

# ENGADINE HIGH SCHOOL - YEAR 10 ASSESSMENT BOOK

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engadine  
high school

*Information for  
Year 10 Students  
and Parents*

Information correct as of 19 February 2020 (date of hard-copy issue)

Please note that assessment task dates/weeks detailed herein may be subject to change.

Formal assessment task notices with specific dates of tasks will stand as the actual date of the task.

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# Important Dates 2020

Important Dates Year 11 2020	
Term 1 2020	28/01/2020
School Holidays	10/04/2020
Term 2 2020	27/04/2020
School Holidays	04/07/2020
Term 3 220	20/07/2020
School Holidays	26//09/2020
Term 4 2020	12/10/2020 - 18/12/2020

## Public Holidays 2020

New Year's Day	01/01/2020
Australia Day	28/01/2020 (Public Holiday)
Good Friday	10/04/2020
Easter Monday	13/04/2020
Anzac Day	25/04/2020
Queen's Birthday	08/06/2020
Labour Day	05/10/2020

# Year 10

## Assessment Information

### General information

All students will be required to complete a program of assessment tasks for each of their courses. These tasks will be used to determine a student's level of achievement in all of their subjects and whether they have met the minimum academic standard in their courses.

There are two types of courses approved for study for the Year 10 Course.

1. BOARD DEVELOPED COURSES have their syllabus and examination set by the NSW Education Standards Authority (NESA).
2. BOARD ENDORSED COURSES are endorsed by NESA and developed by the School.

The purpose of school assessment is to provide an indication of the student's attainment of course outcomes:

- With reference to specified standards of performance;
- That allows students to demonstrate their depth of knowledge and their conceptual, analytical and problem-solving skills;
- Measured over the entire course rather than at a single point in time.

All assessment marks will be derived from the performance of various set tasks during the Year 10 Course. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork, and oral tasks. The advantage to the student of this system is that it provides both an extended period of time and variety of activities in which to demonstrate their ability.

Students should note that the successful completion of their courses depends not only on the completion of assessment tasks, but also on meeting the other requirements of each course. **Students must apply themselves with diligence and sustained effort in all aspects of the course.** Students need to participate actively in their courses, and to complete the work set both in class and for homework. Non-assessable tasks must also be completed.

### Eligibility for Year 10

A student will be considered to have satisfactorily completed a course, if in the Principal's view, there is sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes



## 'N' Determination [Non Award]

If a student fails to comply with the Board's requirements for a year 10 course, they will receive an 'N' Determination. This means that the relevant course will not appear on the student's Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the year 10 level in that year.

## Assessment Tasks

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

A general outline of the Assessment Program for each subject at the commencement of that Program is provided in this booklet.

# Engadine High School Assessment Policy

Correct as of February 2020

This document sets out the Assessment Policy of Engadine High School. It provides a concise and consistent framework from which all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at EHS is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

## 1. Handing out and submission of assessment tasks

- Students in Years 10, 11 and 12 must sign their name on a class roll when they receive notification for a submitted assessment task.
- Students in Years 10, 11 and 12 must sign their name on a class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- When submitting an assessment task, students must also complete an assessment cover sheet. These can be found in the respective Year group on Moodle. When submitting tasks via Moodle, the submission is considered their digital signature.
- If a student is absent on the day an assessment task is handed out it is **their** responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the school's Moodle site. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is **NOT** necessarily grounds for an extension.
- It is the student's responsibility to regularly check Moodle and assessment schedules for upcoming assessment tasks.
- Electronic submission of assessment tasks is acceptable only when negotiated with the classroom teacher prior to the due date.

**NB.** Staff will provide students with two weeks' notice of formal assessment tasks in Years 10, 11 and 12 (including for the Trial HSC and other formal examination periods outlining what is in the examination). Where

the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

## 2. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons (including period 0 for senior extension classes) on the day an assessment is due, even if electronic submission of the task has been negotiated with the teacher.
- Students must arrive at all timetabled lessons on time on the day an assessment task is due.
- Failure to fulfil these requirements will result in the application of the penalties for late submission as set out in *Point 7* of this document.
- **NB.** Students will **NOT** be permitted to work on or prepare assessments during other classes.

