



Coffs Harbour High School 2023

Year 7 Assessment Procedures and Schedules

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Eligibility for a RoSA

To be eligible for a Year 10 RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.

RoSA Life Skills

Students with special needs can complete the Life Skills curriculum option.

For every successfully completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

Students who don't qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If student leaves after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study from NESAs.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

Schools must let NESAs know when a student leaves school.

Meeting the requirements for successful completion of Year 7/8

Students must complete the following mandatory Years 7 – 10 curriculum areas

English: The NESAs syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be complete

Mathematics: The NESAs syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Science: The NESAs syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: The NESAs syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies: The NESAs Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.

Personal Development, Health and Physical Education: The NESA mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

Satisfactory Completion of Courses

The following course completion criteria refer to all Stage 4 courses. 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:

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

Students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the Principal determines that a student is in danger of not meeting the above course completion criteria, the student will be given a written warning in sufficient time to correct any problems regarding their satisfactory completion of course requirements.

If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform NESA and the student in writing.

Satisfactory Attendance

Whilst NESA does not mandate attendance requirements, Principals may determine that as a result of absence, a student has not met the course completion criteria outlined above. The school will regard absences seriously as teachers, Head Teachers, Year Advisers, Deputies and the Principal must decide if there is sufficient evidence to show that a student is making satisfactory progress towards achieving the outcomes of a course. It is generally accepted that a student's attendance will need to be at least 85% if they are to satisfactorily complete a course of study.

Assessment Procedures

The school reserves the right to substitute or alter any part of this Assessment Information Booklet at any time provided that such changes are consistent with the policy of NESA, and that students and parents are notified of the change.

General

1. Assessment tasks:

- a) Each student, including late enrolments and partial enrolments, will receive a copy of the Coffs Harbour High School Assessment Handbook. An electronic copy of the handbook can also be found on the school website.
- b) The actual weighting for each task in each course is shown in the course-specific assessment schedules included in this document.
- c) Teachers will issue an Assessment Task notification to each student which clearly describes:

- The nature of the task.
 - The syllabus outcomes on which achievement will be assessed.
 - The criteria which will be used to measure a student's achievement in relation to the specified outcomes.
 - The due date and format for submission.
2. Students must submit tasks by the due date, during their normal lesson time. The task should be handed to their class teacher. It is the responsibility of the student to arrange an early submission of a task in the event of a planned absence. Where no specific time is noted on the assessment task notification it is assumed that it to be submitted by 3.10pm
 3. In the event that the class teacher is absent on the day a task is due, the faculty Head Teacher will make alternative arrangements to receive the students' work.
 4. In the event that the class teacher is absent on the day an in-class task is to be completed, the assessment should go ahead as planned. If this is not possible, the task should be rescheduled at the earliest appropriate date.
 5. If a task proves to be invalid or fails to discriminate, the faculty involved may deem it necessary to set a replacement task. It may also be necessary to reschedule a task from the published date. In these circumstances, the following steps should be taken by the teacher(s) involved:
 - Consult with the group(s) involved to find a suitable alternative time for the task.
 - Ensure the change does not grossly advantage or disadvantage any student.
 - Advise changes to the published schedule in writing to the affected students, faculty Head Teacher, Year Adviser and the Principal.
 - Ensure adequate notice, usually two weeks, is given.
 6. In the case of Semester exams, students should be aware that achievement may be assessed in relation to all of the outcomes covered to that point in the course. The timing of Semester exams is outlined in this Assessment Procedures and schedules.
 7. In a standards-referenced approach to assessment:
 - Tasks are designed to focus on outcomes.
 - The types of assessment tasks are appropriate for the outcomes being assessed.
 - Tasks reflect the weightings and components specified in the relevant syllabus documents.
 - Students know the assessment criteria before they begin a task.
 - Students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.
 - Students will be assessed according to their achievements against course standards.
 - Measures that reflect a student's conduct and behaviour are not included.
 8. For each assessment task, each student will be given a mark and meaningful feedback on the task. Students will be kept informed of their progress via their academic school reports.
 9. Assessment results must be recorded in three locations: the class teacher's daybook, the class teacher's personal Sentral Markbook and a course specific faculty Markbook also in Sentral. These records must show the results on all tasks to date and the current cumulative assessment mark and rank of all students.

