

# GLOSSARY OF TERMS

When approaching an assessment task, it is vital that you understand what is required of you. You need to be able to distinguish between the topic terms and key assessment terms in each sentence. A **topic term** tells you what the subject of a sentence is, whereas a **key assessment term** tells you what to do with the subject.

For example: 'Discuss the impact Australian lifestyle has on global warming.'

The **topic terms** are 'Australian lifestyle' and 'global warming'.

The **key assessment term**, 'Discuss' instructs you on how to approach the topic terms.

Below you will find the definition of a key assessment term that you will most likely come across throughout the year and during exams. Becoming familiar with the meanings of these key assessment terms is a vital part of satisfactorily completing your tasks and achieving the results you desire.

**Account for** State the reasons for something.

**Give an account of** Give a detailed description of a series of events or transactions.

**Analyse** Study something closely and identify, describe and criticise the main components and the relationship between them.

**Apply** Use information or a skill in a particular situation or topic.

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

**Argue** Put forward an idea, illustrate and discuss its importance, and secure it against potential counter-arguments.

**Assemble** Collect information in a set order from a variety of sources.

**Assess** Examine something thoroughly, taking into account its strengths and weaknesses. Talk about the arguments for and against this item and lastly state your opinion.

**Calculate** Ascertain/determine something from facts, figures or information you have been given.

**Categorise** Place people or things into clusters sharing the same attributes.

**Clarify** Simplify something so that you make it plain or clear.

**Classify** Arrange or include items in classes or categories.

**Comment** State clearly your opinions on something and support them with suitable evidence or explanations.

**Compare** Show the similarities and differences between two or more things.

**Construct** Make, build, put together items or arguments.

**Contrast** Point out and emphasise the differences between two or more things.

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

**Deduce** Draw conclusions about something using the information available.

**Define** State the precise meaning of something and identify its essential qualities and limitations.

**Demonstrate** Show how something works or functions through various examples.

**Describe** Give a thorough account of something, providing characteristics and features.

**Devise** Create something new, possibly through combining or employing recognised ideas or principles.

**Differentiate** Show the difference between two or more things; make something different.

**Discuss** Take into account the different aspects of something. Identify issues, provide points for and/or against and come to a conclusion.

**Distinguish** Recognise and explain the differences between two or more things.

**Enumerate** Make an ordered list, providing the most important features of something. Do not give too much detail.

**Evaluate** Make a judgement on something by taking into account the advantages and disadvantages associated with it.

**Examine** Introduce, in detail, the main ideas of something and explore the consequences connected to it.

**Explain** Make the meaning of something clear; relate cause and effect; make the relationships between things evident; provide why and/or how.

**Explore** Approach something using a questioning manner, and take into account the various points of view associated with it.

**Extract** Choose relevant and/or appropriate details out of the information.

**Extrapolate** Come to a conclusion about something from the information that is available on it.

**Identify** Direct attention to the main features and vital points of something and describe them.

**Illustrate** Make something clear and explicit by giving examples.

**Interpret** Explain the meaning of something through use of your own judgement, opinion or experience.

**Justify** Offer good reasons or arguments for something and answer any objections that may be made against it.

**Outline** State the essential characteristics, presenting main points and vital underlying points. Omit insignificant details.

**Prioritise** Place two or more things in order of importance.

**Recommend** Advise or suggest a course of action based on information you have gathered.

**Relate** Show how things are connected, and how they affect, cause, or are similar to each other.

**Review** Go over the information given to you and examine the subject critically.

**Specify** State something accurately and in detail or refer to it clearly.

**State** Introduce the main points of the topic in a short and understandable form.

**Substitute** Put something in the place of another person or thing; to exchange.

**Summarise** Express the most important facts or ideas of a piece of information in a brief and clear manner.

**Trace** Follow the progression or history of something from a certain point of origin.

**Verify** Prove something to be true or establish the information's authenticity.

**Please note:** *The above terms are generic. Your school's curriculum may have its own Glossary of Terms you will need to refer to.*