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Key words in examination questions

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The Curriculum Council has developed a glossary of key words that is used as a guide by examining panels in the formulation of examination questions.

The glossary is provided for teacher information.

Definitions in the glossary are generic and applicable across all courses. Teachers should note that some terms have a more course-specific meaning that derives directly from the content and the language of the course.

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| Account | Account for: state reasons for, report on. Give an account of; narrate a series of events or transactions |
| Advise | Recommend or inform |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use, utilise, employ in a particular situation |
| Argue | Make a case, based on appropriate evidence, for and/or against some given point of view |
| Assess | Make a judgement of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Choose (multiple-choice) | Decide or select the most suitable from a number of different options |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Comment on | Make reference to and expand upon |
| Compare | Show how things are similar and different |
| Complete | Finish an outlined task |
| Consider | Reflect on and make a judgement/evaluation |
| Construct | Make; build; put together items or arguments |

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| Contrast | Show how things are different or opposite |
| Correlate | Demonstrate a mutual or complementary relationship |
| Create | Make, invent something |
| Critically (analyse/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluate |
| Debate | Develop a logical (sometimes persuasive) argument, giving differing views in response to a topic |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Determine | Decide, find out |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; note differences between |
| Draw (diagrams etc.) | An instruction, as in draw a circle |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Enquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Explore | Investigate, search for or evaluate |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Illustrate | Similar to 'explain' (see above), but requires the quoting of specific examples or statistics or possibly the drawing of maps, graphs, sketches, etc. |
| Interpret | Draw meaning from |
| Investigate | Plan, enquire into and draw conclusions about |
| Justify | Support an argument or conclusion; give reasons for your statements or comments |

Examinations and Certification

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| Label (and annotate) | Identify by placing a name or word used to describe the object or thing |
| List | Provide a series of related words, names, numbers or items that are arranged in order, one after the other |
| Name | Provide a word or term used to identify an object, person, thing, place etc. (something that is known and distinguished from other people or things) |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Prepare (e.g. in Accounting) | Take the necessary action to put something into a state where it is fit for use or action, or for a particular event or purpose |
| Present (an argument) | Offer or convey something such as an argument or statement to somebody formally; a discussion that offers different points of view on an issue or topic; debate |
| 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 |
| Respond to | Provide an answer; reply |
| Select | Choose somebody or something from among several |
| Show | Give information; illustrate |
| Sketch | A picture or diagram that is done quickly, roughly; a brief outline |
| State | Express the main points of an idea or topic, perhaps in the manner of 'describe' or 'enumerate' (see above) |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Put together various elements to make a whole; gather all ideas and combine them into a complex whole; combine all parts |

New

Marker applications for 2011 WACE examinations

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The Curriculum Council will soon call for expressions of interest from qualified people interested in marking the practical and/or written WACE examinations.

All applications will be completed online in 2011. People who marked the 2010 WACE examinations will be sent a letter explaining how to complete this process.

Those that have not previously marked the WACE examinations will be able to access the online application form from the Council's website at <http://www.curriculum.wa.edu.au>. It will be available by the end of May. All applications close on **Wednesday, 6 July 2011**.

Applicants will receive a receipt of submission via email once the application has been processed. All application forms will be forwarded to the chief marker. The chief marker selects the markers based on:

- the number of markers required
- previous marking experience
- teaching experience within the course
- familiarity of specific course syllabus.

Practical applicants will be advised about selection by **Monday, 15 August 2011**.

Written applicants will be advised about selection by **Friday, 30 September 2011**.

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Examination enrolments and exemptions

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Year 12 students who are enrolled in at least one Stage 2 or Stage 3 pair of units (e.g. 2A/2B, 2C/2D or 3A/3B) are required to sit the WACE examination for that stage in that course, unless they qualify for an exemption. There are two types of exemptions: