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|  | Senior phase glossary 2018 v1.0 |

The purpose of this resource is to support schools’ planning for 2018 Year 10 students to transition into the new QCE system in 2019. This resource will be updated in 2019.

This resource presents the current definitions for key terms used in:

* the Australian Curriculum learning area subject standard elaborations
* QCAA General senior syllabuses
* QCAA Applied senior syllabuses.

| Term | Australian Curriculum standard elaborations | QCAA General senior syllabuses | QCAA Applied senior syllabuses |
| --- | --- | --- | --- |
| A |
| accuracy | consistent with a standard, rule, convention or known fact | the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; | precise and exact; consistent with a standard, rule, convention or known facts  |
| accurate | precise and exact; consistent with a standard, rule, convention or known facts; correct in all details  | precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details | precise and exact; consistent with a standard, rule, convention or known facts; to the point  |
| analyse | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences | dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information;examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences | dissect to ascertain and examine constituent parts and/or their relationships; consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differencesconsider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences, e.g. distinguishing between relevant and irrelevant data when graphing results  |
| apply | use or employ in a particular situation | use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation | use or employ in a particular situation; carry out or use a procedure in a given situation |
| appraise |  | evaluate the worth, significance or status of something; judge or consider a text or piece of work | assess the worth, value, or quality of  |
| appreciate |  | recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of | recognise the full worth of; understand (a situation) fully; grasp the full implications of  |
| appropriate | fitting, suitable to the context | acceptable; suitable or fitting for a particular purpose, circumstance, context, etc. | fitting, suitable to the context  |
| argue |  | give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons | give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons  |
| aspect | particular parts or features | a particular part of a feature of something; a facet, phase or part of a whole | a facet, phase or part of a whole  |
| assess | measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something | measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something  | measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something  |
| authoritative | having the sanction or weight of authority, expert, commanding | able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed | able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed  |
| B |
| basic | fundamental; simple, elementary | fundamental | underdeveloped, simple and straightforward  |
| C |
| calculate |  | determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information | obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information  |
| categorise |  | place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate | place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate  |
| clarify |  | make clear or intelligible; explain; make a statement or situation less confused and more comprehensible | make clear or intelligible; explain; make a statement or situation less confused and more comprehensible  |
| clarity; clear; clearly | easy to perceive, understand, or interpret, without ambiguity; explicit | clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret | fully intelligible; free from obscurity of sense; without ambiguity; explicit |
| classify |  | arrange, distribute or order in classes or categories according to shared qualities or characteristics | arrange, distribute or order in classes or categories according to shared qualities or characteristics  |
| coherent | rational; well-structured and makes sense | having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts | orderly, logical, and internally consistent relation of parts; rational with parts that are harmonious, well-structured and that make sense  |
| comment |  | express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation | express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation  |
| communicate; communicating; communication | conveying information or ideas to others through appropriate representations, text types and modes | convey knowledge and/or understandings to others; make known; transmit | convey information about, clearly reveal or make known |
| compare | estimate, measure or note how things are similar or dissimilar | display recognition of similarities and differences and recognise the significance of these similarities and differences | display recognition of similarities and differences and recognise the significance of these similarities and differences  |
| complex | choose and apply procedures in a situation involving a number of elements, components or steps in a context that has been a focus of prior learning | composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars | composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars  |
| comprehend |  | understand the meaning or nature of; grasp mentally | understand the meaning or nature of; grasp mentally  |
| comprehensive | detailed and thorough, including all that is relevant | inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant | detailed and thorough, including all that is relevant; inclusive of a broad coverage of facts, ideas and information  |
| concise | brief and to the point; without repetition of information, loss of clarity or loss of argument, logic or solution | expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information | brief and to the point; without repetition of information, loss of clarity or logic of argument or solution  |
| concisely |  | in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly | in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly  |
| conduct |  | direct in action or course; manage; organise; carry out | direct in action or course; manage; organise; carry out  |
| consider | thought about deliberately with a purpose | think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on | formed after careful and deliberate thought; thought about deliberately with a purpose |
| considerable |  | fairly large or great; thought about deliberately and with a purpose | fairly large or great; thought about deliberately and with a purpose  |
| considered | think carefully about (something), typically before making a decision | formed after careful and deliberate thought | formed after careful and deliberate thought  |
| consistent; consistently | regular in occurrence; in agreement and not self-contradictory | agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time | agreeing or accordant; compatible; not self-opposed or self-contradictory; constantly adhering to the same principles  |
