

# Scaffold for analyse

**Analyse** – identify components and the relationship between them; draw out and relate implications.

Topic to be analysed:
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Component Elaboration and support:
Component Elaboration and support:

<b>Relationship</b> Point: Elaboration and support:
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Component Elaboration and support:
Component Elaboration and support:

<b>Relationship</b> Point: Elaboration and support:
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Implications of the relationship between each of these components:
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**Points to note:**  
Statement of topic taken from the question.

Preview of components and the relationships.

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate each component.

Use linking words between each point such as *therefore, thus, as a result, leading to*, in order to illustrate the relationship between each of the components.

Identifying and explaining the relationship between the various components is essential in answering these questions.

The implications of the relationship (what happens/what effect it has) can be dealt with in each of the paragraphs or as a concluding paragraph.

# Scaffold for assess

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

<p>Issue to be assessed:</p>	<p><b>Points to note:</b> Statement of topic to be assessed which reflects your view point or judgement.</p> <p>Preview of points for and against and concluding judgement.</p>
<p><b>Either:</b> Point for (advantages): Elaboration and support:</p> <p>Point for (advantages): Elaboration and support:</p> <p>Point for (advantages): Elaboration and support:</p> <p><b>Or:</b> Point against (disadvantages): Elaboration and support:</p> <p>Point against (disadvantages): Elaboration and support:</p> <p>Point against (disadvantages): Elaboration and support:</p>	<p>Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.</p> <p>Elaboration and support needs to include information about the value, quality or outcomes of the point being discussed. This can also refer to negative criticism about the point.</p> <p>Use linking words such as: <i>therefore, because, however, for instance, for example, as a result.</i></p> <p>Information used to make a judgement needs to be explained in your elaboration and then examples given to support it.</p>
<p>Conclusion and judgement:</p>	<p>Must make a judgement at the end either for OR against the argument based on the value, quality or outcomes of the topic.</p>

## **Word of the week**

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

In assessment tasks or examinations you may be asked to deduce, determine, establish a point of view from given data, argue a point of view from data. When you are calculating you are taking data

Ask yourself the following questions

- How can I find out ...?
- What can I conclude from the data ...?
- What does the information reveal...?
- How can I use the data to present the argument?
- What is the information suggesting?

# Scaffold for compare

**Compare** – show how things are similar or different.

Issue to be compared:

**Points to note:**

Identify the things to be compared from the question.

Preview each point you will raise.

Topic sentence at the beginning of each point followed by explanation and relevant examples to illustrate point.

Use linking words between each point such as: *also, in addition similarly, another similarity is*".

*"For instance", "This can be seen in", "An example of this is" and "for example" can be used to start sentences that provide examples for your points.*

Must make a judgement related to the similarities and differences in the topic.

**Similarities**

Point:

Elaboration and support:

Point:

Elaboration and support:

Point:

Elaboration and support:

**Differences**

Point:

Elaboration and support:

Point:

Elaboration and support:

Point:

Elaboration and support:

Conclusion and judgement:

# Scaffold for critically evaluate

**Critically evaluate** – add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to *evaluate*.

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

<p>Issue to be critically evaluated:</p>	<p><b>Points to note:</b> Statement of topic to be critically evaluated.</p> <p>Preview of points for and against and concluding judgement.</p> <p>Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.</p> <p>Points could also be advantages and disadvantages instead of for and against.</p> <p>Use linking words (such as: therefore, because, however, for instance, for example, as a result).</p> <p>Criteria used to make a judgement could be used during the points for and against to illustrate unclear reference more clearly.</p> <p>Brief summary of points for and against.</p> <p>Must make a judgement at the end either for OR against the argument and draw conclusions regarding about support for or against issue through the use of a criteria.</p>
<p>Point for: Elaboration and support:</p> <p>Point for: Elaboration and support:</p> <p>Point against: Elaboration and support:</p> <p>Point against: Elaboration and support:</p>	
<p>Criteria used to assess points for and against:</p>	
<p>Conclusion and judgement:</p>	



**Year 11 Preliminary exams begin in Week 9**

**Why are exams necessary?**

Exams give you a chance to make sense of your learning and to apply your knowledge under time-limited conditions. In a sense, this is the kind of skill you need in the workplace; rather like 'thinking on your feet'.

**Revising**

The best advice is to make a habit of reading through your class notes at the end of each week. This helps to consolidate the concepts in your mind and helps you identify areas where you might need more information.

