

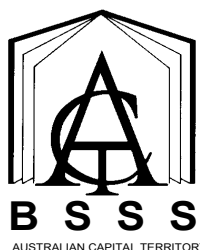


Humanities and Social Sciences



**Course
Framework**

From 2019



Humanities and Social Sciences Framework

Introduction

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical behaviour
- intercultural understanding.

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Elaboration of these student capabilities and priorities are available on the ACARA website.

Frameworks

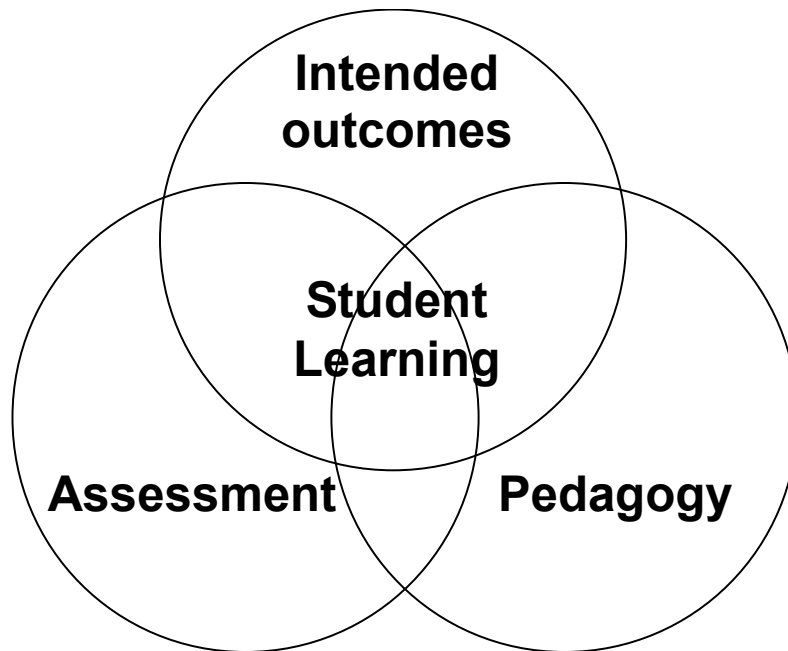
Frameworks make provision for development of courses with their own discrete knowledge, symbols, language, processes and skills. In addition, frameworks will also make provision for courses that draw knowledge, symbols, languages, processes and skills across or within disciplines.

Frameworks provide the basis for the development and accreditation of any course and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.

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Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning principles

- Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
- When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
- Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
- Learners' sense of self and motivation to learn affects learning.
(Self-concept)
- Learning needs to take place in a context of high expectations.
(High expectations)
- Learners learn in different ways and at different rates.
(Individual differences)
- Different cultural environments, including the use of language, shape learner understandings and the way they learn.
(Socio-cultural effects)
- Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
- Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

Rationale

Humanities and Social Sciences is the study of how people process and document the human experience and their place in it. It empowers students to better understand humankind, society and culture and communicate ideas for the future. Humanities and Social Sciences examines what it means to be human and to ask questions about society and its institutions.

By analysing how people have tried to make moral, spiritual and intellectual sense of the world, it promotes empathy and understanding. It also requires students to deal critically and logically with what can be subjective, complex and imperfect information.

Humanities and Social Sciences courses provide a context for the contemporary world and a framework for students to critically and creatively assess possible, probable and preferred futures for themselves and the world in which they live. It empowers students to make informed and reasoned decisions for the public good as citizens of a culturally diverse and complex and interdependent world.

The study of Humanities and Social Sciences promotes well-rounded, thinking, analytical young citizens equipped for the demands of the 21st Century globalised world.

Courses written under this framework focus on concepts from a discipline or draw ideas from a number of disciplines. The analytical, critical and communication skills taught in the Humanities and Social Sciences will be valuable for future study, work or profession.

Goals

All courses based on this Framework should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas and change
- synthesise different interpretations, representations and perspectives
- evaluate significance of information, processes and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

Concepts, Knowledge and Skills

Courses developed under this framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Concepts

- identity
- society
- change
- culture
- environment
- relationships
- empathy
- responsibility
- values

Knowledge

- discipline knowledge
- perspectives/issues/ideas
- methodologies
- institutions

Skills

- critical and creative thinking
- self-reflection and management
- futures thinking
- synthesis of information
- creating solutions
- analysing and evaluating
- problem solving
- decision making
- reflecting on own learning
- interpersonal and intrapersonal strategies
- communicating.

Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the learning principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences.

Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all of these criteria to assess students' performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standards (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Student achievement in **A**, **T** and **M** units is reported based on system standards as an A - E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

Achievement Standards Humanities and Social Sciences A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures analyses the significance of issues/events analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture analyses concepts in personal, cultural, social and or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures explains the significance of issues/events explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture explains concepts and principles in personal, cultural, social and or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures describes the significance of issues/events describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture describes concepts and principles in personal, cultural, social and or historical contexts 	<ul style="list-style-type: none"> describes some histories, environments, systems, data and cultures identifies issues/events and their significance describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture describes some concepts and principles in personal, cultural, social and or historical contexts 	<ul style="list-style-type: none"> identifies histories, environments, systems, data and cultures identifies issues/events with little to no reference to their significance recognises nil or minimal different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture identifies concepts and principles in personal, cultural, social and or historical contexts
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing reflects on own thinking and learning and the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments using some evidence, appropriate language and referencing reflects on own learning with some reference to the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem communicates basic ideas and arguments using minimal evidence, language and referencing reflects on own learning with little or no reference to the significance of Humanities and Social Sciences

Achievement Standards Humanities and Social Sciences T Course Year 11

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Knowledge and understanding	<ul style="list-style-type: none"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture critically analyses processes of change to understand our world and our place in the world critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and or historical context 	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture analyses processes of change to understand our world and our place in the world analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and or historical context 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture explains processes of change to understand our world and our place in the world explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour describes issues/events and identifies its significance with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture describes processes of change to understand our world and our place in the world describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to its significance and minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/ institutions/ society/ culture identifies processes of change with little to no reference our world and our place in the world identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical context
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments using some evidence, appropriate language and accurate referencing reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas and arguments using minimal evidence, language and accurate referencing reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good

Achievement Standards Humanities and Social Sciences A Course Year 12

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Achievement Standards Humanities and Social Sciences T Course Year 12

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Achievement Standards Humanities and Social Sciences M Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> describes a significant issue/event with independence describes different perspectives and interpretations of an issue/event with independence 	<ul style="list-style-type: none"> describes a significant issue/event with some independence describes different perspectives and interpretations of an issue/event with some independence 	<ul style="list-style-type: none"> describes a significant issue/event with assistance describes different perspectives and interpretations of an issue/event with assistance 	<ul style="list-style-type: none"> describes a significant issue/event with repeated cueing describes different perspectives and interpretations of an issue/event with repeated cueing 	<ul style="list-style-type: none"> describes a significant issue/event with direct instruction describes different perspectives and interpretations of an issue/event with direct instruction
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with independence applies appropriate methodology to investigate a need, problem or challenge with independence describes relationships such as cause and effect with independence draws ideas from different disciplines to propose a solution to a problem with independence communicates ideas using appropriate language with independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with some independence applies appropriate methodology to investigate a need, problem or challenge with some independence describes relationships such as cause and effect with some independence draws ideas from different disciplines to propose a solution to a problem with some independence communicates ideas using appropriate language with some independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with assistance applies appropriate methodology to investigate a need, problem or challenge with assistance describes relationships such as cause and effect with assistance draws ideas from different disciplines to propose a solution to a problem with assistance communicates ideas using appropriate language with assistance 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with repeated cueing applies appropriate methodology to investigate a need, problem or challenge with repeated cueing describes relationships such as cause and effect with repeated cueing draws ideas from different disciplines to propose a solution to a problem with repeated cueing communicates ideas using appropriate language with repeated cueing 	<ul style="list-style-type: none"> undertakes an inquiry with direct instruction applies appropriate methodology to investigate a need, problem or challenge with direct instruction describes relationships such as cause and effect with direct instruction draws ideas from different disciplines to propose a solution to a problem with direct instruction communicates ideas using appropriate language with direct instruction

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

Framework Group

Name	College
Peter Bishell	Brindabella Christian College
Nanette Bragg	Burgmann Anglican School
Lynne McInnes	Canberra Girls Grammar School
Conor Bendle	Gungahlin College
Felicity Hunt	St Francis Xavier College
Prathiba Nagabhusan	St Mary MacKillop College
Luke Broadhurst	Lake Tuggeranong College

Appendix A - Common Curriculum Elements

Common Curriculum Elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
select	select	main points, words, ideas in text
	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
identify, summarise and plan	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix B - Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words