10. Academic School Reports:

- a) Students will be issued with a Semester 1 Report at the end of Term 2 and a Semester 2 Report at the end of Term 4. Each report will reflect the student's progress towards achieving the outcomes covered and their overall rank for that semester.
- b) Presentation Day awards are based on a student's performance over the whole year. Semester 1 and 2 results will be combined according to the assessment schedules contained in this booklet. This combined mark will be used to rank students in each course. Students who place first in a course will receive an award to acknowledge their academic achievement at the Presentation Day Awards Assembly.
- c) A Common Grade Scale is used to report student achievement in Years 7/8 in all NSW schools. The scale describes performance at each of the following grade levels:

Grade	Descriptor
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N Determination	The student has not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course. In addition, they have not achieved some or all of the course outcomes including work placement for vocational courses They are at risk of not satisfactorily completing the course.

11. Disability Provisions

- a) Students with special education needs work towards syllabus outcomes identified through a collaborative curriculum planning process. They will be given a range of opportunities to demonstrate achievement of these outcomes. Some students with special education needs will require adjustments to assessment activities to enable them to complete the task. This will ensure they have an equitable opportunity to demonstrate what they know and what they can do.
- b) Adjustments enable a student with special education needs to attempt syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than confer an advantage. The types of adjustments made will vary according to the needs of the individual student.

- c) Adjustments can include practical arrangements to help students with special education needs complete assessment tasks. These practical arrangements are known as disability provisions and schools are responsible for any decisions about adjustments to coursework and formal school-based assessment tasks. There is no guarantee that the disability provisions granted at school for coursework and assessment tasks, will also be granted for the HSC examinations.
- d) In order to access adjustments (for example, small group supervision, a reader, a writer, diabetic provisions, etc.) for assessment tasks, students, their parents or carers need to contact the Learning and Support Teachers (LaST) located in the Library. They can explain the process which needs to be followed and the paperwork which needs to be completed.

Illness/Misadventure

1. Planned absence on the day of an assessment task:
 - a) If a student knows they are going to be absent on the day of an assessment task, they must inform their teacher, prior to the absence.
 - b) Hand-in tasks will need to be submitted to the teacher prior to the absence.
 - c) Under no circumstances may a student attempt a formal examination before the scheduled time without express approval of the Deputy Principal.
2. If a student is suspended from school at the time an assessment task is due, the student must make arrangements to submit the task by the due date. A student on suspension is expected to attend the lesson in which an assessment task has been scheduled, unless the Principal or Deputy Principal considers that their attendance presents an unacceptable risk to others. Alternative arrangements will be made if this is the case.
3. Illness/Misadventure at the time of an Assessment Task

It is necessary that a parent or carer contacts the school immediately if one or more of the following occurs:

- a) There is a problem completing an assessment task by the due date or allotted time (assumed 3.10pm close of business). Only in exceptional cases will an extension be given. The Deputy Principal, in consultation with the faculty Head Teacher and the class teacher is the only person who can give an extension. Teachers should regularly monitor student progress so that a fair and reasonable assessment of the situation is possible in the event that a task is submitted late.
- b) A student's performance in an assessment task has been affected by illness or unforeseen misadventure which occurred immediately before or during the assessment period.
- c) A student is prevented from attending an assessment task due to illness and/or misadventure.
- d) A student is prevented from submitting an ongoing assessment task in person (this includes practical projects, reports, speeches etc. requiring preparation before the due date) due to illness and/or misadventure.

Where a student does not submit or sit an assessment task on the due date, it is assumed that students receive a zero mark until parents provide reasoning for non-submission within 5 working days of the due date.

Only in exceptional cases, can the Deputy Principal, in conjunction with the faculty Head Teacher and the class teacher, accept a task without penalty. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

4. Unacceptable grounds for Illness/Misadventure

The provisions for Illness/Misadventure generally **do not** cover:

- a) Attendance at a family holiday or social occasion.
- b) Attendance at a sporting or cultural event or music event.
- c) Visiting sick relatives or friends.
- d) Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. This includes technology failure.
- e) Disabilities for which the school has already granted special provisions unless an unforeseen episode occurs.
- f) Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the assessment task.
- g) Matters avoidable by the student (e.g. misreading or misinterpretation of assessment deadlines or exam timetables and instructions, loss of work due to a technology failure).