In reality, we often leave revising until the last 2-3 weeks before the exam period. It is still possible to give a reasonable account of yourself provided that you follow a structured and organised approach to revising.

**Now is the time to make sure you are listening in class and taking notes either from your text book or from discussion**

The ability to make clear and concise notes is one of the most important skills you will need throughout your studies. As you make notes, you start to gain a deeper understanding of the subject and capture the essential points of the topic. During your courses, you will make notes from a variety of information sources including books, journal articles, video and computerized databases. You will also make notes in your class.

The following suggestions will help you to make notes more efficiently by helping you reduce the amount of notes that you take, and encouraging you to make and store them in a useful fashion for later reference and revision.

**Active reading**

The mistake we often make when taking notes is that we write *everything* down because we don't really know what we are looking for. You can improve your note-taking efficiency by taking some time to consider what you are looking for **before** you dive into the library or onto the net.

Setting goals for your searching can point you in the right direction, restricting the amount of material that you need to read. You can set reading goals by asking yourself questions about your topic. For instance, for an essay on the death of John Lennon:

- Why was John Lennon murdered?
- Who murdered him?
- Who were his friends?
- Who were his enemies?

**Notes are:**

- a memory aid for revision
- a reminder of the main points of a lecture, tutorial or seminar
- an important source of material for an essay or speech

**Note-taking:**

- aids concentration
- builds up an understanding of the topic
- promotes questions and debate

Adapted from <http://www.lboro.ac.uk/library/skills/Advice/TakingNotes.pdf>

Cathie Byrnes Curriculum Coordinator

<b>Word of the week</b>
<b>Construct:</b> Make; build; put together items or arguments
In assessment tasks or examinations you may be asked to construct a poster, model, garment, argument ... You will need to select material for the task and determine a plan to complete. If the task is a project it is important to make sure you have time to complete all parts. It is wise to develop a time line for completion.
Ask yourself the following questions <ul style="list-style-type: none"><li>• What do I need to ...?</li><li>• What are the most important factors ...?</li><li>• How can I prioritise?</li><li>• How will I structure/build/make ...?</li><li>• Which items go first ... second?</li></ul>

# Scaffold for define

**Define** – state meaning and identify essential qualities.

Objects or items to be defined:

**Points to note:**

Topic sentence that states the meaning of the team in the question.

May need to include examples to illustrate the essential qualities of the team or object being defined.

This should only be a brief overview of the team no more than one example is needed.

**There is no need to include a concluding paragraph.**

Essential quality  
Brief description and example:

Essential quality  
Brief description and example:

Essential quality  
Brief description and example:

# Scaffold for demonstrate

**Demonstrate** – show by example; illustrate (in words).

Issue to be demonstrated:

**Points to note:**

Statement of topic to be demonstrated.

Preview of points and examples.

Example:  
Elaboration and support:

Topic sentence at the beginning of each paragraph that describes an example, followed by an explanation to illustrate point.

Example:  
Elaboration and support:

Elaboration and support needs to include explanation about the example and how it links to the question.

Example:  
Elaboration and support:

Use linking words such as: *therefore, because, however, for instance, for example, as a result.*

Example:  
Elaboration and support:

Conclusion:

Brief summary of examples and how they link to the topic and the question.

# Scaffold for describe

**Describe** – provide characteristics and features.

Issue to be described:

**Points to note:**

Statement of issue.

Preview of each characteristic or feature.

Topic sentence at the beginning of each paragraph that states characteristic or feature followed by a description and examples to illustrate point.

Use linking words such as: *for instance, for example, including* to introduce your examples.

Characteristic or feature  
Description and example:

Conclusion:

Brief summary of main characteristics and features. Not necessary if you have given a thorough description in the body of your answer.

## 2001 Design and Technology HSC examination

Extracts from *Design and Technology HSC Examination* © Board of Studies NSW 2001.

Below are a selection of questions from the 2001 Design and technology HSC examination which require applying knowledge from different aspects of the course.

Only the selected parts of questions have been reproduced here. Visit the Board of Studies NSW web site for the [full examination](#) ▶ .

Notice that each of the questions begins with a term from the Board of Studies' glossary of [keywords](#). You need to familiarise yourself with these terms in order to answer questions accurately.

### Section II

11. d) Explain, using an example, ONE factor that has impacted on  
(ii) the success of an innovative product you have studied. (2 marks)

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how.