## 3. Rule for extensions, Illness/Misadventure for assessment tasks and examinations

- All applications for an extension **MUST** be submitted in writing, with appropriate documentation supporting the application, to the Head Teacher where possible **at least two days prior** to the due date.
- Appropriate documentation for Seniors is: submission of school's Illness/Misadventure form (available from Head Teacher Teaching and Learning and in the Library (see over page for example).
- If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation (the school's Illness/Misadventure form) to the Head Teacher, or Head Teacher nominee on the **first** day they return to school even if they don't have a timetabled lesson for that class on that day.
- Technology breakdowns may **NOT** be considered a legitimate reason for late submission and therefore any such application may be declined.

**NB.** Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates.

## 4. Nature or form of the extension

For Senior students, a panel of staff led by the Head Teacher Teaching and Learning will determine which of the following will be granted:

- an extension of time for submission;
- completion of an alternate task submitted at a later date;
- an estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks;
- zero mark awarded.

**NB.** Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.

## 5. Acceptable reasons for an extension may include

- Any school related business.
- Illness or injury where the nature of the injury or illness **directly** inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement

**NB.** Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods.

## 6. Family holidays

- For students working towards the year 10 level (Years 9, 10, 11) or the HSC, extensions **GENERALLY**



**WILL NOT** be granted for family holidays nor alternative tasks offered.

## 7. Penalties for late submission

### Years 10-12

- Student will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).
- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Determination being issued.

## 8. Assessment Appeals

- Students are encouraged to make initial contact with the class teacher.
- If the matter remains unresolved the student is to contact the Head Teacher responsible for course in question.
- Students will have the option to lodge an appeal in writing that will be addressed and ruled upon by an Assessment Appeals Panel made up of a Deputy Principal (who will act as chairperson) and two Head Teachers from faculties other than that which is involved in the appeal. The ruling of the committee will be binding and final.

**NB.** Students may **NOT** dispute the type of assessment tasks nor the teacher's professional judgement relating to the allocation of marks for tasks.

## 9. Plagiarism

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Detected malpractice will see the following apply:
  - Zero marks for part or all of the assessment



# All My Own Work

## What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material this is associated with a task, such as drafts, processes diaries, logs and journals.

The above are examples of plagiarism.

## What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your RoSA, Preliminary or HSC results.

The following are common questions about plagiarism.

**Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?**

A. Definitely yes!

**Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?**

A. Yes. You are using someone else's thoughts and words without acknowledgement.

**Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?**

A. Yes. This is plagiarism.

**Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?**

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your work.

**Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?**

A. No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

**Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?**

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.



## NESA

NESA treats cheating very seriously. It investigates allegations of cheating and penalises students caught in written examinations and in projects or practical works.

Detected malpractice will limit a student's marks and jeopardise their level of achievement.

- One or more of the following will apply:
- Reduced marks for part or all of the examination
- Zero marks for part or all of the examination
- An interview with a 'malpractice' panel at NESA
- Loss of one or more courses towards the RoSA, Preliminary or HSC award
- Damage to your ability to apply for entry to TAFE or university courses or scholarships.

Cheating in school assessment tasks is dealt with at school. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you received has been acknowledged. Schools may use procedures similar to NESA's rules, such as signed declarations of authenticity.

Cheating in school assessment tasks also has serious consequences. You may receive zero marks for the task, and depending on the task, you may lose that course from your HSC award. Your school may refuse to certify practical works or projects as 'authentic work' before sending them to NESA. Your school may take further disciplinary action. Apart from anything else, if you are caught cheating you are likely to lose the trust of your fellow students and your own self-respect.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you.

Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing the HSC.

(HSC Assessments and Submitted works – Advice to Students, course outcomes and competencies can all be accessed at [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au))

# Course Assessment Schedules

This section details the assessment schedules for each course.

See this guide to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.