Please note that tracking of student Illness/Misadventure will occur in order to monitor repeated occurrences from the same student. It may occur that a first application is accepted and a later one for the same reason is declined. This will ensure that the assessment process is not compromised.

5. Technology and technology failure

- a) With the exception of computer-based courses, the use of computers in the preparation and presentation of assessment tasks is optional. Students using computers must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems.
- b) If a student suffers any form of technology failure, they will need to provide printouts of drafts or partial drafts or associated notes and summaries in order for extensions or misadventure to be considered.
- c) Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.

6. Irrespective of the outcome of a request for consideration due to Illness/Misadventure, all students will be required to complete all tasks or a substitute task to show evidence that they have met the course completion criteria.

7. Estimates and Substitute Tasks

- a) A substitute task may be administered, or an estimated mark may be given at the discretion of the faculty Head Teacher when a student is absent from a task with a valid reason.
- b) It is anticipated that parents or the student would have already contacted the school regarding the problem and consideration due to Illness/Misadventure would have been requested.
- c) Consultation between the Deputy Principal, the Year Adviser, the faculty Head

Teacher and the teacher will determine appropriate measures for a student who is absent for a prolonged period with valid reasons, or a student who suffers from a chronic trauma.

- d) Where an estimate is given this will count as the student having completed the task in relation to the requirement that students must complete more than 50% of the assessment for a course in order for it to count towards the completion of a Stage 4 course.

Award of Zero Marks

1. Zero marks will be awarded:

- a) For any task or component of an ongoing task that is submitted late and for which Illness/Misadventure is not approved. This includes tasks submitted after the time stated on the Assessment Task Notification.
- b) If a student is absent from a task without a valid reason.
- c) If there is sufficient evidence of malpractice as outlined below.
- d) If there is sufficient evidence of a non-serious attempt. In all assessment tasks, non-serious attempts will be identified by the teacher and the faculty Head Teacher and dealt with by the Deputy Principal and the Year Adviser
- e) A student refuses to complete a task. This could jeopardise the student's ability to satisfactorily complete a course.
- f) The answers are not written in English, except where required or permitted by the question paper.

2. Frivolous or Objectionable Material.

Teachers and Head Teachers will bring to the Deputy Principal's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being deemed a non-serious attempt. This could result in a mark of zero.

Malpractice

1. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- a) Copying someone else's work in part or as a whole and presenting it as their own.
- b) Using material directly from books, journals, CDs or websites without referencing the source.
- c) Building on the ideas of another person without reference to the source.
- d) Buying, stealing or borrowing another person's work and presenting it as their own.
- e) Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially.
- f) Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- g) Paying someone to write or prepare material.
- h) Breaching school examination rules.

- i) Using non-approved aides or devices during an assessment task.
 - j) Contriving false explanations to explain work not submitted by the due date.
 - k) Assisting another student to engage in malpractice.
2. All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, will lead to a student receiving zero marks and may jeopardise their RoSA /HSC results.

Appeals

1. Assessment Review - Individual Tasks

- a) Students must check assessment results at the time a task is returned to them.
- b) Once a task has been assessed and the mark accepted, i.e. recognised by both the teacher and the student, then it constitutes an agreed mark and cannot be altered. The work does not have to be kept by the teacher, as it cannot be remarked.
- c) If a student does not accept the teachers' judgement of the marks to be awarded for their performance in an assessment task i.e. there is not an agreed mark, they are entitled to lodge an appeal. Students wishing to appeal need to indicate their intention to the teacher who will retain the assessment task and forward it to the faculty Head Teacher.
- d) The appeal will be considered within 3 school days of being submitted to the faculty Head Teacher by a review committee comprised of the Head Teacher of the subject concerned and the alternate Deputy Principal.
- e) If the student's appeal is successful, the student will be informed, and any changes will be recorded.
- f) If the student's appeal is unsuccessful, the student will be informed, and no further actions are available.

