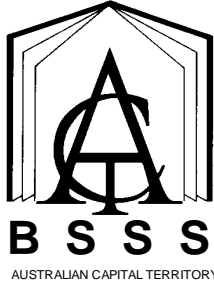# PHILOSOPHY

Course

Framework

from 2018

Philosophy 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) capability
- critical and creative thinking
- personal and social capability
- 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.
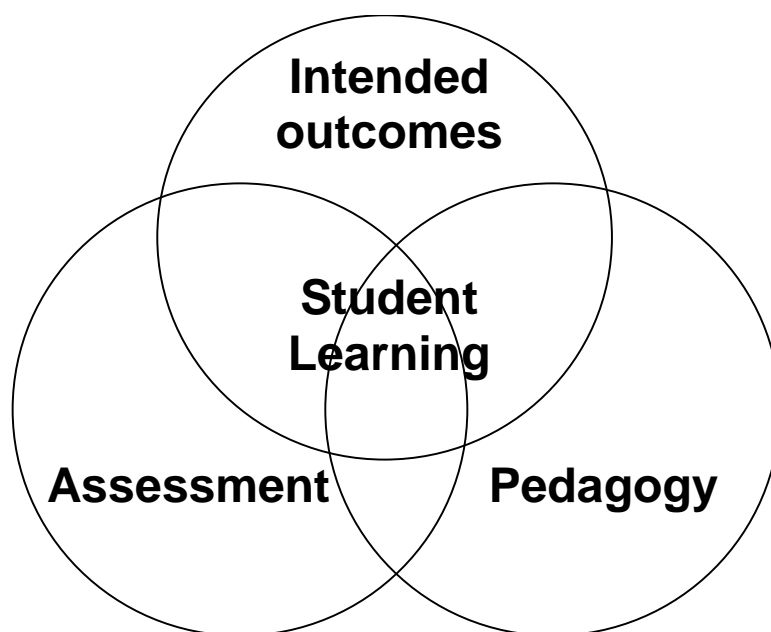
Course Frameworks

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

Course 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.

Contents

```
        Intended
        outcomes


        Student
        Learning

   Assessment      Pedagogy
```

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

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)

2. 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)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)

5. Learning needs to take place in a context of high expectations.
   (High expectations)

6. Learners learn in different ways and at different rates.
   (Individual differences)

7. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.
   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)

9. 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

Philosophy is the study of humanity's most enduring and influential ideas. Students develop an understanding of how these ideas influence human action, thought, existence and knowledge.

Students develop their knowledge and understanding of philosophical ideas, arguments and methodologies to interrogate what different people think, what they value, what they consider to be true, and how they engage with others and the world around them. They analyse the purpose of philosophical investigation and develop insights into problem solving and decision making in a range of contexts in society and culture.

Using philosophical inquiry, students develop analytical and critical thinking skills and learn to question and challenge assumptions. They develop skills to communicate persuasively by presenting logical, reasoned and coherent arguments. The study of philosophy is relevant to young people as they continue to be life-long learners and reflective, creative and informed citizens in both the world of study and work. The study of philosophy is relevant to a variety of disciplines and vocational pathways.

Goals

All courses based on this Framework should enable students to:

- analyse the assumptions and limitations of philosophical ideas and methodologies

- analyse philosophical perspectives and arguments in a range of contexts

- evaluate and apply modes of inquiry using philosophical language

- analyse the purpose of philosophy

- applies philosophical ideas and methodologies to investigate problems and inform decision making

- explore the relationship between philosophical questions and contemporary issues

- reflect critically on their own perspective and the perspectives of others.

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 and Knowledge

- nature of philosophical thought and inquiry

- fields of philosophy

- philosophy and world views.

Skills

- investigation
- collaboration
- enquiry
- critical reflection
- creativity
- communication.

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 assessment criteria 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 use 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

Category	Investigating	Responding/Creating
	Suggested tasks: • research essay (take home) • short-answers test • oral presentation • media article • journal/learning log • analytic philosophy paper	**Suggested tasks:** • response essay (timed and supervised response to stimulus) • group report • response to philosophy article or podcast • community of inquiry • written or oral philosophical dialogue • poster & rationale • creative responses-written and non-written • public policy proposal & rationale • multimedia presentation
Weightings in A/T 1.0 and 0.5 Units	20 - 60%	20 - 60%
Weighting in M 1.0 and 0.5 Units	10 - 90%	10 - 90%

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.

- Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.

- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes **T:** 8 - 15 minutes.

- It is highly recommended that teachers set both in-class and at-home tasks.