| construct |  | create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build | create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build  |
| contrast |  | display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout | display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout  |
| create | putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing; creating requires users to put parts together in a new way or synthesise parts into a new or different form or product | bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole | put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure   |
| critical | containing or involving discussion and opinions that analyse or make judgments, especially in a detailed way | involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit | involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit  |
| critique | a careful judgment in which opinions are given about the positive and negative aspects of something; considers good as well as bad performances, the individual parts, relationships of the individual parts and the overall performance | review (e.g. a theory, practice, performance) in a detailed, analytical and critical way | evaluate, comment upon and assess something in a detailed and analytical way |
| D |
| decide |  | reach a resolution as a result of consideration; make a choice from a number of alternatives | a choice or determination formed following the consideration of alternatives  |
| deduce |  | reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given | reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given  |
| define |  | give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities | give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities  |
| demonstrate | to give a practical exhibition or explanation | prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition | to point out, indicate; to exhibit, set forth; to clearly and deliberately show  |
| derive |  | arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship;in mathematics, obtain the derivative of a function | arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in Mathematics, obtain the derivative of a function  |
| describe | give an account of characteristics or features | give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something | give an account of characteristics or features; outline, state, provide details |
| design | to plan and evaluate the construction of a product or process | produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one) | produce a plan, simulation, model or similar; plan, form or conceive in the mind |
| detailed | meticulous; including many of the parts | executed with great attention to the fine points; meticulous; including many of the parts or facts | executed with great attention to detail  |
| determine |  | establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution | establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution  |
| develop | elaborate or expand in detail; create or construct | elaborate, expand or enlarge in detail; add detail and fullness to;cause to become more complex or intricate | elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate  |
| devise |  | think out; plan; contrive; invent | think out; plan; contrive; invent  |
| differentiate |  | identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; | establish a difference between two things or among several things  |
| discerning | showing good judgment to make thoughtful choices | discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance | intellectual perception; showing good judgment to make thoughtful and astute choices; selected for value or relevance  |
| discriminate |  | note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different | perceptive and judicious; making judgments about quality |
| discriminating |  | differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment | perceptive and judicious; making judgments about quality  |
| discuss | to talk or write about a topic, taking into account different issues or ideas | examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence | examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence  |
| distinguish | recognise point/s of difference | recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items | recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items  |
| document |  | support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations) | support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)  |
| draw conclusions |  | make a judgment based on reasoning and evidence | make a judgment based on reasoning and evidence  |
| E  |
| effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result | successful in producing the intended, desired or expected result; meeting the assigned purpose | meeting the assigned purpose   |
| element |  | a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity | a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity  |
| evaluate | examine and judge the merit or significance of something | make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria | provide a detailed examination and substantiated judgment concerning the merit, significance or value of something; examine and judge the merit or significance of something  |
| examine | to determine the nature or condition of something | investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue | investigate by inspection; inquire or search into; consider or discuss critically   |
| experiment | to try or test to suit a purpose | try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact | try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact  |
| explain | provide additional information that demonstrates understanding of reasoning and/or application | make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information | provide additional information that demonstrates understanding of reasoning and/or application  |
| explore |  | look into both closely and broadly; scrutinise; inquire into or discuss something in detail | look into closely; scrutinise; examine; investigate; consider a variety of different options, possibilities and viewpoints; examine thoroughly, consider from a variety of viewpoints  |
| express |  | convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict | convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict |
| extrapolate |  | infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable | infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable  |
| F |
| familiar | well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method | well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common;(of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities | commonly or generally known or seen  |
| fluent |  | spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent;in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly | flowing smoothly and easily  |
| fluently |  | in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily | flowing smoothly and easily; graceful  |
