrs S Gray (Rel)
Head Teacher Creative and Performing Arts	Mr F Necic
Head Teacher Information Technology	Mr S Sharma
Head Teacher Mathematics	Ms D Duval
Head Teacher Personal Development, Health and Physical Education	Ms L Bailey(Rel)
Head Teacher Science	Mrs L Clutterbuck (Rel)
Head Teacher HSIE	Mr J Short
Head Teacher TAS / Languages/ VET Co	Mrs K Saville
School Phone	9773 9160
Email	easthillsg-h.school@det.nsw.edu.au
NSW Education Standards Authority (NESA)	http://educationstandards.nsw.edu.au/wps/portal/nesa/home

East Hills Girls Technology High School



Principal: L. Andre

Phone: 9773 9160

Address: Lucas Road Panania 2213 PO Box 249 Panania 2213

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.

Name	
Year	
Course	
Task	
Date of task	

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

Reason for absence	
---------------------------	--

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: _____

East Hills Girls Technology High School



Principal: L. Andre

Phone: 9773 9160

Address: Lucas Road Panania 2213 PO Box 249 Panania 2213

FORM B

Application for an extension of time

Name	
Year	
Course	
Task	
Date due	
Date requested	

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

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

Student signature	
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

Deputy Principal's signature: _____ Date: _____

East Hills Girls Technology High School



Principal: L. Andre

Phone: 9773 9160

Address: Lucas Road Panania 2213 PO Box 249 Panania 2213

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.

Name	
Year	
Course	
Task	
Date due	
Task weight	

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:

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Student signature	
Date	
Parent signature	
Date	

Submitted to Deputy Principal

Signature	Date
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NSW RECORD OF SCHOOL ACHIEVEMENT

COURSE PERFORMANCE DESCRIPTORS

NB. Course performance descriptors for English, Mathematics, Science, PDHPE, Australian History, Australian Geography and Information and Software Technology ONLY are in the next section. Course performance descriptors for all other courses will be issued to students via their class/course teachers. Specific course related questions should be directed to Head Teachers.

Stage 5 Course Performance Descriptors – English

Areas for Assessment	Reading, listening, viewing Writing, speaking, representing Communicating and context Interpretive, imaginative and critical thinking Expressing views			
Grade A	Grade B	Grade C	Grade D	Grade E
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts perceptively investigates the context and perspective of texts and the relationships between and among them constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts responds imaginatively and critically in a highly effective way to verbal and visual imagery displays a distinct personal style, composes with confidence, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to demanding, imaginative, factual and critical texts investigates with some insight the context and perspective of texts and the relationships between and among them closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms, and features and structures of those texts responds imaginatively and critically in an effective way to verbal and visual imagery displays a developing personal style, composes with confidence, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts is able to generalise from engaging with texts to present a range of views of the world 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to a range of imaginative, factual and critical texts investigates the context and perspective of texts and the relationships between and among them analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts responds imaginatively to verbal and visual imagery displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts is able to generalise from engaging with texts to present a range of views of the world 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates some ability to respond to a range of texts discusses the context and perspective of texts and the relationships between and among them discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts responds to verbal and visual imagery composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts is able to generalise at times from engaging with texts to present some differing views of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates some evidence of the ability to respond to a limited range of texts with teacher support, discusses the context and perspective of texts and the relationships between and among them with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts responds in a rudimentary way to verbal and visual imagery with teacher support, composes spoken, written, visual, multimodal and digital texts for a limited range of purposes, audiences and contexts. Is able to generalise at times from engaging with texts to present a limited view of the world

<ul style="list-style-type: none"> • is able to generalise confidently from engaging with texts to present a wide variety of views of the world • consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts • with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations • independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> • clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts • with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations • independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> • demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts • conforms to, or challenges, an audience's preconceptions and expectations • with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> • with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts • is able to identify and discuss some obvious preconceptions and expectations of an audience • with guidance, is able to reflect on their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> • with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts • is able to identify some obvious expectations of an audience • with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.
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Stage 5 Course Performance Descriptors – Mathematics

Areas for Assessment

Knowledge, skills and understanding

Working Mathematically – develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Number and Algebra – develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry – identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

Statistics and Probability – collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
<p>A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices • uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings • determines the mean and range for a set of data 	<p>A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships • expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles • calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities. 	<p>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems • finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles • interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events. 	<p>A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept • solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems • Identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments. 	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations • uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent • Determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.