STUDENT SUPPORT

All students are encouraged to seek support from teaching staff during the year as needed. These support staff include:

Support personnel	Type of support
Classroom Teachers	Assistance with course work and assessment tasks.
Head Teachers	Warning Letters, Misadventure forms and appeals of assessment marks.
Year Advisers	Assistance and support with wellbeing related issues which may impact on school for the student.
Mentors	A teacher whom the student has a good relationship with and can seek support from.
School Counsellor	Support and counselling relating to personal and wellbeing issues and disabilities.
Careers Adviser/ Head Teacher Senior Studies	Career and exit planning, assistance and advice about scholarships, UAC guide, University Open days.
Learning and Support Teacher	Support and advice about Disability Provisions including having a reader/writer, additional time or rest breaks for exams if a student has a learning disability or medical illness which affects their performance.
Deputy Principals and Principal	Wellbeing issues.



Year 7 Courses included in this Assessment Guide

Courses assessed by Coffs Harbour High School

Mandatory courses

Creative and Performing Arts

- Visual Arts
- Music

English

Human Society in its Environment

- Australian Geography
- Australian History

Mathematics

Mandatory Technology

Personal Development, Health and Physical Education

- PDH Practical
- PDH Theory

Science

CREATIVE AND PERFORMING ARTS

Ms N Heinrich

Visual Art

Mandatory course

*Students will be studying Visual Art OR Music each semester depending on their timetable

Time / Due Date	Description	Outcomes	Weighting
Semester 1 or 2 – Visual Arts			
Term 1 or 3, Week 5	What is Art? - Exploring the Elements of Design	4.1, 4.4, 4.6, 4.7	20%
Term 2 or 4, Week 2	Fantasy Creatures - Ceramics	4.3, 4.5, 4.6, 4.8, 4.10	40%
Term 2 or 4, Week 7	Aboriginal Art/Portraiture Painting/Drawing	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8	40%
	Final Mark		100%

CREATIVE AND PERFORMING ARTS

Ms N Heinrich

Music

Mandatory course

*Students will be studying Visual Art OR Music each semester depending on their timetable

Time / Due Date	Description	Outcomes	Weighting
Semester 1 or 2 - Music			
Term 1 or 3, Week 5	Why Music? - Role of Music in society	4.1, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12	25%
Term 1 or 3, Week 7	Introduction to the Concepts of Music	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	25%
Term 2 or 4, Week 2	Keyboard/Guitar Skills	4.1, 4.2, 4.3, 4.4, 4.8, 4.9, 4.11, 4.12	25%
Term 2 or 4, Week 4	The Orchestra/Aboriginal Music	4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12	25%
	Final Mark		100%

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 5	Imaginative Task - Creative Writing	EN4-1A, EN4-2A, EN4-7D	25%
Term 2, Week 5	Speech	EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN4-9E	25%
Semester 2			
Term 3, Week 6	Analytical writing	EN4-1A, EN4-2A, EN4-4B, EN4-6C, EN4-8D	25%
Term 4, Week 6	Reading Comprehension	EN4-1, EN4-3B, EN4-7D, EN4-8D, EN4-2A, EN4-9E	25%
	Final Mark		100%

Human Society in its Environment

GEOGRAPHY

Mr S Donald

Mandatory course

*Students will be studying History OR Geography each semester depending on their timetable

Time / Due Date	Description	Outcomes	Weighting
Semester 1 or 2			
Term 1, Week 4	Landscapes and Landforms Google Quiz	GE4-1, GE4-2, GE4-8	10%
Term 1, Week 8	Landscapes and Landforms Topic Test	GE4-1, GE4-2, GE4-8	35%
Term 2, Week 4	Place and Liveability Google Quiz	GE4-3, GE4-4	10%
Term 2, Week 7	Place and Liveability - Liveable Suburb Design	GE4-6, GE4-7, GE4-8	35%
Before Term 2, Week 7	Literacy Activity	GE4-1, GE4-2, GE4-6, GE4-8	10%
	Final Mark		100%

Human Society in its Environment

HISTORY

Mr S Donald

Mandatory course

*Students will be studying History or Geography each semester depending on their timetable