| fragmented | disjointed, incomplete or isolated | disorganised; broken down; disjointed or isolated | reduced to fragments; disorganised; broken down |
| G |
| generate |  | produce; create; bring into existence | produce or create something  |
| H |
| hypothesise |  | formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds | formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds  |
| I |
| identify | establish or indicate who or what someone or something is | distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature | distinguish, isolate; locate and recognise  |
| implement |  | put something into effect, e.g. a plan or proposal | put a decision, plan, agreement or proposal into effect or action; execute; apply; put into practice; carry out, perform, enact; to complete, satisfy, or fulfil  |
| infer |  | derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at | derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at  |
| informed | having relevant knowledge; being conversant with the topic | knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment) | knowledgeable; learned; having relevant knowledge; being conversant with the topic  |
| innovative; innovation | something new or different introduced; a creation (a new device or process) resulting from study and experimentation | new and original; introducing new ideas; original and creative in thinking | new and original; novel, but not necessarily unique; often involving effective alternatives, modifications or changes to given information or routine tasks  |
| interpret | to explain the meaning of information or actions | use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs | use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs  |
| investigation |  | an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time | an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time  |
| investigate | to plan, collect, interpret and draw conclusions about data/informationmake inquiry or examination | carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information | carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information |
| isolated | sole or single, random, unrelated; something set apart; unrepeated; rarely demonstrated | detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way | detached, separate, or unconnected with other things  |
| J |
| judge | apply both procedural and deliberative operations to make a determination;procedural operations are those that determine the relevance and admissibility of evidence, whilst deliberative operations involve making a decision based on the evidence | form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination | form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination  |
| justified | provide sound reasons or evidence to support a statement;show how an argument or conclusion is right or reasonable | sound reasons or evidence are provided to support an argument, statement or conclusion | provide sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true  |
| justify | to show how an argument or conclusion is right or reasonable; provide sound reasons or evidence | give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable | provide sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true  |
| L |
| logical | sequence of sound reasoning | rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances | rational and valid; internally consistent  |
| logically | sequence of sound reasoning | according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible | rational and valid; internally consistent  |
| M |
| modify | change, alter or adapt in order to improve quality or add clarity | change the form or qualities of; make partial or minor changes to something | change somewhat the form or qualities of; alter somewhat; make partial or minor changes to (something); vary, adjust, shape or reform to improve the outcome; consider the desired effect, outcome or purpose  |
| O |
| obvious | evident; apparent | clearly perceptible or evident; easily seen, recognised or understood | clearly perceptible or evident; easily recognised; open to view  |
| organise | to form as or into a whole consisting of a sequence or interdependent parts | arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action | systematically ordered and arranged; having a formal organisational structure to arrange, coordinate, and carry out activities  |
| P |
| partial | attempted; incomplete evidence provided | not total or general; existing only in part; attempted, but incomplete | attempted, with evidence provided, but incomplete  |
| predict | suggest what might happen in the future or as a consequence of something  | give an expected result of an upcoming action or event; suggest what may happen based on available information | give an expected result of an upcoming action or event; suggest what may happen based on available information  |
| product | one type of designed solution; one of the outputs of technologies processes, the end result of processes and production; products are the tangible end results of natural, human, mechanical, manufacturing, electronic or digital processes to meet a need or want | an assessment technique that focusses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time | an assessment technique that focusses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time |
| proficient | competent or skilled in doing or using something; | well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something | well advanced or expert; skilled and adept  |
| project | the set of activities undertaken by students to address specified content, involving:understanding the nature of a problem, situation or needcreating, designing and producing a solution to the project taskdocumenting the process | an assessment technique that focusses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time | an assessment technique that focusses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time  |
| propose | a plan or solution in response to a situation | put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action | put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action  |
| prove |  | use a sequence of steps to obtain the required result in a formal way | use a sequence of steps to obtain the required result in a formal way  |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task | having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional | having an intended or desired result  |
| R |
| realise |  | create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to | make real or concrete; give reality or substance to actualise; bring an idea or plan into reality or fruition  |
| reasonable |  | endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate | make real or concrete; give reality or substance to  |
| reasoned | logical and sound; presented with justification | logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered | logical and sound; presented with justification; well-grounded, considered and thought out  |