Stage 5 Course Performance Descriptors – Mathematics continued

Grade B7	Grade B8	Grade A9	Grade A10
<p>A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials • calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes • determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations. 	<p>A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems • calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons • calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit. 	<p>A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear • uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships • uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes. 	<p>A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables • solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals • uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.

Stage 5 Course Performance Descriptors – Science

Areas for Assessment	Knowing and understanding, Questioning and predicting, Planning and conducting investigations Processing and analysing data and information, Problem-solving, Communicating				
Grade A	Grade B	Grade C	Grade D	Grade E	
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions • creates, plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively • uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions • effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies • communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes coherent hypotheses, asks questions and makes logical predictions • plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations • uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions • systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate digital technologies • communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions.. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes related hypotheses, asks questions and make predictions • plans and performs safe, ethical first-hand scientific investigations • explains trends, patterns and relationships to draw scientific conclusions • gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies • communicates sound understanding of scientific ideas to an audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science • asks questions and makes some predictions • performs safe, ethical first-hand scientific investigations • describes trends, patterns and draws some conclusions • uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process • communicates basic scientific understanding to an audience 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science • asks questions and attempts prediction • performs safe, ethical first-hand scientific investigations with guidance • recounts conclusions • uses information provided and, with assistance, participates in problem-solving activities • with guidance, communicates elementary scientific information to an audience 	

Stage 5 Course Performance Descriptors – PDHPE

Areas for Assessment	Self and relationships	Movement skill and performance	Individual and community health	Lifelong physical activity
Grade A	Grade B	Grade C	Grade D	Grade E
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • applies and assesses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations • demonstrates sophisticated skills to inquire into and evaluate health information and support services in the community • uses extensive knowledge and understanding of contextual factors to demonstrate and evaluate interpersonal skills for interacting effectively with others to build and maintain respectful relationships • plans, refines and applies highly developed creative movement skills across a range of physical activity contexts • applies and justifies sophisticated solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses extensive knowledge and understanding of contextual factors to plan, enact and critique strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • applies and discusses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations • demonstrates high level skills to inquire into and evaluate health information and support services in the community • uses thorough knowledge and understanding of contextual factors to demonstrate and assess interpersonal skills for interacting effectively with others to build and maintain respectful relationships • plans, refines and applies proficient movement skills across a range of physical activity contexts • applies and discusses well developed solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses thorough knowledge and understanding of contextual factors to plan, enact and assess strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • applies and explains strategies and skills that assist them and others to respond positively to challenges and manage situations • demonstrates adequate skills to inquire into and evaluate health information and support services in the community • uses sound knowledge and understanding of contextual factors to demonstrate and explain interpersonal skills for interacting effectively with others to build and maintain respectful relationships • plans, refines and applies adequate movement skills in physical activity contexts • applies and justifies solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses sound knowledge and understanding of contextual factors to plan, enact and explain strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • describes strategies and/or skills that assist them and others to respond positively to challenges and manage situations • demonstrates limited skills to inquire into and/or outlines health information and support services in the community • uses basic knowledge and understanding of contextual factors to demonstrate and describe interpersonal skills for interacting effectively with others to build and maintain respectful relationships • demonstrates limited movement skills in physical activity contexts • applies and/or describes solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses basic knowledge and understanding of contextual factors to plan and/or enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • identifies strategies and/or skills that assist them and others to respond to challenges and manage situations • demonstrates very limited skills to inquire into and/or recalls health information and support services in the community • uses elementary knowledge and understanding of contextual factors to identify interpersonal skills for interacting effectively with others to build and maintain respectful relationships • demonstrates very limited movement skills in physical activity contexts • identifies very limited solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • demonstrates elementary knowledge and understanding of contextual factors to enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and/or others.