Time / Due Date	Description	Outcomes	Weighting
Semester 1 or 2			
Term 3, Week 4	Investigating the Ancient Past Google Quiz	HT4-1, HT4-5, HT4-9	10%
Term 3, Week 6	Investigating the Ancient Past – Source Analysis	HT4-1, HT4-5, HT4-9	35%
Term 4, Week 3	Ancient China Google Quiz	HT4-2, HT4-3, HT4-6	10%
Term 4, Week 5	Ancient China Topic Test	HT4-2, HT4-3, HT4-6	35%
Before Term 4 Week 6	Literacy Activity	HT4-9	10%
	Final Mark		100%

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 9	Assessment Task 1- Reference Assisted Test Computations with Integers Length & Area Algebraic Techniques	MA4 - 4NA MA4 - 12MG MA4 - 13MGMA4 - 8NA	25%
Term 2, Week 9	Assessment Task 2- Reference Assisted Test Number Theory Angle Relationships Fractions	MA4 - 9NA MA4 - 18MG MA4 - 5NA	25%
Semester 2			
Term 3, Week 9	Assessment Task 3- Yearly Exam Time Decimals Data Collection & Representation AND ALL PREVIOUS TOPICS	MA4 - 15MG MA4 - 5NA MA4 - 19SP and all previous outcomes	40%
Term 4, Week 3	Assessment Task 4- Alternate Task	MA4 - 21SP MA4 - 11NA	10%
Final Mark			100%

Parents will be emailed a notification of the set date. A student will receive a written notification confirming topics, date and lesson.

MANDATORY TECHNOLOGY

Mandatory course

Mr S Hardy

Time / Due Date	Description	Outcomes	Weighting
Term 1, 2, 3 & 4			
Classes change subject every Term	Practical assessment of students work as a project	TE4-2DP	50%
	Student safety (for work in each subject)	TE4 – 3DP	30%
	Literacy/Numeracy task for each subject from student workbooks	TE4-10TS	20%
	Final Mark		100%

Personal Development, Health and Physical Education

Practical

Mandatory course

Mr. C Field

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Weeks 1-3 Ongoing	Fitness Testing	PD4-4, PD4-5	12.5%
Term 1, Weeks 4-8 Ongoing	Beach Games & Aquatics Participation	PD4-4, PD4-5, PD4-10, PD4-8,	25%
Term 2, Weeks 1-5 Ongoing	Athletics	PD4-4, PD4-5,	25%
Semester 2			
Term 3, Weeks 1-10 Ongoing	Basic Skills	PD4-5, PD4-8, PD4-10, PD4-11	25%
Term 4, Weeks 1-3 Ongoing	Fitness Testing	PD4-4, PD4-5,	12.5%
	Final Mark		100%

Personal Development, Health and Physical Education Theory

Mr. C Field

Mandatory course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 7-8	PowerPoint Presentation	PD4-1, PD4-2, PD4-3, PD4-9	30%
Term 1 & 2 Ongoing	Bookmark	PD4-6, PD4-7, PD4-11	20%
Semester 2			
Term 3, Week 7-8	In-Class Literacy Task	PD4-9 PD4-11	30%
Term 3 & 4 Ongoing	Bookmark	PD4-6, PD4-7, PD4-11	20%
	Final Mark		100%

SCIENCE

Mandatory course

Mr T Mackay

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 10	Introduction to Science & Physical World Topic Test	SC4-10PW + SC4-7WS	15%
Term 2, Week 2	SPECTRA Research Task	SC4-9WS	10%
Term 2, Week 9	Living World Practical Skills Task	SC4-14LW + SC4-6WS	15%
Ongoing	Spelling / Bookwork / Classwork Mark	-	10%
	Total Semester 1		50%
Semester 2			
Term 3, Week 9	Chemical World Topic Test	SC4-16CW	15%
Term 4, Week 5	Yearly Examination (All Topics)	SC4-16CW + SC4-14LW	25%
Ongoing	Spelling / Bookwork / Classwork Mark	-	10%
	Total Semester 2		50%
	Final Mark		100%

Glossary of Key Words

To help develop a consistent understanding of some key words in the Year 10 curriculum, the following glossary provides the meaning of these words as they generally apply across subject areas:

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