*For this part of the question you need to show the effect of one significant factor on the success of an innovative product. It is not enough to identify the factor. You need to give reasons (the how and why) that factor had an impact. Try to relate cause and effect.*

### Section III

12. c) Analyse how social change and new technology have influenced the design of the hand blender OR another product that you are familiar with. Give examples to support your answer. (8 marks) Note: an image of the hand blender was provided.

**Analyse:** Identify components and the relationship between them; draw out and relate implications.

*This part of the question is worth eight marks. Plan your response before you start writing. Highlight the key words, such as, analyse, social change, new technology, influenced. The question offers you the option of referring to a hand blender or a product you are familiar with. Choose a product that you are familiar with or refer to the hand blender.*

*Then identify two or more social changes and two or more new technologies that have influenced the design of the object you have chosen. Clearly show how these factors have had a positive or negative influence on the current design of the chosen object by using specific examples.*

**OR**

13. In the early 1960s the AT&T company developed the 'Touch-Tone' push-button dialling technology for phones. In order to make sure the consumers would accept the new technology, the research and development group had to research the likes and dislikes of the users. The most important areas that needed to be investigated included:

- Button patterns
- Button size and shape
- Button spacing
- Springiness of the buttons.

For ONE of the areas listed above:

- a) ...

- b) ...
- c) Analyse the ethical considerations when collecting, storing and using market research data. Give examples to support your answer. (8 marks)

*This part of the question is worth eight marks. Plan your response before you start writing. Highlight the keywords: analyse, ethical considerations, collecting, storing, using, market research. Relate your answer to one of the areas listed above.*

*Identify the ethical considerations when:*

- i) collecting data*
- ii) storing data*
- iii) using data.*

*You will need at least one or two examples to support each aspect of the question.*

**OR**

14. Communication and the nature of the *information age* are rapidly changing. Technologies that were previously considered advanced are becoming commonplace and new and emerging technologies are revolutionising the way in which we approach everyday tasks.

- a) Identify a new or emerging technology, and describe features that distinguish it from existing technology. (3 marks)

**Identify:** Recognise and name.

**Describe:** Provide characteristics and features.

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

difference between.

*This is a three-part question. To identify is to name, so you need to name a new or emerging technology.*

*To gain more marks however you need to provide two or more features of the technology and indicate how it is different from an existing technology.*

- b) Explain the likely social and economic impacts of this new or emerging technology. (4 marks)

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how.

*For this question you need to show the effect of the technology selected on society and the economy. Think about what the question is asking. Clearly divide your answer into social impacts, and economic impacts, at least two of each. Give reasons (the how and why) for each. Try to relate cause and effect.*

- c) Analyse the important factors that would need to be involved in moving emerging technologies into a successful innovation in the marketplace. Give examples to illustrate your answer. (8 marks)

**Analyse:** Identify components and the relationship between them; draw out and relate implications.

*This question is worth eight marks. You will need to identify several factors to illustrate your response. Questions requiring analysis are more complex questions and require more thinking and planning.*

*Plan your response before you start writing. Highlight the key words: analyse, factors, moving emerging technologies, innovation, marketplace.*

*Identify the important factors and explain the relationship of them to successful innovation, giving at*

*least one example for each factor you identify.*

# Scaffold for discuss

**Discuss** – identify issues and provide points for and / or against.

Issue to be discussed:

**Points to note:**

Statement of issue from your point of view (without using “I”) making your preferred side clear.

Preview of each point.

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.

Use linking words such as: *therefore, because, however, for instance, for example.*

Brief summary of points for and against.

Draw conclusions regarding support for or against issue.

Point for:  
Elaboration and support:

Point for:  
Elaboration and support:

Point against:  
Elaboration and support:

Point against:  
Elaboration and support:

Conclusion:

# Scaffold for distinguish

**Distinguish** - recognise or note / indicate as being distinct or different from; to note differences between.

Issue to be discussed:

**Points to note:**

Statement of issue.

Preview of each point of difference.

Topic sentence at the beginning of each point followed by explanation and examples to illustrate point.

Use linking words between each point such as: *also, in addition, similarly.*

*For instance* and *for example* can be used to start sentences that provide examples for your points.

Use linking words such as: *on the other hand, whereas, in contrast to, however.*

You can again use *for instance, for example* to start sentences that provide examples for your points.

