



# **ASSESSMENT HANDBOOK 2019**

## **Year 11 2019**

John Therry Catholic High  
School

***School Office Hours: The school office is open for enrolment, fees and general business from 8.00 am until 4.00 pm.***

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Dear Student,

Congratulations on your commitment to completing your Higher School Certificate. This commitment is an important one, requiring thought, planning and preparation as it guides you towards your future. Please read this handbook carefully as it gives you information on how your grades are determined, the John Therry Assessment Policy and Procedures and the 2019 Assessment Grid. The details provided ensure that you understand the commitment required to complete each course successfully.

Completing the HSC requires a significant step-up in responsibility and requires students to set sound goals for the future. As you undertake senior study in 2019, you are asked to:

- Support the Catholic ethos of the school
- Strive for personal excellence:
  - Set personal goals to achieve your personal best and strive for continual improvement
  - Be an active participant in the learning process (commit to completing set tasks in given time frames, additional reading and research)
  - Maintain a love for learning (be motivated to study)
  - Be ready for the big moments in the year (formal assessments/common tasks and exams)
- Respect others
- Be committed to service and working for the common good
- Be committed to abide by school policies, including those regarding the wearing of the school uniform, school behaviour expectations and high levels of attendance

We wish you luck in your Year 11 course and hope you will strive hard to achieve these goals and become a proud John Therry graduate.

*The John Therry Community*

## **A. What is Standards-Referenced Assessment?**

The Higher School Certificate requires the study of a variety of courses with rich and varied learning experiences. Learning is enhanced when students have a clear understanding of what is expected of them. It is important that students understand what is to be learned and the level of achievement that they will need to demonstrate.

For this reason, the Higher School Certificate has a standards-referenced approach to assessment and reporting. A standards-referenced approach to assessment and reporting means that the achievements of a student are assessed and reported against specified standards that are established for each course.

In the Higher School Certificate these standards are:

- the knowledge, skills and understanding expected to be learned by students as a result of studying the course – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding (reported in six bands) – the performance standards

Together, they specify what is to be learned and how well it is to be achieved.

A standards-referenced approach provides how students know what they are expected to learn and the standards against which they will be assessed. Examination questions in the Higher School Certificate are linked to syllabus outcomes and clearly indicate what students are expected to demonstrate and achieve in their responses.

The diagram on the next page shows how each of the elements of the internal assessment program plays a part in the assessment of student achievement in relation to standards. NESA requires internal assessment programs to be developed using the mandatory components and weightings in the syllabus.

## **B. Assessing and grading student achievement**

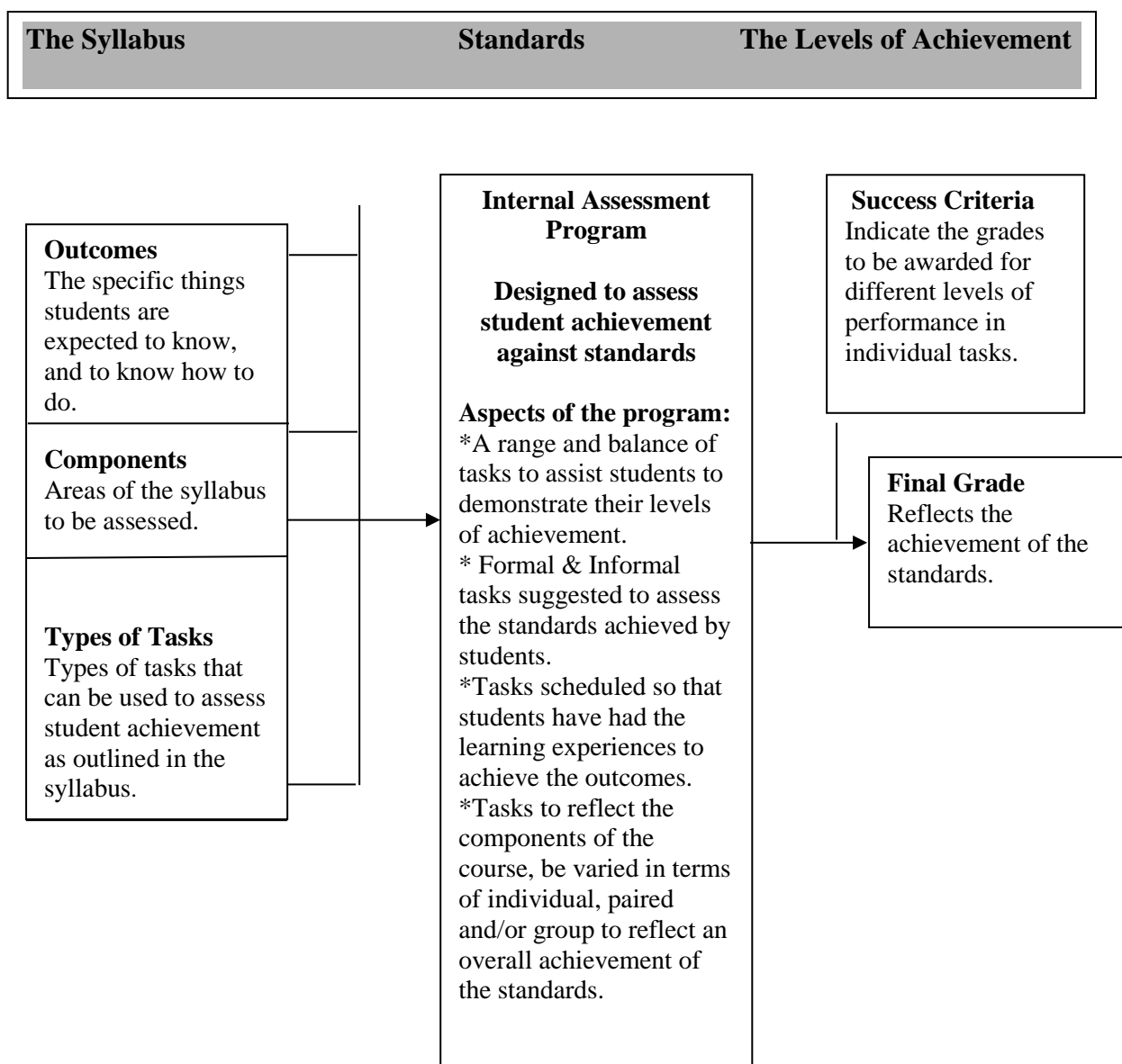
Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests, written assignments, practical activities, fieldwork and projects. In setting activities or tasks, careful consideration is given to the syllabus objectives and outcomes being assessed.