Stage 5 Course Performance Descriptors – Australian History

Areas for Assessment	Historical knowledge Changing rights and freedoms Research and historical inquiry skills Communication			
Grade A	Grade B	Grade C	Grade D	Grade E
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • draws historical conclusions based on an understanding of chronology, continuity and change • evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry • analyses and assesses the importance of the causes and effects of historical events and developments • analyses and accounts for different perspectives and interpretations of the past • communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • explains historical events based on an understanding of chronology, continuity and change • selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry • explains and analyses causes and effects of historical events and developments • explains and compares different perspectives and interpretations of the past • communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • sequences historical events and describes significant patterns of continuity and change • selects and organise sources to locate relevant information to support an historical inquiry • explains causes and effects of historical events and developments • explains different perspectives and interpretations of the past • communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • sequences some historical events and identifies factors contributing to continuity and change • selects and organises relevant information from sources and summarises the main ideas to answer historical questions • describes some causes and effects of historical events and developments • identifies different perspectives and interpretations of the past • communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • recounts some historical events in chronological order and identifies significant changes • with guidance, locates information from sources to answer historical questions • identifies some causes and effects of historical events • recognises different perspectives within historical accounts • communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.

Stage 5 Course Performance Descriptors – Australian Geography

Areas for Assessment	Communication Geographical tools and skills Geographical knowledge			
Grade A	Grade B	Grade C	Grade D	Grade E
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively. • exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia. • demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them. • explains and analyses different perspectives of geographical issues at a range of scales. • demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. • displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms. • exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia. • demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them. • explains different perspectives of geographical issues at a range of scales • demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. • displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms. • exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia. • demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them. • describes different perspectives of geographical issues. • demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. • displays broad knowledge of civics and describes links between civics and informed and active citizenship. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms. • exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia. • demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them. • outlines different perspectives of Australian geographical issues. • demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities. • displays some knowledge of civics and identifies links between civics and citizenship. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms. • exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia. • demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them. • recognises some different perspectives of geographical issues. • demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities. • identifies some aspects of civics and recognises some links between civics and citizenship.

Stage 5 Course Performance Descriptors – Information and Software Technology

Areas for Assessment	Computer software and hardware Designing and developing software solutions ethical practices		Information and software technologies and society Communication and collaborative practices		Responsible and ethical practices
Grade A	Grade B	Grade C	Grade D	Grade E	
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies. is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations. independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. analyses the effects on individuals and society of a range of past, current and emerging information technologies. confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations. justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. describes the effects on individuals and society of a range of past, current and emerging information technologies. applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks. outlines the effects on individuals and society of a limited range of past, current and emerging information technologies. applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations. recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks. with guidance identifies effects on individuals and society of some past, current and emerging information technologies. applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations. with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. 	
<ul style="list-style-type: none"> independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<ul style="list-style-type: none"> coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<ul style="list-style-type: none"> communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<ul style="list-style-type: none"> communicates, using appropriate documentation, ideas and solutions to an audience. 	<ul style="list-style-type: none"> with support, communicates, using limited documentation, ideas and solutions to an audience. 	

STAGE 5 COURSE ASSESSMENT SCHEDULES

PLEASE NOTE:

1. The dates given in this section are approximate only.
2. The actual date that any task is due will be notified on the Notice of Assessment Task.
3. Task weightings will appear on all task notifications.
4. The weightings are not printed here as the final ROSA grade awarded by the school is measured against all learning activities not just Assessment Tasks.

Assessment Timetable Term 1 and 2

Term 1	Tasks Scheduled	Term 2	Tasks Scheduled
Week 1		Week 1	
Week 2		Week 2	Child Studies
Week 3		Week 3	History, Korean
Week 4		Week 4	
Week 5		Week 5	Engineering, History, History Elective, Mathematics
Week 6	History	Week 6	iSTEM, Geography, Multimedia, Graphics Technology
Week 7	Food Technology, Music.	Week 7	Food Technology, PDHPE, IST,
Week 8	Geography Mathematics, Music, PDHPE, Science, Visual Arts, Multimedia, Graphics Technology	Week 8	Dance Part A, Music, PASS, Science
Week 9	IST, Drama, PASS	Week 9	English, Drama, Music
Week 10	Commerce, English, Dance History Elective, Engineering, iSTEM, Photographic and Digital Media	Week 10	Commerce, Korean, Visual Arts
Week 11			