Weightings for each component are drawn from the syllabus

Term and Week of Task as scheduled

## English Sample

Individual tasks are listed here

Syllabus Components	Task 1: The Director's Vision Critical Response  Term 1 Week 11	Task 2: Texts in Context Speaking/ Presentation  Term 2 Week 10	Task 3: Examination  Term 4 Week 3-4
Viewing, listening and writing	10%	5%	10%
Speaking and representing	5%	10%	10%
Reading and writing	5%	10%	10%
Reading, writing, representing and speaking	10%	5%	10%

Syllabus components – modules, topics, skills, or themes  
  
Syllabus weightings are also specified



# English Faculty

## English

<b>Syllabus Components</b>	<b>Task 1: The Director's Vision Critical Response  Term 1 Week 11</b>	<b>Task 2: Texts in Context Speaking/ Presentation  Term 2 Week 10</b>	<b>Task 3: Examination  Term 4 Week 3-4</b>
<b>Viewing, listening and writing</b>	10%	5%	10%
<b>Speaking and representing</b>	5%	10%	10%
<b>Reading and writing</b>	5%	10%	10%
<b>Reading, writing, representing and speaking</b>	10%	5%	10%

# Mathematics Faculty

## Mathematics

Syllabus Components	Task 1: Assignment	Task 2: Half yearly Exam	Task 3: Yearly exam
	Term 1 Week 7	Term 2 Week 4	Term 4 Week 3-4
Knowledge	10%	20%	20%
Skills	10%	20%	20%
<b>Total</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

# Science Faculty

## Science

Syllabus Components	Task 1: Practical Task depth study	Task 2: Half yearly Exam	Task 3: Yearly exam
	Term 2 Week 5	Term 3 Week 1	Term 4 Week 3-4
Knowledge	10%	20%	20%
Skills	20%	10%	20%
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>



# HSIE Faculty

## Geography

<b>Syllabus Components</b>	<b>Task 1 Geography Essay  Term 1 Week 9</b>
<b>Skills</b>	<b>50%</b>
<b>Knowledge</b>	<b>50%</b>
<b>Total</b>	<b>100%</b>

## History

<b>Syllabus Components</b>	<b>Task 1 Essay  Term 3 Week 7</b>	<b>Task 2: Yearly exam  Term 4 Week 3-4</b>
<b>Skills</b>	<b>20%</b>	<b>30%</b>
<b>Knowledge</b>	<b>30%</b>	<b>20%</b>
<b>Total</b>	<b>50%</b>	<b>50%</b>

## International Studies

Syllabus Components	Task 1 Research and Investigation Project  Term 2 Week 3	Task 2: Yearly exam  Term 4 Week 3-4
Research and Investigation	40%	10%
Culture on the Move		10%
Culture, Science and Technology		30%
Culture in Film and Literature		10%
<b>Total</b>	<b>40%</b>	<b>60%</b>

## Elective History

Syllabus Components	Task 1 Essay  Term 1 Week 8	Task 2 Presentation  Term 3 Week 6	Task 3: Yearly exam  Term 4 Week 3-4
Skills	10%	20%	20%
Knowledge	20%	10%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



## Commerce

<b>Syllabus Components</b>	<b>Task 1 Case Study  Term 1 Week 7</b>	<b>Task 2 Job Application  Term 2 Week 8</b>	<b>Task 3: Yearly exam  Term 4 Week 1</b>
<b>Skills</b>	<b>109%</b>	<b>20%</b>	<b>20%</b>
<b>Knowledge</b>	<b>20%</b>	<b>10%</b>	<b>20%</b>
<b>Total</b>	<b>35%</b>	<b>30%</b>	<b>40%</b>



# TAS Faculty

## Child Studies

<b>Syllabus Components</b>	<b>Task 1: Growth and development Report and Practical  Term 2 Week 7</b>	<b>Task 2: Childs toy Report and Practical  Term 3 Week 7</b>	<b>Task 3: Yearly Examination  Term 4 Week 6</b>
<b>Viewing, listening and writing</b>	<b>15%</b>		<b>10%</b>
<b>Speaking and representing</b>		<b>20%</b>	
<b>Reading and writing</b>	<b>5%</b>		<b>20%</b>
<b>Reading, writing, representing and speaking</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# Food Technology