Schools are responsible for awarding each student who completes a Stage 6 Preliminary course (except Life Skills and VET courses) a grade using the [Common Grade Scale for Preliminary courses](#) (Appendix 1) to represent that student's achievement in relation to these objectives and outcomes. From 2014 the Higher School Certificate (HSC) Record of Achievement (RoSA) includes students' Year 11 and Year 10 RoSA grades. This provides formal recognition of students' years of senior secondary school achievements. More information is available at the web link given at the end of this booklet (Awarding Grades)

Source: <http://www.boardofstudies.nsw.edu.au/>

## Assessing Standards

### Elements of an Internal Assessment Program



## **Senior Assessment (Years 10 & 11)**

### **John Therry Catholic High School Policy**

In the light of NESA (NSW Education Standards Authority) guidelines and the school's philosophy and values, the school's Assessment Policy aims to demonstrate justice and concern and a respect for the needs and rights of each student and staff.

- Each KLA has drawn up an assessment grid following the subject/course guidelines from NESA. As a result, students will be informed, for each subject, of the areas to be assessed and the type of tasks that will be used for that course. Feedback will be provided to the students on the strengths and weaknesses of their performance.
- When a piece of work is to be used for formal assessment (common Tasks and exam), at least two weeks' written notice will be given in advance. In the case of absence, it is the student's responsibility to make himself/herself aware of the tasks and the requirements of the task/exam. An electronic version of formal tasks (common Tasks and exam notifications), will be emailed to students as well as published on the subject Google Classroom to ensure student access. Students will also be given a hard copy of the task.
- When formal assessment tasks/common tasks are set and presented to students, a clear indication in writing will be given by the teacher of the date for submission. All work due for assessment will be submitted to the teacher by 8.45 am on the due date (unless the KLA coordinator makes an alternative arrangement) and a class roll will be signed for verification purposes. An official receipt will be issued to each student as proof of submission.
- To allow students adequate preparation time, no formal assessment tasks/common tasks will be issued or due, in the week prior to a formal examination period, nor will they be issued or due during the examination period itself. Similarly, for one week after the conclusion of a formal exam period, no formal assessment tasks/common tasks will be due. Tasks which contain an in-class component, for example an oral or a performance, may, however, still be scheduled in this period provided that the preparation/research component has been completed prior to the assessment-free time and at least two weeks' notice has been given.
- No task will be placed in a teacher's pigeonhole, on the teacher's desk or given to another teacher to pass on. If for some reason the subject teacher is away from school on the date a task is due, the KLA coordinator will decide for the collection of the tasks.