Assessment Timetable Term 3 and 4

Term 3	Tasks Scheduled	Term 4	Tasks Scheduled
Week 1		Week 1	Dance
Week 2	Photographic and Digital Media	Week 2	Commerce, Engineering, Geography, History, History Elective
Week 3		Week 3	History, Science
Week 4	Child Studies, PDHPE	Week 4	Child Studies, Food Technology, PDHPE, Photographic and Digital Media, IST, Multimedia, Graphics Technology
Week 5	PDHPE, History, Mathematics,	Week 5	History, Mathematics, PASS
Week 6	Geography History, Visual Arts, Graphics Technology	Week 6	Korean, iSTEM, Visual Arts
Week 7	Food Technology, PASS <i>Science Valid State Exam</i>	Week 7	Dance
Week 8	Engineering, Music, Science, Multimedia	Week 8	
Week 9	Drama, English, Music, History Elective, Photographic and Digital Media, Korean	Week 9	Drama
Week 10	English, IST, iSTEM,	Week 10	

CHILD STUDIES

	Task 1	Task 2	Task 3
Task Type	Party On!-Design and presentation task	Aboriginal Cultures- The Dreaming Research Task	Plugged In- Collaborative PBL Task
Outcomes	1.2, 2.2, 3.2, 4.2, 4.3	1.2, 2.2, 3.2, 3.3, 4.2	1.3, 2.1, 2.2, 3.3
Week	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4

COMMERCE

	Task 1	Task 2	Task 3
Task Type	Economic and Business Environment Task	Law and Society Task	Running a Business Task
Outcomes	Com5-1, Com5-2, Com5-4, Com5-5, Com5-6, Com5-7, Com5-8, Com5-9	Com5-1, Com5-2, Com5-3, Com5-5, Com5-7, Com5-8, Com5-9	Com5-1, Com5-2, Com5-4, Com5-5, Com5-6, Com5-8, Com5-9
Week	Term 1 Week 10	Term 3 Week 9	Term 4 Week 2

DANCE

	Task 1	Task 2	Task 3	Task 4
Task Type	Performance of a Solo	Bennelong Essay	Dance Film	Part A: Performance of a Solo Part B: Interview
Outcomes	5.1.1, 5.1.2, 5.1.13	5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2	5.1.1, 5.1.2, 5.1.3
Week	Term 1 Week 10	Term 2 Week 8	Term 4 Week 1	Term 4 Week 7 (Work in Progress)

DRAMA

	Task 1	Task 2	Task 3	Task 4
Task Type	Ensemble Performance	Ensemble Performance	Individual Theatre Review	Duologue Performance
Outcomes	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.3, 5.4, 5.6	5.9, 5.10
Week	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 9

ENGLISH

	Task 1	Task 2	Task 3	Task 4
Task Type	The Language of Novels Imaginative / Discursive / Reflective Writing	Close Study of Shakespeare Extended Essay Writing	Area of Study Conflict Multimodal Task	Class Tasks
Outcomes	EN5-1A EN5-3B EN5-5C EN5-9E	EN5-1A EN5-3B EN5-5C EN5-8D	EN5-3B EN5-4B EN5-9E	EN5-2A EN5-6C EN5-7C EN5-9D
Week	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9-10	Term 1, Term 2, Term 3, Term 4

FOOD TECHNOLOGY

	Task 1	Task 2	Task 3	Task 4
Task Type	Food Trends Snap Blog	Food Equity Research and Fund Raiser Group Task	Food Product Development Portfolio	Food Service and Catering Task
Outcomes	FT5-1, FT5-9, FT5-12	FT5-1, FT5-5, FT5-11, FT5-13	FT5-6, FT5-8, FT5-11	FT5-1, FT5-3, FT5-10
Week	Term 1 Week 7	Term 2 Week 7	Term 3 Week 7	Term 4 Week 4

GEOGRAPHY

	Task 1	Task 2
Task Type	Environmental Change & Management Task	Human Wellbeing Task
Outcomes	GE5.2, GE5.3, GE5.5, GE5.7, GE5.8	GE5-6, GE5-7, GE5-8
Week	Term 1 Week 8 Term 3 Week 6	Term 2 Week 6 Term 4 Week 2