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 Philosophy T Course Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	critically analyses philosophical ideas and evaluates their assumptions and limitations	analyses philosophical ideas and explains their assumptions and limitations	explains philosophical ideas and describes their assumptions and limitations	describes philosophical ideas with some reference to their assumptions and limitations.	Identifies philosophical ideas with little or no reference to their assumptions and limitations.
	critically analyses perspectives and modes of enquiry and evaluates reasons and arguments used by philosophers on issues and positions	analyses perspectives and modes of enquiry and explains reasons and arguments used by philosophers on issues and positions	explains perspectives and modes of enquiry and describes reasons and arguments used by philosophers on issues and positions	describes perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions	identifies perspectives and modes of enquiry with little or no reference to reasons and arguments used by philosophers on issues and positions
	critically analyses the purpose of philosophy and evaluates its methodologies	analyses purpose of philosophy and explains its methodologies	explains purpose of philosophy and describes its methodologies	describes purpose of philosophy with some reference to its methodologies	identifies and purpose of philosophy with little or no reference to its methodologies
	critically analyses representations and interpretations of philosophical issues and positions and evaluates their significance in a wide range of contexts and lived experience	analyses representations and interpretations of philosophical issues and positions and explains their significance in a range of contexts and lived experience	explains representations and interpretations of philosophical issues and positions and describes their significance in a range of contexts and lived experience	describes representations and interpretations of philosophical issues and positions with some reference to their significance and lived experience	identifies representations and interpretations of philosophical issues and positions with little or no reference to their significance and lived experience
	synthesises ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing	analyses ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing	explains ideas and information and communicates arguments using appropriate evidence, language and accurate referencing	describes ideas and information and communicates arguments with some reference to evidence, language and accurate referencing	identifies ideas and information and communicates arguments with some reference to evidence, language and accurate referencing
Skills	applies philosophical methodology, with control and precision to construct a logical and reasoned argument	applies philosophical methodology, with control to construct a logical argument	applies philosophical methodology with some control to construct an argument	applies philosophical methodology with minimal control to construct an argument	applies philosophical methodology with little or no control to construct an argument
	plans and undertakes independent inquiries and analyses information based on critical evaluation of credible sources	plans and undertakes independent inquiries and explains information based on assessment of credible sources	undertakes guided inquiries and describes information based on appropriate sources	undertakes guided inquiries with some reference sources	undertakes guided research with little or no reference to sources
	makes discerning and effective choice of philosophical ideas to investigate a wide range of complex problems and to inform decision making	makes effective and justified choice of philosophical ideas to investigate a range of complex problems and to inform decision making	makes effective choice of philosophical ideas to investigate problems and to inform decision making	makes some effective choice of philosophical ideas with minimal impact to investigate problems and to inform decision making	selects philosophical ideas with little or no impact on investigation of problems and decision making
	reflects with insight on their own thinking and that of others and evaluates the relationships within and between arguments and ideas	reflects on their own thinking and that of others and analyses the relationships within and between arguments and ideas	reflects on their own thinking and that of others and explains the relationships within and between arguments and ideas	reflects on their own thinking and that of others with some reference to the relationships within and between arguments and ideas	reflects on their own thinking and that of others with little or no reference to the relationships within and between arguments and ideas