- No extension will be given for computer problems of any sort – however, if a student has a problem printing off work, he/she may bring a device to school to finalise the task. In this case, students should ensure that they report the problem to the class teacher and submit the device by the specified time. Students should also ensure that they utilise software compatible with programs in use in the school to enable accessibility to electronic versions of tasks.
- Where a student submits a formal assessment task/common task late without a valid reason, he/she will be penalised by being issued an ‘N’ Determination warning letter (Appendix 3) for that task. A task that is one or more days late must still be submitted and, if necessary, a student will be placed on detention, either during or after school hours, to complete the task.
- An ‘N’ Determination warning letter (Appendix 3) can also be given to a student who fails to demonstrate due diligence and sustained effort in the course. Therefore, it is imperative that a student works to the best of his/her ability completing all set tasks (formal and informal).
- Students shall receive a grade for all individual tasks in accordance with the [Common Grade Scale for Preliminary courses](#) (Appendix 1). Students will receive written and verbal feedback about their performance identifying pathways for future improvement.
- Where a teacher has granted permission for students to submit tasks electronically, it is the student’s responsibility to ensure that the task is submitted on time using compatible software and to the correct email address or webpage. Submission must be completed using the Diocesan intranet to enable the school to verify submission details. The teacher will acknowledge receipt of the task via a reply email. If no reply is received, the teacher should be informed in person, so the problem can be resolved.
- Any student found cheating or who knowingly helps another student to cheat or who submits work which is established not to be his or her own, will be reported to the Principal and be issued an ‘N’ Determination warning letter (Appendix 3) for that task except in extenuating circumstances. An ‘N’ Determination warning letter (Appendix 3) will also be issued if a student does not make a serious attempt in a task. Whenever an ‘N’ Determination warning letter (Appendix 3) is sent, the KLA coordinator will inform the parents in writing.
- In cases of doubt regarding the originality of work submitted by a student, he/she may be asked to undertake a further task e.g., an oral presentation and/or questioning to establish the degree of understanding of the material.

- Any appeals regarding Illness/Misadventure and /or N Determination warning will be addressed by the school panel for appeals. The panel at John Therry Catholic High School to review any student's appeal will consist of the following personnel:

- 1) The Principal
- 2) The Curriculum coordinator
- 3) The relevant KLA coordinator

➤ **Extended Absences**

An absence from school for an extended period is of extreme concern, as a student could fail to meet the outcomes of courses. If a student must be absent from school, it is important to tell the school and provide a reason for the absence. To explain the absence, parents and carers may:

- Send a note, fax or email to the school;
- Telephone the school or; and
- Visit the school

All absences **must be** explained to the school.

**WHAT SHOULD I DO IF OUR FAMILY IS GOING ON HOLIDAY IN SCHOOL TIME?**

Parents and carers are encouraged **not to** withdraw their children from school for family holidays. Families should try to arrange holidays during school vacations. If the family holiday is planned during school time, the family needs to speak with the Principal at least a month in advance and apply for an Exemption from Attendance at School.

Students will find it difficult to achieve outcomes of a course if absent for more than 4 weeks. For this reason, the school cannot approve absences for an extended period, unless a guarantee is given that the student will be engaged in some form of schooling while absent eg., private tutor or enrolment at a school while overseas.

It is the parent's responsibility to provide documentation that this will or has been done. If this is not done or Principals don't consider an explanation to be satisfactory, they will record the absence as unjustified.

*Source: B4 Compulsory School Attendance- Information for Parents, June 2012*

## **Senior Assessment (Years 10 &11)**

### **The Student's Responsibilities and Requirements**

- Each student is expected to perform all tasks, which are part of the Assessment Program for each of their subjects. This expectation extends to ***all*** assessment experiences, including formal and informal tasks. Any student who does not satisfactorily complete tasks to the standard will receive an N Warning letter (Appendix 3).
- If a student knows that he or she will be absent from school on the day a formal assessment task/common task is due for completion/submission, it is the student's responsibility to notify the relevant KLA Coordinator sufficiently in advance so that an alternative arrangement for submission/completion can be negotiated. If the task is submitted on behalf of the student on the due date before 8.45 am, no penalties will apply. If this is not possible, however, it is a requirement that the task is submitted prior to the due date. Students who fail to comply with this procedure may be viewed as not having submitted the task and may be subject to the same penalties as a non-submission.
- No individual tasks/exams will be conducted ahead of the scheduled date/s to accommodate such absences. Any change to this policy will only be with the direct permission of the Principal.
- In the event of unforeseen absence, as with illness, the school must be notified and a doctor's certificate along with an Illness/Misadventure form (Appendix 2) is required to verify the nature of the student's illness.
- Students must ensure that electronic tasks are submitted via the Diocesan intranet to enable verification should a problem arise. To ensure access, it is also the student's responsibility to use software which is compatible with those programs in use in the school.
- It is the student's responsibility to undertake the task (including exam), or a similar one, if he or she misses a formal assessment task/common task. The student should notify the relevant KLA coordinator upon his/her return to school after such an absence. Students may be required to do the task on the first day of their return to school.
- Students who miss a task or make a late submission must complete with necessary documentation/evidence, an Illness/Misadventure form (Appendix 2) if an appeal against it is justified. This form must be submitted to the relevant KLA coordinator within 2 school days after



the student returns or it will be assumed that no appeal is to be lodged and the task will be graded accordingly. Illness/Misadventure forms and advice are available from the Student Service office.