GRAPHICS TECHNOLOGY

	Task 1	Task 2	Task 3	Task 4
Task Type	Digital Product Design	Package Design	Animation	Student negotiated project
Outcomes	GT5-3 GT5-5 GT5-6 GT5-7 GT5-8 GT5-10 GT5-11	GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-7 GT5-9 GT5-10 GT5-11	GT5-2 GT5-3 GT5-5 GT5-6 GT5-7 GT5-8 GT5-9 GT5-10 GT5-11 GT5-12	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-7 GT5-8 GT5-9 GT5-10 GT5-11 GT5-12
Week	Term 1 Week 8	Term 2 Week 6	Term 3 Week 6	Term 4 Week 4

HISTORY

	Task 1	Task 2	Task 3
Task Type	Research Essay	Migrant Experiences Task	In Class Examination
Outcomes	HT5-4, HT5-5, HT5-7, HT5-10	HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	All outcomes
Week	Term 1 Weeks 6 Term 3 Weeks 5	Term 2 Week 3 Term 4 Week 2	Term 2 Week 5 Term 4 Week 3

HISTORY ELECTIVE

	Task 1	Task 2	Task 3
Task Type	Persuasive Letter	Historical presentation	Personal Interest Project
Outcomes	HTE5.1, HTE5.5, HTE5.6, HTE5.8, HTE5.9, HTE5.10	HTE5-1, HTE5-3, HTE5-4, HTE5-9	HTE5.1, HTE5.3, HTE5.4, HTE5.8, HTE5.9, HTE5.10
Week	Term 2 Week 5	T3 W9	Term 4 Week 4

INDUSTRIAL TECHNOLOGY - ENGINEERING

	Task 1	Task 2	Task 3	Task 4
Task Type	Alternative Energy	Research and Development	Control Systems	Yearly Examination
Outcomes	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10
Week	Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 Week 2

INFORMATION & SOFTWARE TECHNOLOGY

	Task 1	Task 2	Task 3	Task 4
Task Type	Graphics Creations Design and Development Task	Website Development Design and Development Task	Social and Ethical Issues Animation Design Group Task	Yearly Examination
Outcomes	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1,5.3.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.2, 5.3.1, 5.5.1, 5.5.2, 5.5.3,5.4.1
Week	Term 1 Week 9	Term 2 Week 7	Term 3 Week 10	Term 4 Week 4

iSTEM

	Task 1	Task 2	Task 3	Task 4
Task Type	Cyber Security	Motion task Design and Development task	Mechatronics and Robotics Task	Yearly Examination
Outcomes	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10
Week	Term 1 Week 10	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6

KOREAN

	Task 1	Task 2	Task 3	Task 4
Task Type	Create an interview video of “Harmony Day TV Show”	Role Play	Holiday itinerary in Korea. Presentation	Create a digital presentation
Outcomes	LKO5-4C LKO5-5U LKO5-6U LKO5-9U	LKO5-1C LKO5-4C LKO5-6U LKO5-9U	LKO5-4C LKO5-5U LKO5-6U LKO5-9U	LKO5-1C LKO5-4C LKO5-5U LKO5-9U
Week	Term 2 Week 3	Term 2 Week 10	Term 3 Week 9	Term 4 Week 6