Syllabus Components	Task 1: Food Trends Report and Practical  Term 2 Week 7	Task 2: Food Product Development Report and Practical  Term 3 Week 7	Task 3: Yearly Examination  Term 4 Week 6
Viewing, listening and writing	15%		10%
Speaking and representing		20%	
Reading and writing	5%		20%
Reading, writing, representing and speaking	10%	10%	10%
Total	30%	30%	40%

# Industrial Technology Engineering

Syllabus Components	Task 1: Control Systems – Hydraulic Arm Practical  Term 1 Week 8	Task 2: Wind Powered Vehicle Report  Term 2 Week 10	Task 3: Alternative Energies Case Study Report  Term 3 Week 9
Design and Construct	20%	20%	20%
Reading and writing	10%	10%	
Reading, writing, representing and speaking			20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# Industrial Technology Timber

Syllabus Components	<b>Task 1:</b> <b>Design Folio</b> Research task  Term 1 Week 11	<b>Task 2:</b> <b>Industry Study</b> Written task  Term 3 Week 5	<b>Task 3:</b> <b>Desk/Hallstand/                      coffee table</b> Practical Term 4 Week 5
IND5-1, IND5-2, IND5-4, IND5-5	15%		10%
IND5-6			10%
IND5-3, IND5-7, IND5-8	5%	5%	40%
IND5-9, IND5-10		15%	
Total	20%	20%	60%



# Marine Studies

<b>Syllabus Components</b>	<b>Task 1: Fish Trap Design Report and Practical Term 1 Week 8</b>	<b>Task 2: Personal Interest Project Report Term 3 Week 3</b>	<b>Task 3: Boat Building Report and Practical Term 4 Week 3</b>
<b>Design and Construct</b>	<b>15%</b>		<b>20%</b>
<b>Speaking and representing</b>		<b>15%</b>	
<b>Reading and writing</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# Performing Arts Faculty

## Music

Syllabus Components	Task 1 Composition  Term 2 Week 4	Task 2 Listening  Term 4 Week 2	Task 3 Performance  Term 4 Week 4
Performance			40%
Composition	35%		
Listening		25%	
<b>Total</b>	<b>35%</b>	<b>20%</b>	<b>40%</b>

## Dance

Syllabus Components	Task 1 Performance Appreciation  Term 2 Week 4	Task 2 Performance Composition  Term 3 Week 4/5	Task 3 Composition Appreciation  Term 4 Week 4/5
Performance		15%	40%
Composition	10%	15%	
Appreciation	10%		10%
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>

# Drama

<b>Syllabus Components</b>	<b>Task 1</b> <b>Monologue Performance &amp; Logbook</b> <b>Term 2</b> <b>Week 6</b>	<b>Task 2</b> <b>Scripted Performance &amp; Essay</b> <b>Term 3</b> <b>Week 4</b>
<b>Making</b>	<b>20%</b>	<b>10%</b>
<b>Performing</b>	<b>20%</b>	<b>15%</b>
<b>Appreciating</b>	<b>10%</b>	<b>25%</b>
<b>Total</b>	<b>50%</b>	<b>50%</b>



# Visual Arts & Languages

## Italian

<b>Syllabus Components</b>	<b>Task 1 Reading and Writing Term 2 Week 2</b>	<b>Task 2 Listening and speaking Term 2 Week 8</b>	<b>Task 3 Examination Term 4 Week 3-4</b>
Listening and Responding		15%	10%
Reading and Responding	15%		10%
Speaking		15%	10%
Writing	15%		10%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



## Photographic and Digital Media:

Syllabus Components	Task 1: Image Interpretation  Term 1 Week 6	Task 2: Portfolio Submission  Term 1 Week 10	Task 3: Final Portfolio Submission Term 4 Week 3
Making		40%	40%
Critical and Historical Studies	20%		
Total	20%	40%	40%