- Students must make a genuine attempt at all tasks. If a student fails to comply with this, the Principal will issue an 'N' or Unsatisfactory Determination for the subject/course (Appendix 3).
- For cases which fall outside these requirements, the Principal, in conjunction with the Curriculum coordinator, will make the final decision on the appropriate course of action to be followed.

## Points To Remember

- Be aware of **when** your formal assessment tasks/common tasks are on:
  - check your assessment grid for each subject/course you are doing
  - check the term planner for exact dates of formal tasks/common tasks
  - make sure you know what type of task each one is e.g., hand-in/in class.
- If you are **away** when a task is handed out, it is **your** responsibility to get a copy from your teacher when you return to school, or to check the relevant Google Classroom or your school email account for the electronic version of the task.
- Be aware of the **date/time** of submission of **all** tasks. For formal tasks/common tasks, make sure you **sign** a roll to show you have handed it in on the correct date. Keep your task receipt as proof of submission.
- **Never** put a task on a teacher's desk or ask another teacher to take it for you. It is your responsibility to get the task to the teacher yourself. If there is a problem, see the KLA coordinator – if they are absent then see the Curriculum Coordinator. The Student Service office is available for submission for late tasks from 8.15am – 8.45am daily.
- If you are unsure about a task, always check with your teacher about exactly what you are being asked to do. If they are unavailable, see the KLA coordinator.
- If you have any questions regarding assessment procedures, please follow them up with the Curriculum Coordinator to ensure correct school policy is followed.

## Frequently Asked Questions

### What happens if:

#### ➤ **I miss a formal assessment task/common task or exam because I am absent?**

Immediately upon your return to school, you must report to the KLA coordinator and/or teacher of the course to submit the task or sit the exam with correct documentation. You may obtain an Illness/Misadventure Form (Appendix 2) from the course teacher or KLA coordinator; fill in the details, providing all relevant evidence to support your case.

If absent due to illness – you will need to complete an Illness/Misadventure form (Part A to be completed by the doctor) and provide a doctor's certificate that covers the days you were absent. This is to be given to the KLA Coordinator (or Year Coordinator for exams) that the task is for so that it can be attached to your work.

If absent because of an unexpected event – you will need to complete an Illness/Misadventure form (Part B to be completed by your parent/care giver/witness) explaining the reason for your absence. This is to be given to the KLA Coordinator (or Year coordinator in the case of exams) that the task is for so that it can be attached to your work.

If the reason given is not considered 'acceptable', it will be followed up by the KLA Coordinator and Curriculum Coordinator, if necessary.

In the case of missing an exam – the same rule applies as for any other task- you must be prepared to sit the exam on the first day you return to school.

If it is an extended absence, an alternative task may be given. This decision will be made by the KLA Coordinator for each particular subject that is affected (Appendix 4).

#### ➤ **I feel ill during an examination or an in-class Assessment?**

If you become ill during an examination or an in-class task, you should inform the teacher who is supervising, even if you are able to complete the task. At the earliest possible opportunity, you should obtain and submit an Illness/Misadventure form (Appendix 2) and consult the KLA Coordinator and request consideration. You may be required to complete the task, at a later date.

#### ➤ **I hand a task in late or I am late for an exam?**

**Task:** If the task is not handed in on the due date and there is no Illness/Misadventure form submitted, then you will be penalised by being issued an 'N' Determination warning letter for the task. A task

that is one or more days late (without explanation) must still be handed in for marking by your teacher unless an alternative arrangement has been made with the relevant KLA Coordinator. The reason you still need to hand the task in is so that your teacher can still see whether you are meeting the outcomes of the course.

**Exam:** If you are late for an exam you will not be given extra time (unless you can provide evidence of extraordinary circumstances along with a completed Illness/Misadventure form – this does not include sleeping in or missing the bus). You will be able to sit the exam but only in whatever time is left available to the rest of the students.

➤ **My computer crashes and I lose all my work, or my printer fails and I can't print my assessment task?**

There will be no extension given for computer problems of any sort – so you would be advised to always keep a written copy that you can show your teachers as proof that you have done the task.

If you have a problem printing your work, you may bring your USB to school to get it printed – but remember your program will have to be compatible with those at the School, otherwise you will be left with the situation of not having a task to present.

➤ **I submit my task electronically but the teacher doesn't receive it?**

You need to check with your teacher to tell them you have sent the task if you have not received a reply email to confirm its submission. Your teacher will ask you to log on to the Diocesan intranet to prove that you sent it and to verify the time/date. If you have used a private email address, you will not be able to prove submission and will be penalised.