**Differences**

Point:

Elaboration and support:

Conclusion and judgement:

# Scaffold for evaluate

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

Issue to be evaluated:

**Points to note:**

Statement of topic to be evaluated.

Preview of points for and against your judgement (without using "I").

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.

Points could also be advantages and disadvantages instead of for and against.

Use linking words such as: *therefore, because, however, for instance, for example, as a result.*

Criteria used to make a judgement could be used during the points for and against the argument to illustrate these more clearly.

Brief summary of points for and against.

Restate judgement at the end either for OR against the argument.

Point for:  
Elaboration and support:

Point for:  
Elaboration and support:

Point against:  
Elaboration and support:

Point against:  
Elaboration and support:

Criteria used to assess points for and against:

Conclusion and judgement:

# Scaffold for examine

**Examine** – Inquire into.

Issue to be examined:

Statement of issue.

Preview of each point of inquiry.

Point:  
Elaboration and support:

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.

Point:  
Elaboration and support:

Use linking words such as: *therefore, because, however, for instance, for example.*

Point:  
Elaboration and support:

Point:  
Elaboration and support:

Brief summary of points.

Conclusion:

May draw conclusions regarding support for the issue.

# Scaffold for explain

**Explain** – relate cause and effect; make the relationships between things evident.

Topic to be explained:

**Points to note:**

Statement of topic.

Preview of causes and effects.

Topic sentence at the beginning of each point on causes followed by explanation and examples to illustrate each cause.

Topic sentence at the beginning of each point on effects followed by explanation and examples to illustrate the link to cause.

Use linking words between each point (such as: therefore, thus, as a result, leading to), to illustrate the relationship.

Topic sentence that shows the direct link between cause and effect. Examples essential to further show the link.

The why and/or how can be illustrated within the previous paragraphs or separately at the end.

**Causes and effects**

Cause

Elaboration and support::

Effect

Elaboration and support:

**Relationship**

Point:

Elaboration and support:

**Causes and effects**

Cause

Elaboration and support:

Effect

Elaboration and support:

**Relationship**

Point:

Elaboration and support:

Why and / or how causes relate to effects.

# Scaffold for identify

**Identify** – recognise and name.

Objects or aspects to be identified:

**Points to note:**

Topic sentence that names the objects or aspect as asked in the question.

May need to include examples to illustrate you recognise what each item or object is.

This should only be a brief overview of the topic no more than one example per item.

**There is no need to include a concluding paragraph.**

Aspect or object  
Brief description and example:

Aspect or object  
Brief description and example:

Aspect or object  
Brief description and example:

# Scaffold for investigate

**Investigate** – plan, inquire into and draw conclusions about.

Issue to be investigated:

**Points to note:**

Statement of issue.

Preview of plan of inquiry and conclusions.

Topic sentence at the beginning of each paragraph that describes the point you are investigating followed by explanation and examples to illustrate point.

Use linking words such as: *therefore, because, however, for instance, for example.*

Link each paragraph using words such as: *also, secondly, finally, etc.*

Brief summary of points that were investigated and the conclusions drawn on each point.

Point:  
Elaboration and support:

Point:  
Elaboration and support:

Point:  
Elaboration and support:

Point:  
Elaboration and support:

Conclusion:

Must draw conclusions at the end from the information you have gathered in your investigation.

# Scaffold for justify

**Justify** – support an argument, opinion or conclusion.

Argument or point of view:

**Points to note:**

Statement of argument showing your opinion on it.

Preview of each point of argument.

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.

Use linking words such as: *therefore, because, however, for instance, for example* to build your argument and clearly link examples to points.

Point for:  
Elaboration and support:

Conclusion:

Brief summary of points of argument and a concluding statement to restate your point of view.

## A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in 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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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
Synthesise	Putting together various elements to make a whole

# Key words in PDHPE

## Common features

Syllabus outcomes, objectives, performance bands and examination questions have key words that tell students what they are expected to be able to do in PDHPE. The following table lists some of the common key words used in PDHPE along with the meaning defined by the NSW Board of Studies for each key word. It is not necessary to remember the definition of each individual key word. Some of the words can be grouped according to the common features. Using the information in the table below, identify the key features for each of the key words.