# Visual Arts

<p><b>The Frames</b></p> <p><b>Conceptual Framework</b></p> <p><b>Practices</b></p>	<p><b>Task 1:</b></p> <p><b>Practical Submission</b></p> <p>‘Exploring Modernity’</p> <p>Term 2</p> <p>Week 6</p>	<p><b>Task 2:</b></p> <p><b>Extended Response</b></p> <p>‘Post Modernism’</p> <p>Term 3</p> <p>Week 4</p>	<p><b>Task 3:</b></p> <p><b>Practical Submission</b></p> <p>‘Post Modern Sculpture’</p> <p>Term 3</p> <p>Week 10</p>
<p><b>Critical and Historical interpretation of Visual Art Works</b></p>		<p>40%</p>	
<p><b>Making Visual Artworks</b></p>	<p>30%</p>		<p>30%</p>
<p><b>Total</b></p>	<p><b>PRACTICAL</b></p> <p>60%</p>	<p><b>THEORY</b></p> <p>40%</p>	

# Visual Design

<b>The Frames Conceptual Framework Practices</b>	<b>Task 1: Practical Submission Skateboard Term 2 Week 5</b>	<b>Task 2: Practical Submission Major Artwork Term 3 Week 5</b>	<b>Task 3: Unseen Design artworks Critical Response Exam Term 4 Week 5</b>
<b>Critical and historical interpretations of visual design artworks</b>			<b>20%</b>
<b>Making visual design artworks</b>	<b>40%</b>	<b>40%</b>	
<b>Total</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>



# PDHPE Faculty

## Personal Development, Health and Physical Education

Syllabus Components	Task 1: Young and Healthy Term 1 Week 9	Task 2: Dance composition Term 3 Week 5	Task 3: Final examination Term 4 Week 4-6	Syllabus Weighting
Practical		50%		50%
Theory	20%		30%	50%
<b>Total</b>	<b>20%</b>	<b>50%</b>	<b>30%</b>	<b>100%</b>

## Physical Activity and Sports Studies

Syllabus Components	Task 1: Young and Healthy Term 1 Week 9	Task 2: Dance composition Term 3 Week 5	Task 3: Final examination Term 4 Week 4-6	Syllabus Weighting
Practical		50%		50%
Theory	20%		30%	50%
<b>Total</b>	<b>20%</b>	<b>50%</b>	<b>30%</b>	<b>100%</b>

# A Glossary of Key Terms

Assessment tasks and examination have **key words** that every student should know the meaning of.

**Account** Account for: state reasons for, report on.

Give account of: narrate a series of events or transactions

**Analyse** Identify components of a relationship between them; draw out and relate impressions

**Apply** Use, utilise, employ in particular situation

**Appreciate** Make a judgement about the value of

**Assess** Make a judgement of value, quality, outcomes, results or size

**Calculate** Ascertain/determine from given facts, figures or information

**Clarify** Make clear or plain

**Classify** Arrange or include in classes/categories

**Compare** Show how things are similar or different

**Construct** Make; build: put together items or arguments

**Contrast** Show how things are different or opposite

**Critically** Add a degree or level of accuracy, depth, knowledge and analyse/understanding, logic, questioning, reflection and quality to evaluate (analysis /evaluation)

**Deduce** Draw conclusions

**Define** Show by example

**Describe** Provide characteristics and features

**Discuss** Identify issues and provide points for and/or against

**Distinguish** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate** Make a judgement based on criteria; determine the value of

**Examine** Inquire into

**Explain** Relate cause and effect; make a relationship between things                      evident; provide why and/or how

**Extract** Choose relevant and/or appropriate details

**Extrapolate** Infer from what is known

**Identify** Recognise and name

**Interpret** Draw meaning from

**Investigate** Plan, inquire into and draw conclusions about

**Justify** Support an argument or conclusion

**Outline** Sketch in general terms; indicate the main feature of

**Predict** Suggest what may happen based on available information

**Propose** Put forward (for example a point of view, idea, argument,                      suggestion) for consideration or action

**Recall** Present remembered ideas, facts or experiences

**Recommend** Provide reasons in favour

**Summarise** Express, concisely, the relevant details

**Synthesise** Putting together various elements to make a whole