➤ **I plagiarise or copy work?**

If you are found 'cheating' or knowingly helping another student to cheat or submit work which is established not to be your own, it will be reported to the Principal and you will be issued a 'N' Determination warning letter (Appendix 3) for the task except in extenuating circumstances.

If a teacher has concerns regarding whether or not the work you submit is actually yours, you may be asked to verify your understanding of what you have submitted e.g., oral presentation/questions to answer.

➤ **I only complete some of the tasks that are used for assessment?**

You must make a 'genuine' effort to complete all tasks that are set as part of the school assessment calendar. If you do not complete at least 50% of the school assessment you may be deemed to be 'unsatisfactory' in that subject and jeopardise receiving the Preliminary successful completion of course credential.

➤ **I only complete the assessment tasks, but no other class work?**

NESA sets a number of criteria in regard to gaining a grade. The most important one of these is that students have “applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.”

In other words, it is required that you must make a concerted effort to do **all** the work set by your teachers.

➤ **I feel I need an extension to complete a task because of unusual circumstances?**

If you have a problem in completing a task on time for one reason or another, you must bring in a note from home along with a completed Illness/Misadventure form to give to your class teacher. The teacher will request the student to submit whatever has been completed of the task up till that point. If applicable, the student may be given additional time to complete the task. If there is still a problem at this time, the matter will be followed up with the Curriculum coordinator.

➤ **I am scheduled to go on Work Placement for my VET course and another assessment task is due?**

Work placement is a mandatory component of any VET course and is therefore not negotiable. The timing of placements is determined by Macarthur Workplace Training and is not a school-based decision. If you must sit for an exam/in-class assessment during your work placement, you need to see the KLA coordinator sufficiently in advance to make an alternative arrangement to complete the task. If you cannot submit the task yourself, you will need to decide to have the task submitted (by someone else) according to policy guidelines. You are advised to alert the KLA Coordinator to your circumstances if a problem occurs. The work placement should **not** be interrupted to come to school to submit/complete a task. Work placement does **not**, however, mean that you do not have to complete formal assessment tasks/common tasks, homework and classwork.

➤ **I am required to represent the school at a sporting or other official event.**

Advance notice is usually given for these events. It is your responsibility to alert your teacher of this conflict of interest. In general, you will be required to complete and submit tasks **before** these events.

## **What Special Provisions Are Available?**

- Special Provisions are concessions made by NESA in the conditions under which certain students who have a disability sit for exams and assessment tasks. Those students whose condition is covered by the Disabilities Discrimination Act (Commonwealth) and the Anti-Discrimination Act (NSW) may apply. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.
- In accordance with the guidelines laid down by NESA, students who have documentation to support their eligibility are assisted to apply for Special Provisions for external examination and internal assessment tasks. These applications are submitted to NESA where a determination is made as to whether to grant Special Provisions to the particular student or not. A right of appeal to NESA is available to those students whose applications are unsuccessful.
- Special Provisions apply to internal assessment, so an early determination of the needs and status of the student is advantageous.

**Details are available on the school's webpage or for more information, please contact the school's Learning Support team.**

## Illness or Misadventure Form (Appendix 2)

This form has been developed to assist you in applying for consideration in the event that:

- you are prevented from attending an Assessment Task (class test or formal exam) or
- prevented from submitting a task on time because of illness or misadventure; or
- you consider that your performance in a task has been affected by illness or misadventure immediately before or during an assessment period

You may not submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time eg., as a result of long-term illness during the year
- alleged deficiencies in tuition
- long-term illness unless you suffer a flair-up or exacerbation of the condition during the assessment period
- misreading an exam timetable or exam instructions

**You should attend every examination session, if at all possible. Do not miss an exam merely because you do not feel able to do your best.**

**Your appeal must be lodged as soon as you return to school.**

## **Appendix 1: Common Grade Scale for Preliminary Courses**

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

### **A**

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

### **B**

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

### **C**

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

### **D**

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

### **E**

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

## Appendix 2:



### JOHN THERRY CATHOLIC HIGH SCHOOL ASSESSMENT TASK LATE SUBMISSION APPEAL FORM ILLNESS & MISADVENTURE Years 10-12

STUDENT TO COMPLETE THIS SECTION

Student Name \_\_\_\_\_ Year \_\_\_\_\_

Subject/Course \_\_\_\_\_ Teacher \_\_\_\_\_

Today's date: \_\_\_\_\_ Due date of assessment/In-class task or test \_\_\_\_\_

Task: \_\_\_\_\_

Nature of task (*Tick one*) In Class task or test \_\_\_\_ Hand in Assessment Task \_\_\_\_ Formal Exam \_\_\_\_

**Reason for Appeal (*Tick one*):**

**ILLNESS** \_\_\_\_\_ **MISADVENTURE** \_\_\_\_\_

Explain how unforeseen Illness or Misadventure has prevented you from submitting this task on the due date or prevented your attendance on the day of the in-class task/examination.