| recall |  | remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one’s mind | retrieving relevant knowledge from long-term memory  |
| recognise | to be aware of or acknowledge | identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge | identifying that an item, characteristic or quality exists; locating knowledge in long-term memory that is consistent with presented material  |
| refined |  | developed or improved so as to be precise, exact or subtle | fine-tuned and modified; showing improvement and enhancement  |
| reflect on |  | think about deeply and carefully | think about deeply and carefully  |
| rehearsed |  | practised; previously experienced; practised extensively | practised; previously experienced; practised extensively  |
| related | connect to | associated with or linked to | belonging to the same group, or type; connected  |
| relevant | connected to the matter in hand | bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on | applicable and pertinent; has direct bearing on  |
| S |
| select | choose in preference to another or others | choose in preference to another or others; pick out | choose in preference to another or others  |
| sensitive | susceptible to the attitude, feelings or circumstances of others; responsive to external conditions or stimulations | capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation | capable of perceiving with a sense or the senses, susceptible to the attitudes, feelings, or circumstances of others; responsive to external conditions or stimulation  |
| sequence | to arrange in a definite order | place in a continuous or connected series; arrange in a particular order | place in a continuous or connected series; arrange in a particular order  |
| show |  | provide the relevant reasoning to support a response | provide the relevant reasoning to support a response  |
| significant | pertaining to events, periods, *developments*, *perspectives* and ideas of the past, which are regarded as having important consequences, duration and relevance to the present, from the point of view of society or ordinary people when contextualised to larger events | important; of consequence; expressing a meaning; indicative; includes all that is important;sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something | includes all that is important  |
| simple | apply procedures in a situation involving few elements, components or steps, and in a context that has been a focus of prior learning  | easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial;may concern a single or basic aspect; involving few elements, components or steps | involving few elements, components or steps; obvious data or outcomes  |
| sketch |  | execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy | a drawing completed freehand, often instantly capturing an idea for later use and therefore lacking in presentation quality; sketches are usually produced manually but may be software-assisted; they may include annotations, e.g. dimensions and materials  |
| skilful |  | having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous;demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced | having practical ability; possessing skill; expert, dexterous, clever; made or done well, showing a lot of ability; possessing or displaying; accomplishment or skill, especially something that requires special ability or training  |
| solve | to work out a correct solution to a problem | find an answer to, explanation for, or means of dealing with (e.g. a problem);work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods | find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods  |
| sporadic | appearing, happening now and again or at intervals; (irregular) or occasional | happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances | appearing, happening now and again or at intervals; irregular or occasional  |
| structure |  | *verb* give a pattern, organisation or arrangement to; construct or arrange according to a plan; *noun* in English, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions | arrangement of parts, elements or constituents; a complex system considered from the point of view of the whole rather than of any single part; anything composed of parts arranged together in some way; an organisation |
| succinct |  | expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear | brief, concise and clear; written briefly and clearly expressed  |
| suitable | appropriate, fitting | appropriate; fitting; conforming or agreeing in nature, condition, or action | conforming or agreeing in nature, condition, or action; accordant; corresponding; analogous; appropriate; fitting  |
| summarise |  | give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence | give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence  |
| sustained | continuing for an extended period or without interruption | carried on continuously, without interruption, or without any diminishing of intensity or extent | carried on continuously, without interruption, or without any diminishing of intensity or extent  |
| symbolise |  | represent or identify by a symbol or symbols | represent or identify by a symbol or symbols  |
| synthesise | combine elements (information/ideas) into a coherent whole | combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding | to combine into a complex whole; to assemble constituent parts into a coherent, unique and/or complex entity  |
| systematic | methodical, organised and logical | done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system | methodical, organised and logical  |
| T |
| test |  | take measures to check the quality, performance or reliability of something | take measures to check the quality, performance or reliability of something  |
| thorough |  | carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required;complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely | carried out completely and carefully; including all that is required  |
| U |
| understand | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area | perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication | perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication  |
| uneven | not properly corresponding or aligning; not in keeping with | unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced | unequal; not properly corresponding or agreeing  |
| unfamiliar | choose and apply procedures in a situation involving a number of elements, components or steps in a context in which students have had limited prior experience | not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities | situations or materials that have not been the focus of prior learning experiences  |
| use | to operate or put into effect | operate or put into effect; apply knowledge or rules to put theory into practice | the act of putting something to work, or employing or applying a thing, for any purpose, especially a beneficial or productive purpose  |
| V  |
| variety | a number of different things | a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references | a number of things of different kinds; used to create and sustain interest and can be done in many different ways using the elements  |