Key word	Definition	Features
<b>Analyse</b>	identify components and the relationship between them: draw out and relate implications	
<b>Assess</b>	make a judgement of value, quality, outcomes, results or size	
<b>Compare</b>	show how things are similar and different	
<b>Critically analyse</b>	add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analyse	
<b>Critically evaluate</b>	add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to evaluate	
<b>Define</b>	state meaning and identify essential qualities	
<b>Demonstrate</b>	show by example	
<b>Describe</b>	provide characteristics and features	
<b>Discuss</b>	identify issues and provide points for and/or against	
<b>Distinguish</b>	recognise or note/indicate as being distinct or different from; to note differences between	

<b>Evaluate</b>	make a judgement based on criteria; determine the value of	
<b>Examine</b>	inquire into	
<b>Explain</b>	relate cause and effect; make the relationships between things evident; provide why and/or how	
<b>Identify</b>	recognise and name	
<b>Investigate</b>	plan, inquire into and draw conclusions about	
<b>Justify</b>	support an argument or conclusion	
<b>Outline</b>	sketch in general terms; indicate the main features of	

## Key words: Common features

### Answers

Key words	Common features
<b>Identify</b> <b>Describe</b> <b>Define</b> <b>Outline</b>	Response requires main points with brief explanation of each and relevant example/s.
<b>Analyse</b> <b>Critically analyse</b> <b>Compare</b> <b>Distinguish</b> <b>Explain</b>	<p>Responses require the identification of components or features and the relationships between them (e.g. cause and effect, similarities and differences).</p> <p>Points need to be supported with relevant examples.</p>
<b>Assess</b> <b>Evaluate</b>	Response requires a judgement to be made regarding the value of something. The response should include a description of the criteria being used to make the judgement.

<b>Critically evaluate</b>	Judgement needs to be supported with relevant examples.
<b>Examine</b> <b>Investigate</b>	Response requires an inquiry of the topic. Response should provide a description of the key points along with some conclusions depending on the wording of the question.  Points need to be supported with relevant examples.
<b>Demonstrate</b> <b>Justify</b>	Response requires key points of the topic to be illustrated using relevant examples to support the argument or conclusion being developed.

**Outline the contribution of ONE significant person and assess the impact of this person on Christianity:**

**Outline** – state in general terms; indicate the **main features**.

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

**Introduction:** Set up the parameters of the question

**Know the glossary of terms** and use the words of the definition to establish your response

**The main features** of significance in the Papacy of Pope John Paul XXIII who began his five year papacy in 1958 that have had a lasting impact on Christianity are the **Second Vatican council** convened in 1962; the **doctrinal papers and encyclicals** that he wrote; **the social and moral guidance** that he provided by his words and actions as he embraced people of all faiths and encouraged **interfaith dialogue**; his **ecumenical movement** that broke down **sectarianism** and finally the changes instigated in the Catholic Church to the liturgy and the growth of social justice agencies.

**We can assess the value** of his contributions when we consider the significant outcomes of his pontificate: the spread of ecumenism, the changes brought about by the second Vatican council, his work for world peace and to improve the quality of life of the poor. Pope John Paul XXIII how he used **his position** as the leader of the Catholic Church to engage all Christians and non Christians to consider issues of peace and nuclear proliferation, communism and the rights of the poor. The Papal Encyclicals “Mater et Magistra”: Mother and Teacher in 1961 and “Pacem in Terris”: Peace on Earth in 1963 which he wrote allow us to see him as a leader of Christianity as they provide adherents with an understanding of how to act as a Christian with compassion and moral leadership.

Comment [SJC1]: OUTLINE

Comment [SJC2]: The Main features

Comment [SJC3]: ASSESS

Comment [SJC4]: Outline and assess how he used his position as Pope and leader of Catholic Church to make changes, etc

# Scaffold for outline

**Outline** – state in general terms; indicate the main features.

Issue to be outlined:

**Points to note:**

Statement of issue in the question.

Preview of each characteristic or feature.

Topic sentence at the beginning of each paragraph that states main features followed by a description and examples to illustrate point.

Use linking words such as: *for instance, for example, including, and such as* to introduce your examples.

This should only be a brief overview of the topic no more than two sentences per feature.

