

HSC Verbs

The HSC places a great deal of emphasis on students understanding what the verb in a question means and applying this meaning, in context, to the question. (You may know 10 bits of information on a concept raised in a particular question but the verb may only be asking for 2).

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

SCAFFOLDS FOR KEY WORKS

Scaffolds to assist students interpret the Stage 6 *Glossary of key words*

The Stage 6 *Glossary of key words* was published by the NSW Board of Studies in 1999 (within the document: *The New Higher School Certificate: Assessment Support Document*). The Glossary's purpose is to help provide a common language and consistent meaning for what students are expected to be able to do as described in the Higher School Certificate syllabus outcomes, objectives, performance bands and examination questions.

The scaffolds published here were developed by Jeff Sewell, District Science Consultant, Parramatta-Blacktown, and have been successful in helping students interpret key words to develop better responses for course work and assessment tasks that use them.

Currently, there are **eight** scaffolds, for the following key words:

1. Analyse
2. Assess
3. Compare
4. Describe
5. Discuss
6. Explain
7. Evaluate
8. Justify

NOTE: In 2002, the NSW Board of Studies provided further advice about the use of the *Glossary of key words*. See *2002 HSC Update Newsletter 2* (available at http://www.boardofstudies.nsw.edu.au/hsc/hsc_update_2002_02.html)

The following advice from the *Newsletter* should also be considered when using the scaffolds published here.

There is little doubt that a glossary of this kind can assist students to better understand what is expected of them in essays and examinations. It would be an unwelcome effect though, if use of the terms were to result in rigid, overly constraining questions.

It would also be a negative if they were applied too rigidly to the marking of students' answers.

It is also important that the key words should not be interpreted in an overly prescriptive way. Examiners must ensure that they do not use them in ways that conflict with their particular meaning within subjects. To do this would be counter productive.

The Science Unit will accept feedback in relation to these scaffolds or to assist the sharing of other scaffolds developed by teachers. Contact Gerry McCloughan, Senior Curriculum Adviser, Science, on telephone (02) 9886 7679, fax (02) 9886 7654 or email: gerry.mccloughan@det.nsw.edu.au

Analyse: *identify components and the relationships between them; draw out and relate implications*

<p>Component:</p> <p>Component:</p> <p>Component:</p>	<p>Relationship between components:</p>
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OR

<p>Outline of an implication:</p> <p>Outline of an implication:</p> <p>Outline of other implications:</p>	<p>Relationship between implications:</p>
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Assess: *make a judgement of value, quality, outcomes, results or size*

<p>Pros ('advantages'):</p> <ul style="list-style-type: none">••••	<p>AND</p>	<p>Cons ('disadvantages'):</p> <ul style="list-style-type: none">•••
<p>Judgement:</p>		

Compare: *show how things are similar or different*

Objects being compared:

How similar:

-
-
-
-

**AND
/
OR**

How different:

-
-
-

Describe: *provide characteristics and features*

Object/thing being described:



Characteristics/features:

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-
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-
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-
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Discuss: *identify issues and provide points for and/or against*

Issue identified:

AND/OR

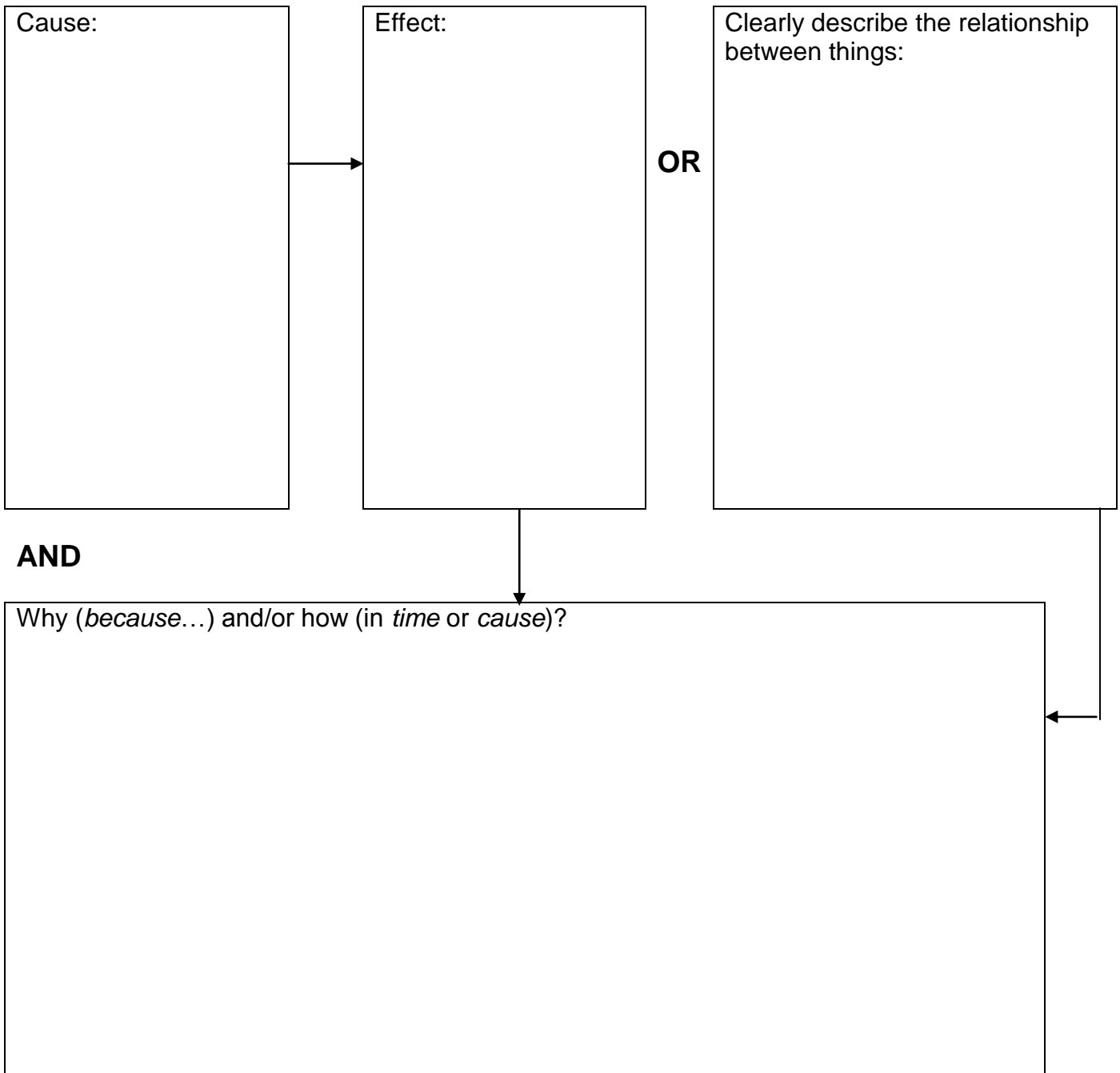
Points for:

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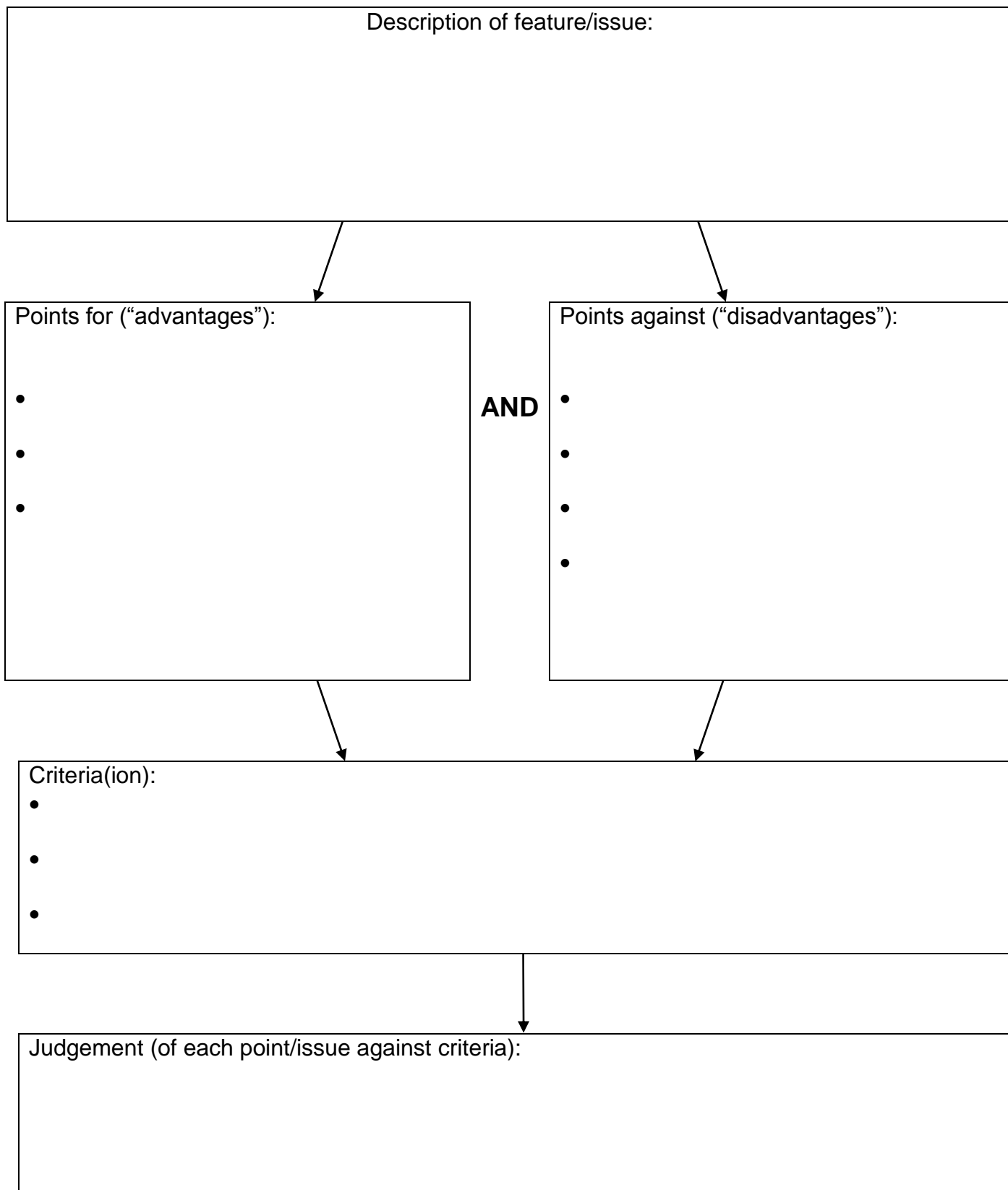
Points against:

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Explain: *relate cause and effect; make the relationship between things evident; provide why and/or how*



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



Justify: *support an argument or conclusion*

Argument/point of view/conclusion:



Points supporting the argument/point of view/conclusion:

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