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

Doctor's Certificate and declaration attached: Yes \_\_\_\_ No \_\_\_\_

**Student Signature** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ Date \_\_\_\_\_

- ☐ Assessment grade (or 'N') resulting from appeal entered in KLA Mark book
- ☐ Assessment returned to student with decision of appeal \_\_\_\_\_ Date \_\_\_\_\_

**KLA Coordinator Signature**

KLA to complete

Curriculum Coordinator to complete

Result of appeal:

- ☐ **Upheld** due to Illness / Misadventure
- ☐ **Denied -** Comment \_\_\_\_\_

☐ Action to be taken:

- ☐ Mark task and award grade to student.
- ☐ Mark task to determine achievement of outcomes but 'N' awarded for task.
- ☐ Send a 'N' Warning letter to the student

**Curriculum Coordinator signature**



STUDENT RECEIPT to be kept in diary



NAME \_\_\_\_\_ YEAR \_\_\_\_\_

SUBJECT \_\_\_\_\_ TEACHER \_\_\_\_\_

**TASK** HANDED IN WITH MISADVENTURE FORM YES \_\_\_\_\_ NO \_\_\_\_\_ (*Please tick*)

DATE \_\_\_\_\_ TIME \_\_\_\_\_ RECEIVED BY \_\_\_\_\_





# JOHN TERRY CATHOLIC HIGH SCHOOL

## Illness / Misadventure Form Years 10-12

Please complete Part A or Part B or Both

### PART A

#### Independent Evidence of Illness

To be completed by Doctor/Medical practitioner

Diagnosis of Medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date(s) and time(s) of all consultations related to illness \_\_\_\_\_

Please describe how the student's condition / symptoms could impede their performance in the relevant task: \_\_\_\_\_

Name of doctor or health care professional \_\_\_\_\_

Profession \_\_\_\_\_ Place of work \_\_\_\_\_

Address \_\_\_\_\_

Contact Number \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_\_

### PART B

#### Independent Evidence of Misadventure

Date of event causing misadventure \_\_\_\_/\_\_\_\_/\_\_\_\_

Were you a witness to the event Yes / No

If (NO), how did you obtain the information you are providing? \_\_\_\_\_

What is your relationship to the student? \_\_\_\_\_

Describe the event \_\_\_\_\_

Name: \_\_\_\_\_ Profession: \_\_\_\_\_

Contact Number: \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_\_



### **Appendix 3: N Determination**

Section 8019 of the Assessment Certification and Examination (ACE) website states that to meet the course completion criteria, principals must have sufficient evidence that a student has:

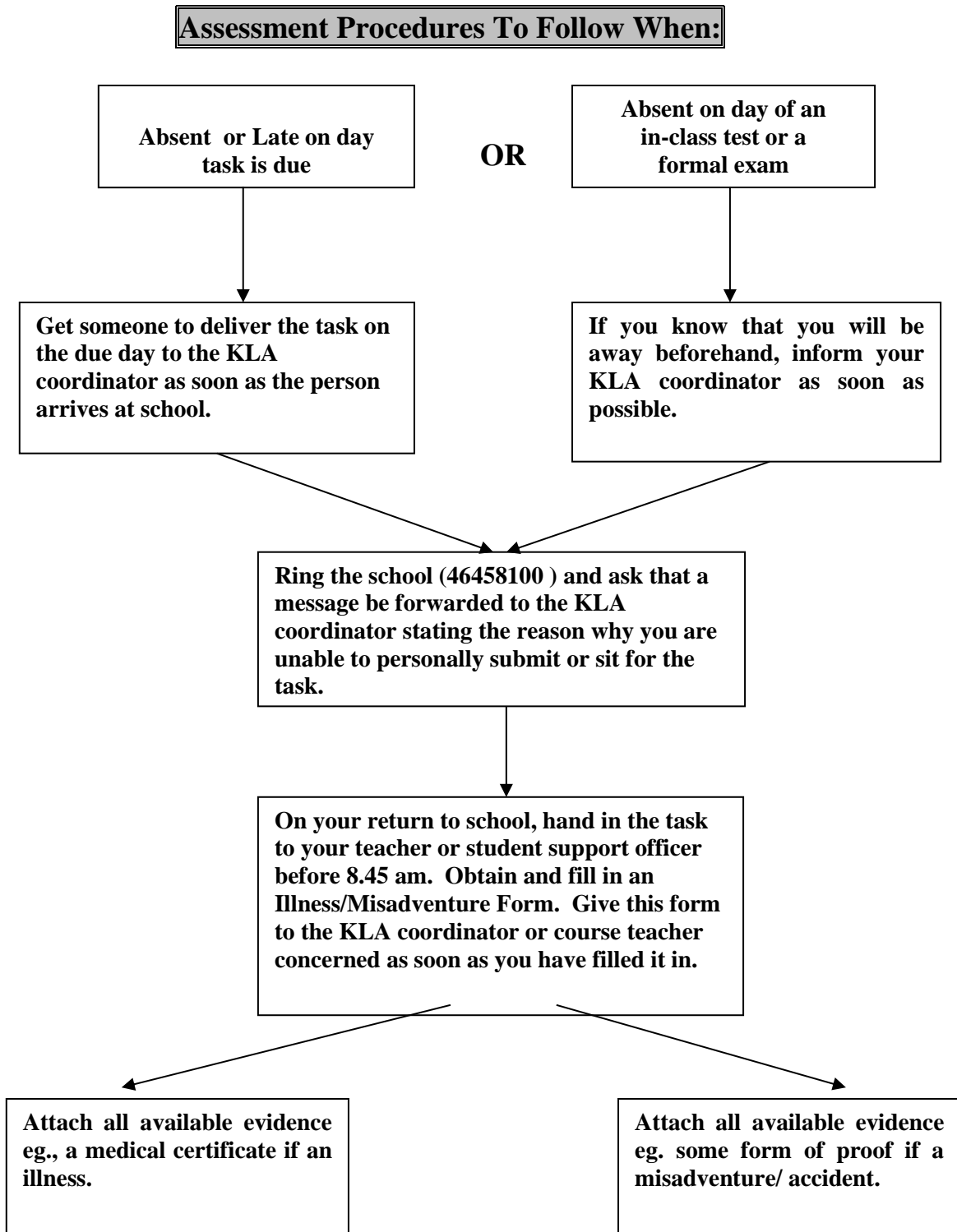
- (i) followed the course developed or endorsed by the Board; and
- (ii) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (iii) achieved some or all of the course outcomes.

Students are also expected to make a genuine attempt at assessment tasks which total up to more than 50 per cent of available marks. Completion of tasks adding up to a total of exactly 50 per cent is not sufficient. In the case of competency based courses, it is a matter for the principal to determine whether the attempts made by the student to complete the course are genuine.

N Determinations can also be issued if the principal determines that, as a result of absence, the above course completion criteria have not been met.

Reference: <http://ace.bos.nsw.edu.au/ace-8019>

## Appendix 4:



N.B. You will be required to complete the task so that teachers can accurately report your achievement grade.

### Useful Websites:

- **BOSTES, NSW:**  
<http://www.boardofstudies.nsw.edu.au/>
- **Students online:**  
<https://studentsonline.bos.nsw.edu.au/>
- **Key dates and Events:**  
<http://www.boardofstudies.nsw.edu.au/events/>
- **Parents FAQs:**  
<http://www.boardofstudies.nsw.edu.au/parents/>
- **ACE (Assessment Certification Examination):**  
<http://ace.bos.nsw.edu.au/>
- **Vocational Education & Training:**  
[http://www.boardofstudies.nsw.edu.au/voc\\_ed/](http://www.boardofstudies.nsw.edu.au/voc_ed/)
- **Stage 6 Life Skills HSC Profile of Student Achievement:**  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/lifeskills\\_studentprofile.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/lifeskills_studentprofile.html)
- **HSC Course Descriptors:**  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)
- **HSC–University Pathways for Talented Students:**  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pathways.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pathways.html)

# Glossary of Key Words

A glossary of key words has been developed to help provide a common language and consistent meaning, across all Key Learning Areas and stages. Using the glossary will help students to understand what is expected in class work, homework, examinations and assessment tasks.