**There is no need to include a concluding paragraph.**

Characteristic or feature  
Brief description and example:

<b>Word of the week</b>	
<b>Apply</b>	Use, utilise, employ in a particular situation
<p>In assessment tasks or examinations you may be asked to apply or use, present, examine, actively participate in a practical investigation, implement, classify, examine or demonstrate.</p> <p>In all these situations you are being asked to demonstrate your ability to use previously learned material in new situations</p>	
<p>Ask yourself the following questions</p> <ul style="list-style-type: none"> <li>• How is ----- an example of -----?</li> <li>• What practical applications...?</li> <li>• What examples...?</li> <li>• How could you use...?</li> <li>• How does this apply to...?</li> <li>• In your life how would you apply ...?</li> </ul>	

“The important thing is to never stop questioning.” Albert Einstein.

<b>Word of the week</b>	
<b>Appreciate</b>	Make a judgement about the value of
<p>In assessment tasks or examinations you may be asked to appreciate the value of a particular argument, theory, product, point of view, artwork, or performance. You need to apply a judgment about something and the best way to do this is to establish certain criteria on which to appreciate the subject/topic.</p>	
<p>Ask yourself the following questions</p> <ul style="list-style-type: none"> <li>• What is of worth or value in ...?</li> <li>• What are the advantages of ...?</li> <li>• Why is the ... worthy of study?</li> <li>• Why is ... valued?</li> <li>• How can I find value in ...?</li> <li>• What is valued and why?</li> </ul>	

<b>Word of the week</b>	
<b>Assess</b>	: Make a judgment of value, quality, outcomes, results or size
<p>In assessment tasks or examinations you may be asked to test the product, theory, performance against a set of criteria, or assess the validity of a statement</p>	
<p>Ask yourself the following questions</p> <ul style="list-style-type: none"> <li>• What are the advantages or disadvantages of ...?</li> <li>• How relevant or important is/are ...?</li> </ul>	

- Why is ... successful ...?
- Why has ... failed to...?
- How have the outcomes been achieved...?

#### Word of the week

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

In assessment tasks or examinations you may be asked to deduce, determine, establish a point of view from given data, argue a point of view from data. When you are calculating you are taking data

Ask yourself the following questions

- How can I find out ...?
- What can I conclude from the data ...?
- What does the information reveal...?
- How can I use the data to present the argument?
- What is the information suggesting?

#### Word of the week

**Clarify:** Make clear or plain

In assessment tasks or examinations you may be asked to test the product, theory, performance against a set of criteria, or assess the validity of a statement

Ask yourself the following questions

- What are the advantages or disadvantages of ...?
- How relevant or important is/are ...?
- Why is ... successful ...?
- Why has ... failed to...?
- How have the outcomes been achieved...?

#### Word of the week

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

In assessment tasks or examinations you may be asked sort, organize, classify or information

Ask yourself the following questions

- How might you classify ...?
- What category does ... belong to?
- What else could you add to this category ...?
- How else could you organize...?

#### Word of the week

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

In assessment tasks or examinations you may be asked to compare or contrast ideas, to find differences or similarities between different techniques/styles/ideas/proposal/ways of thinking... When comparing items you need to establish some criteria for comparison or contrast.

Ask yourself the following questions

- How would you compare ...?
- What similarities ...?
- What are the differences between ...?
- How is \_\_\_\_ like \_\_\_\_?
- How is \_\_\_\_ different from \_\_\_\_?

#### Word of the week

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

In assessment tasks or examinations you may be asked to construct a poster, model, garment, argument ... You will need to select material for the task and determine a plan to complete. If the task is a project it is important to make sure you have time to complete all parts. It is wise to develop a time line for completion.

Ask yourself the following questions

- What do I need to ...?
- What are the most important factors ...?
- How can I prioritise?
- How will I structure/build/make ...?
- Which items go first ... second?

#### Word of the week

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

In assessment tasks or examinations you may be asked to contrast different ideas, models, projects, ways of thinking or composing. When you contrast you highlight how things differ.

Ask yourself the following questions

- What is different ...?
- What are the most obvious differences?
- What are the least obvious differences?
- Why is \_\_\_\_ different from \_\_\_\_?
- How can I demonstrate the difference between \_\_\_\_\_ and \_\_\_\_\_?
- What do the differences between \_\_\_\_\_ and \_\_\_\_\_ reveal?

#### Word of the week

**Deduce:** Draw conclusions

In assessment tasks or examinations you may be asked infer the consequences of a particular experiment, proposal or experiment, predict the outcome or conclusion

Ask yourself the following questions

- What conclusions can you drq from ...?
- What would happen if ...?
- What would have happened if ...?
- If you changed \_\_\_\_ what might happen?

