

HSC Key Words	ALARM Scaffold	
Clarify Define Identify List Recall Recount Summarise	Name and Define: <ul style="list-style-type: none"> • What is... • Identify the... • Components/elements/steps/stages of the topic process • Give a name and definition of EACH of these areas • Summarise the... • List the... 	<i>Describing</i> <i>Finding</i> <i>Identifying</i> <i>Listing</i> <i>Locating</i> <i>Naming</i> <i>Recognising</i> <i>Retrieving</i>
Describe Demonstrate Distinguish Extract Outline Classify	Describe: <ul style="list-style-type: none"> • What are the... • What are the features/characteristics/properties? • Describe the different components/parts • Use examples 	<i>Chronicling</i> <i>Describing</i> <i>Detailing</i> <i>Expressing</i> <i>Illustrating</i> <i>Outlining</i> <i>Representing</i>
Apply Explain Account What/Why	Explain (the Significance): <ul style="list-style-type: none"> • What is the purpose/function? • What is the cause and effect? • What is ... trying to achieve? • How is... Why is... • Why is this significant? • What supports... • Give examples that show... 	<i>Applying</i> <i>Associating</i> <i>Clarifying</i> <i>Connecting</i> <i>Conveying</i> <i>Demonstrating</i>
Analyse Examine Interpret Synthesise Predict How/Why	Analyse: <ul style="list-style-type: none"> • Explain how and/or why the intentions are carried out, impact • How did it achieve its purpose or intent and / or impact/effect? • How (or why) is ... working towards is intended or unintended effect/impact? • What is the relationship between the various components? • What are the reasons for... 	<i>Examining</i> <i>Interpreting</i> <i>Predicting</i> <i>Reasoning</i> <i>Synthesising</i>
Critically Analyse Compare Contrast Discuss Recommend	Critically Analyse: <ul style="list-style-type: none"> • Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect • How and why is it beneficial and /or harmful? • Express the positive/negative implications/connotations... • Why does ... and ... compare/contrast positively and/or negatively? 	<i>Comparing</i> <i>Contrasting</i> <i>Discussing</i> <i>Recommending</i>
Construct Deduce Evaluate Extrapolate Investigate Propose Assess Justify	Evaluate: <ul style="list-style-type: none"> • To what extent is each component part successful, useful, effective and achieve its purpose? • To what extent is the impact/effect effective or valuable? • To what extent has it carried out its function or purpose? • To what extent is one more effective than another? • What judgements can you make? • (Critically) Is it successful, in relation to set criteria? • (Critically) Come to a final judgement on each component & the overall extent • (Critically) Were all the features/effects/impacts, the whole process, successful or effective? 	<i>Appraising</i> <i>Assessing</i> <i>Attributing</i> <i>Arguing</i> <i>Convincing</i> <i>Debating</i> <i>Designing</i> <i>Disproving</i> <i>Investigating</i> <i>Judging</i> <i>Proving</i>

Clarify	Make clear or plain
Define	State meaning and identify essential qualities
Identify	Recognise and name
List	
Recall	Present remembered ideas, facts or experiences
Recount	Retell a series of events
Summarise	Express concisely the relevant details
Describe	Provide characteristics and features
Demonstrate	Show by example
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Extract	Choose relevant and/or appropriate details
Outline	Sketch in general terms; indicate the main features of
Classify	Arrange or include in classes/categories
Apply	Use, utilise, employ to a particular situation
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Account	Account for: state reasons for, report on Give an account of: narrate a series of events or transactions
What/Why	
Analyse	Identify components and the relationship among them; draw out and relate implications
Examine	Inquire into
Interpret	Draw meaning from
Synthesise	Combine (a number of things) into a coherent whole
Predict	Suggest what may happen based on available information
How/Why	
Critically Analyse	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Compare	Show how things are similar or different
Contrast	Show how things are different or opposite
Discuss	Identify issues and provide points for and/or against
Recommend	Provide reasons in favour
Construct	Make; build; put together items or arguments
Deduce	Draw conclusions
Evaluate	Make a judgement based on criteria; determine the value of
Extrapolate	Infer from what is known
Investigate	Plan, inquire into and draw conclusions about
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Assess	Make a judgment of value, quality, outcomes, results or size
Justify	Support an argument or conclusion