Achievement Standards Philosophy T Course Year 11

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Knowledge and understanding	analyses philosophical ideas and evaluates their assumptions and limitations	analyses philosophical ideas and explains their assumptions and limitations	explains philosophical ideas and describes their assumptions and limitations	describes philosophical ideas with some reference to their assumptions and limitations	identifies philosophical ideas with little or no reference to their assumptions and limitations
	analyses perspectives and modes of enquiry and evaluates reasons and arguments used by philosophers on issues and positions	analyses perspectives and modes of enquiry and explains reasons and arguments used by philosophers on issues and positions	explains perspectives and modes of enquiry and describes reasons and arguments used by philosophers on issues and positions	describes perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions	identifies perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions
	analyses representations and interpretations of philosophical issues and positions and evaluates their significance in a wide range of contexts and lived experience	analyses representations and interpretations of philosophical issues and positions and explains their significance in a range of contexts and lived experience	explains representations and interpretations of philosophical issues and positions and describes their significance in a range of contexts and lived experience	describes representations and interpretations of philosophical issues and positions with some reference to their significance and lived experience	identifies representations and interpretations of philosophical issues and positions with little or no reference to their significance and lived experience
	synthesises ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing	analyses ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing	explains ideas and information and communicates arguments using appropriate evidence, language and accurate referencing	describes ideas and information and communicates arguments with some reference to evidence, language and accurate referencing	identifies ideas and information and communicates arguments with some reference to evidence, language and accurate referencing
Skills	applies philosophical methodology with control and precision to construct a logical and reasoned argument	applies philosophical methodology with control to construct a logical argument	applies philosophical methodology with some control to construct an argument	applies philosophical methodology with minimal control to construct an argument	applies philosophical methodology with little or no control to construct an argument
	plans and undertakes independent inquiries and analyses information based on critical evaluation of credible sources	plans and undertakes independent inquiries and explains information based on assessment of credible sources	undertakes guided inquiries and describes information based on appropriate sources	undertakes guided inquiries with some reference sources	undertakes guided research with little or no reference to sources
	makes discerning and effective choice of philosophical ideas to investigate a wide range of complex problems and to inform decision making	makes effective and justified choice of philosophical ideas to investigate a range of complex problems and to inform decision making	makes effective choice of philosophical ideas to investigate problems and to inform decision making	makes some effective choice of philosophical ideas with minimal impact to investigate problems and to inform decision making	selects philosophical ideas with little or no impact on problem investigation and decision making
	reflects with insight on their own thinking and that of others and evaluates the relationships within and between arguments and theories	reflects on their own thinking and that of others and analyses the relationships within and between arguments and theories	reflects on their own thinking and that of others and explains the relationships within and between arguments and theories	reflects on their own thinking and that of others with some reference to the relationships within and between arguments and theories	reflects on their own thinking and that of others with little or no reference to the relationships within and between arguments and theories

Achievement Standards Philosophy A Course Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	analyses philosophical ideas and explains their assumptions and limitations	explains philosophical ideas and describes assumptions and limitations	describes philosophical ideas and identifies their assumptions and limitations	identifies philosophical ideas with some reference to their assumptions and limitations	identifies philosophical ideas with little or no reference to their assumptions and limitations
	analyses perspectives and modes of enquiry and explains reasons and arguments used by philosophers on issues and positions	explains perspectives and modes of enquiry and describes reasons and arguments used by philosophers on issues and positions	describes perspectives and modes of enquiry and identifies reasons and arguments used by philosophers on issues and positions	identifies perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions	identifies perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions
	analyses representations and interpretations of philosophical issues and positions and explains their significance in a wide range of contexts and lived experience	explains representations and interpretations of philosophical issues and positions and describes their significance in a range of contexts and lived experience	describes representations and interpretations of philosophical issues and positions and identifies their significance in a range of contexts and lived experience	identifies representations and interpretations of philosophical issues and positions with some reference to their significance and lived experience	identifies representations and interpretations of philosophical issues and positions with little or no reference to their significance and lived experience
	analyses ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing	explains ideas and information and communicates arguments using appropriate evidence, language and accurate referencing	describes ideas and communicates information using appropriate evidence, language and accurate referencing	identifies ideas and communicates information with some reference to evidence, language and accurate referencing	identifies ideas and communicates information with some reference to evidence, language and accurate referencing
Skills	applies philosophical methodology with control and precision to construct a logical and reasoned philosophical argument	applies philosophical methodology with control to construct a logical philosophical argument	applies philosophical methodology with some control to construct a philosophical argument	applies philosophical methodology with minimal control to construct a philosophical argument	applies philosophical methodology with little or no control to construct a philosophical argument
	plans and undertakes independent inquiries and analyses information based on credible sources	plans and undertakes independent inquiries and explains information based on credible sources	undertakes guided inquiries and describes information based on appropriate sources	undertakes guided inquiries with some reference sources	undertakes guided research with little or no reference to sources
	makes discerning and effective choice of philosophical methodology to investigate a wide range of complex problems and to inform decision making	makes effective and justified choice of philosophical methodology to investigate a range of complex problems and to inform decision making	makes effective choice of philosophical methodology to investigate problems and to inform decision making	makes some effective choice of philosophical methodology with minimal impact to investigate problems and to inform decision making	selects philosophical methodology with little or no impact on problem investigation and decision making
	reflects with insight on their own thinking and that of others and analyses the relationships within and between arguments and theories	reflects on their own thinking and that of others and explains the relationships within and between arguments and theories	reflects on their own thinking and that of others and describes the relationships within and between arguments and theories	reflects on their own thinking and that of others with some reference to the relationships within and between arguments and theories	reflects on their own thinking and that of others with little or no reference to the relationships within and between arguments and theories