MATHEMATICS

	Task 1	Task 2	Task 3	Task 4
Task Type	Written Task Knowledge and Application	Written Task Knowledge and Application	Written Task Knowledge and Application	Written Task Knowledge and Application
Outcomes	5.1 – Numbers of Any Magnitude, Indices and Financial Mathematics <i>MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG, 1-5NA, MA5.1-4NA</i> 5.2 – Ratio and Rates, Indices, Financial Mathematics <i>MA5.2-1WM, MA5.2-2WM, MA5.2-5NA, MA5.2-6NA, MA5.1-4NA, MA5.2-4NA</i> 5.3 – Rates and Ratios, Algebraic Techniques, Financial Mathematics, Equations <i>MA5.3-1WM, MA5.3-2WM, MA 5.3- 3WM, MA 5.3-4NA, MA 5.3-5NA, MA5.2-4NA, MA5.2-8NA, MA5.3-7NA</i>	5.1 – Financial Mathematics 2 Surface Area and Volume <i>MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-8MG, MA4-14MG</i> 5.2 – Financial Mathematics, Equations and Linear Relationships <i>MA5.1-4NA, MA5.2-4NA, MA5.2-1WM, MA5.2-2WM, MA4.2-3Wm, MA5.2-8NA, MA5.2-9NA</i> 5.3 – Equations, Bivariate Data and Probability <i>MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.3-7NA, MA5.3-19SP, MA5.2-17SP</i>	5.1 –Data interpretation and Analysis, Algebra, Linear Relations <i>MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP, MA4-8NA, MA5.1-6NA</i> 5.2 – Data, Probability and Volume <i>MA5.2-1WM, MA5.2-3Wm, MA5.2-15SP, MA5.3-17SP, MA5.2-12MG</i> 5.3 –Volume, Trigonometry and Non-linear Relationships <i>MA5.2-1WM, MA5.2-3WM, MA5.1-12MG, MA5.3-1WMA5.3-2WM, MA5.3-3WM, MA5.3-15MG, MA5.3-14MG, MA5.3-9NA</i>	5.1 – Probability, Equations, Trigonometry, <i>MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA4-10NA, MA5.1-10MG, 1-13SP, MA5.1-17NA</i> 5.2 – Trigonometry, Bivariate Data and Non-Linear relationships <i>MA5.2-1WM, MA5.2-2WM, MA5.2-13MG, MA5.2-16SP, MA5.2-10NA</i> 5.3 –Logarithms, Polynomials, and Functions. <i>MA5.3-1WM, MA5.3-3WM, MA5.3-11N, MA5.3-10NA MA5.3-12NA,</i>
Week	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 5

MULTIMEDIA

	Task 1	Task 2	Task 3	Task 4
Task Type	Skills folio and quiz	App design project	Game Design Project	Skills folio and quiz
Outcomes	IND5-1, IND5-4, IND5-5, IND5-8	IND5-3, IND5-5, IND5-6, IND5-7	IND5-2, IND5-3, IND5-4, IND5-5, IND5-7	all, IND5-5, IND5-6, IND5-7
Week	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4

MUSIC

	Task 1	Task 2	Task 3
Task Type	Listening & Theory Music Test Topic Area 1	Musicology Viva Voce/ Performance Topic Area 2	Arranging & Composition & Performance Topic Area 1, 2 or 3
Outcomes	5.8, 5.9	5.7	5.1, 5.3, 5.4, 5.6
Week	Term 1 Week 7/8	Term 2 Week 8/9	Term 3 Week 9

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

	Task 1	Task 2	Task 3	Task 4
Task Type	Striking and Fielding Practical Skills	My Body My Temple Retreat Design Task	Dance Fit Design and Presentation Task	Knowledge is Power! Task
Outcomes	PD5-4, PD5-5, PD5-11	PD5-1, PD5-2, PD5-6, PD5-8, PD5-9	PD5-4, PD5-5, PD5-6, PD5-7, PD5-8, PD5-11	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10
Week	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4-5	Term 4 Week 4

PHYSICAL ACTIVITY AND SPORTS STUDIES

	Task 1	Task 2	Task 3	Task 4	Practical Application
Task Type	Event Planning and Presentation	Coaching Skills and Peer Assessment	Enhancing Performance Research Task	Group PBL and Presentation	Use of feedback to develop and refine skills
Outcomes	5.1, 5.2, 5.8, 5.10	5.2, 5.5, 5.6, 5-7, 5-8	5.1, 5.5, 5.7, 5.8, 5.10	5-6, 5-7, 5-10	5.1, 5.2, 5.7
Week	Term 1, Week 9	Term 2 Week 8	Term 3 Week 7	Term 4 Week 5	Ongoing through Semester 1 and Semester 2

PHOTOGRAPHIC & DIGITAL MEDIA

	Task 1	Task 2	Task 3	Task 4
Task Type	Part A -Styles and Genres DSLR task Part B - The Photographers Framework Written Task.	Analogue & Digital Photography: Elements of Design	Frames Extended Response	Final Photography Book Submission / Individual Film Project
Outcomes	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8	5.1, 5.3, 5.4, 5.6	5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Week	Term 1 Week 10	Term 3 Week 2	Term 3 Week 9	Term 4 Week 4