<b>Text:</b>	Anything which communicates ideas, thoughts or feelings e.g., a poem, a story, a sculpture, a painting, an advertisement, a film, a speech, a mime, a cartoon, music, a performance, an e-mail.
<b>Composer:</b>	Whoever creates a text.
<b>Responder:</b>	Whoever receives and reacts to a text e.g., reads, sees, hears.
<b>Purpose:</b>	Why a text is created e.g., its desired result i.e., to inform, to persuade, to educate.
<b>Target Audience:</b>	A group of responders for whom a text is composed/created.
<b>Subject Matter:</b>	What a text is about.
<b>Genre:</b>	The classification of a text by subject matter, e.g., romance, thriller, mystery, fable, science fiction.
<b>Context:</b>	The circumstances or environment in which a text is composed, set or responded to e.g., historical, social, cultural, economic. In Visual Arts, context is referred to as “frame”.
<b>Medium of Production:</b>	Text form, written, spoken or visual.
<b>Font:</b>	Size and style of print e.g., <b>bold</b> , <i>italics</i>
<b>Graphics:</b>	A visual form of communication e.g., drawings, diagrams, photographs, cartoons, angles of boxed items, shading which can be used to communicate with the responder.
<b>Layout:</b>	The arrangement or plan of the page e.g., headings, subheadings, graphics and fonts.
<b>Register:</b>	Use of language that is appropriate to the purpose, audience and context. Different levels of language include: <ul style="list-style-type: none"><li>• <b>Formal:</b> Correct use of language.</li><li>• <b>Informal:</b> A more relaxed use of language e.g., conversational, colloquial (everyday) or slang.</li><li>• <b>Jargon:</b> language used by and among a particular group of people e.g., doctors, lawyers, computer users.</li></ul>
<b>Style:</b>	Manner of communicating through choice of language, spoken, written or visual.
<b>Tone:</b>	The composer’s attitude towards the subject and audience of the text revealed through style e.g., emotional, sympathetic, ironic.

<b>Structure of Text:</b>	How the different parts of a text are organised to achieve a purpose e.g., a narrative structure – orientation, complication, resolution; visual structure – angles, framing, left-right/top-bottom positioning, vectors.
<b>Language Features &amp; Structures:</b>	<p>The details of language:</p> <ul style="list-style-type: none"> <li>• <b>Prose texts</b> – paragraph structure, sentence structures, punctuation, language level (register), word choice e.g., subjective, objective, emotive, persuasive and biased.</li> <li>• <b>Poetry texts</b> – stanzas, imagery, rhyme and rhythm.</li> <li>• <b>Visual texts</b> – framing, use of colour, positioning of people and objects, shape, size and the relationship between parts.</li> <li>• <b>Spoken texts</b> – idioms, pauses, use of silence, questions, speaker interaction.</li> </ul> <p>Poetic language devices, e.g., metaphor, personification, imagery etc. can also be used to respond to all texts, including visual ones.</p>
<b>Account:</b>	<p>Account for: state reasons.</p> <p>Give an account of: narrate a series of events.</p>
<b>Analyse:</b>	Identify parts and how they relate to each other.
<b>Apply:</b>	Use in a particular situation.
<b>Appreciate:</b>	Judge the value of something.
<b>Appropriated Text:</b>	A text which has been taken from one context and translated into another to gain new insights into the original text and to highlight the contextual differences.
<b>Assess:</b>	Judge the value, quality, outcomes results or size of something.
<b>Calculate:</b>	To work out from facts, figures or information.
<b>Clarify:</b>	Make clear or plain.
<b>Classify:</b>	Put into classes or categories.
<b>Compare:</b>	Show how things are similar or different.
<b>Construct:</b>	Make, build, put together items or arguments.
<b>Contrast:</b>	Show how things are different or opposite.
<b>Critically:</b>	A logical and reflective approach which increases accuracy, depth, knowledge, understanding, quality.
<b>Deduce:</b>	Draw conclusions.
<b>Define:</b>	State meaning and identify basic qualities.

<b>Demonstrate:</b>	Show through examples.
<b>Describe:</b>	Provide characteristics and features.
<b>Discuss:</b>	Identify issues and provide arguments for and against.
<b>Distinguish:</b>	Indicate or show the differences between.
<b>Evaluate:</b>	Judge using criteria; determine the value of.
<b>Examine:</b>	Look at closely to identify information
<b>Explain:</b>	Show cause and effect, identify relationships between things, state how and/or why.
<b>Extract:</b>	Choose relevant and/or appropriate details
<b>Extrapolate:</b>	Identify, recognise and name new information based on what is already known.
<b>Globalisation:</b>	The blurring of national identities into a worldwide grouping, e.g., economic, cultural, social, ethnic.
<b>Interpret:</b>	Make clear the intended meaning.
<b>Investigate:</b>	Form plan of action to look at closely and identify information and draw conclusions about it.
<b>Justify:</b>	Support an argument or conclusion with evidence.
<b>Outline:</b>	Briefly and generally state the main ideas or features or give a general description.
<b>Postmodern:</b>	Approach, particularly in Visual Arts and literature, in which traditional ideas are challenged or blended. All texts are open to individual interpretation and no idea is regarded as fact.
<b>Predict:</b>	Suggest what may happen based on available information.
<b>Propose:</b>	Put forward a point of view, idea, argument or suggestion for consideration or action.
<b>Recall:</b>	State remembered ideas, facts or experiences.
<b>Recommend:</b>	Give reasons in favour of.
<b>Recount:</b>	Retell a series of events.
<b>Summarise:</b>	State briefly the relevant details.
<b>Synthesise:</b>	Connect the parts to make a whole.
<b>Transformation:</b>	The use of an existing text to create a new text.