Achievement Standards Philosophy A Course Year 11

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Knowledge and understanding	• analyses philosophical ideas	• explains philosophical ideas	• describes philosophical ideas	• identifies philosophical ideas	• identifies some philosophical ideas
	• analyses perspectives and modes of enquiry	• explains perspectives and modes of enquiry	• describes perspectives and modes of enquiry	• identifies perspectives and modes of enquiry	• identifies some perspectives and modes of enquiry
	• analyses of ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing	• explains ideas and information and communicates arguments using appropriate evidence, language and accurate referencing	• describes ideas and communicates information using appropriate evidence, language and accurate referencing	• identifies ideas and communicates information with some reference to evidence, language and accurate referencing	• identifies ideas and communicates information with some reference to evidence, language and accurate referencing
Skills	• applies philosophical methodology with control and precision to construct a logical and reasoned argument	• applies philosophical methodology with control to construct a logical argument	• applies philosophical methodology with some control to construct a philosophical argument	• applies philosophical methodology with minimal control to construct a philosophical argument	• applies philosophical methodology with little or no control to construct a philosophical argument
	• plans and undertakes independent inquiries and analyses information based on credible sources	• plans and undertakes independent inquiries and explains information based on credible sources	• undertakes guided inquiries and describes information based on appropriate sources	• undertakes guided inquiries with some reference sources	• undertakes guided research with little or no reference to sources
	• makes discerning and effective choice of philosophical methodology to investigate a wide range of complex problems and to inform decision making	• makes effective and justified choice of philosophical methodology to investigate a range of complex problems and to inform decision making	• makes effective choice of philosophical methodology to investigate problems and to inform decision making	• makes some effective choice of philosophical methodology with minimal impact to investigate problems and to inform decision making	• selects philosophical methodology with little or no impact on problem investigation and decision making

Achievement Standards Philosophy M Course

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	• describes philosophical ideas with independence • describes own and others' perspectives with independence • describes a mode of enquiry (e.g. problem, premise, argument, conclusion) independently • represents philosophical ideas and information using appropriate evidence, language and accurate referencing with independence	• describes philosophical ideas with some assistance • describes own and others' perspectives with some assistance • describes a mode of enquiry • (e.g. problem, premise, argument, conclusion) with some assistance • represents philosophical ideas and information using appropriate evidence, language and accurate referencing with some assistance	• describes philosophical ideas with occasional assistance • describes own and others' perspectives with occasional assistance • describes a mode of enquiry (e.g. problem, premise, argument, conclusion) with occasional assistance • represents philosophical ideas and information using appropriate evidence, language and accurate referencing with occasional assistance	• identifies philosophical ideas with continuous guidance • attempts to identify perspectives with continuous guidance • recognises the steps in a mode of enquiry with continuous guidance • identifies philosophical ideas and information with some reference to evidence, appropriate language and accurate referencing with continuous guidance	• identifies some philosophical ideas with direct instruction • recognises the possibility of perspectives with direct instruction • recognises the steps in a mode of inquiry with direct instruction with direct instruction • identifies philosophical ideas and information with some reference to evidence, appropriate language and accurate referencing with direct instruction
Skills	• applies philosophical methodology appropriately to construct a logical and reasoned argument • undertakes inquiries and presents information based on credible sources • uses philosophical ideas to investigate problems and to inform decision making with independence	• applies philosophical methodology appropriately to construct a logical and reasoned argument • undertakes inquiries and presents information based on credible sources • uses philosophical ideas to investigate problems and to inform decision making with some assistance	• applies philosophical methodology with some control to construct a philosophical argument • undertakes guided inquiries and presents information based on appropriate sources • uses philosophical ideas to investigate problems and to inform decision making with occasional assistance •	• applies philosophical methodology with minimal control to construct a philosophical argument • undertakes guided inquiries with some reference sources • uses philosophical ideas to investigate problems and to inform decision making with continuous guidance	• applies philosophical methodology with little or no control to construct a philosophical argument • undertakes guided inquiries with little or no reference to sources • uses philosophical ideas with little or no impact on discussing problems and decision making

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.

References

The following references were used to inform the development of the Philosophy Framework:

QSA

Course. Retrieved from https://www.qcaa.qld.edu.au/

VCE

Study design. Retrieved from http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

SACE

Subject Outline: https://www.sace.sa.edu.au/

WACE

Course. Retrieved from http://www.scsa.wa.edu.au/

Course Framework Group

Name	College
Peter Dam	Melba Copland Secondary School
Winifred Lamb	Narrabundah College
Thomas Robertson	Narrabundah College
Adrian Poole	Gungahlin 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	main points, words, ideas in text
identify, summarise and plan	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	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