SCIENCE

	Task 1	Task 2	Task 3	Task 4	Valid State Exam
Task Type	“From DNA to Darwin: Genetics and Evolution”.	Chemical reaction rates. Student Research Project. Written scientific report.	Practical portfolio, data analysis and scientific explanations.	Yearly Examination Knowledge and process questions covering all Year 10 Topics.	STATE Year 10 VALID Exam (not part of school assessment) Covering all Y9 & Y10 Topics in Stage 5 <i>An official report will come from the DoE for this Exam.</i>
Outcomes	SC5-7WS SC5-8WS SC5-9WS SC5-14/15LW	SC5-4-9WS, SC5-16/17CW	SC5-4-9WS SC5-10/11PW SC5-12/13ES	SC5-1-17 SC5-4-9WS	SC5-1-17 SC5-1-3VA
Week	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 3	Term 3 Week 7

VISUAL ARTS

	Task 1	Task 2	Task 3	Task 4
Task Type	#FirstWorld Problems	UNsupermarket	E-xhibit	Food Collective / Artist Collaborative
Outcomes	5.3, 5.4, 5.5	5.1, 5.2, 5.4, 5.5	5.7, 5.8, 5.10	5.2, 5.3, 5.4, 5.5, 5.6
Week	Term 1 Week 8	Term 2 Week 10	Term 3 Week 6	Term 4 Week 6

HSC Minimum Standard Test

All year 10 students are required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

Students will need to sit short online tests of reading, writing and mathematics for everyday life. Students will get two chances a year to pass each of the tests from Year 10 until a few years after the HSC.

As a school we will decide when students are ready to take each test.

Students will need to pass the online tests of basic reading, writing and numeracy skills to show they have met the HSC minimum standard. Students are required to achieve at least Level 3 in each of the three online tests to meet the HSC minimum standard.

How is the standard set?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and mathematics skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Disability provisions and exemptions

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard in order to receive their HSC. The minimum standard online tests are based on the Australian Core Skills Framework (ACSF) with students' results reported as a level of achievement from 1-4.

The test achievement level descriptions describe the skills needed for each of the four levels. Level 3 skills indicate a nationally agreed level of functional literacy and numeracy.

Structure of the Test

The HSC Minimum Standard Tests will take place in Week 10 Term 1 2022. You will receive more information closer to the date.

HSC Minimum Standard Reading Test

- 45 multiple choice questions
- Adaptive — meaning it tailors to a student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly.
- Marked electronically according to the achievement level descriptions

HSC Minimum Standard Numeracy Test

- 45 multiple choice questions
- Adaptive — meaning it tailors to student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly.
- Marked electronically according to the achievement level descriptions

HSC Minimum Standard Writing Test

- One question based on a visual or text prompt with up to a 500 word-response
- Marked by trained markers according to the achievement level descriptions and the following, equally weighted, criteria: relevance of writing to the topic; structure and sequence of ideas and control of language
- Get help on understanding what to expect in the tests.

When are results available?

After a student completes an online test, the school and student will receive a results report. Students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their Students Online account.

Verbs and Their Meanings for Assessment Tasks

The New South Wales Education Standards Authority has provided the following definitions of verbs and their meanings for assessment tasks and examinations. Students need to know and correctly use these verbs

- Account:** state reasons for, report on, give an account of and narrate a series of events or transactions
- Analyse:** identify components and the relationship between them **and/or** draw out and relate implications
- Apply:** use, utilise and employ in a particular situation
- Appreciate:** make a judgement of the value of
- Assess:** make a judgment of value, quality, outcomes, results or size
- Calculate:** Ascertain/determine from given facts, figures or information
- Clarify:** make clear or plain
- Classify:** arrange or include in classes/categories
- Compare:** show how things are similar or different
- Construct:** make, build and 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 judgment 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 features of
- Predict:** suggest what might happen based on available information
- Propose:** put forward (for example a point of view, idea, argument or suggestion) for consideration or action
- Recall:** present remembered ideas, facts or experiences
- Recommend:** provide reasons in favour
- Recount:** retell a series of events
- Summarise:** express concisely the relevant details
- Synthesise:** putting together various elements to make a whole